



Secondary School Information Guide 2019-2020



The Purpose of the Secondary School Information Guide

The Secondary School Information Guide (SSIG) contains important information for students on how they can be successful in middle and high school. The guide highlights Austin ISD 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 SSIG has five sections:

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

There are several ways to use this guide. First, you may want to identify topics that interest you from the Table of Contents and go directly to those pages. Second, you may want to read sequentially through the general information section then proceed to middle- or high-school sections that apply to you. Refer to the course descriptions as you select your schedule for the next academic year.

Look ahead at the classes that are necessary to meet graduation requirements. Many of these classes have prerequisite courses that you must take in your freshman, sophomore or junior years. If you get to your senior year without taking the prerequisites, you will not be able to take the higher-level courses and possibly will 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 Disclaimer:

The contents of the SSIG are relevant to AISD Policy (LEGAL and LOCAL), Regulation and Practice as of January 2018. For current information regarding district policy please refer to the [AISD website](#) or visit with your school counselor.

Specific school-related questions should be directed to campus staff. When parents or legal guardians have a question or concern, they should contact the person who made the initial decision. After discussing the matter, if the concern continues, the principal should be contacted.

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Austin ISD Secondary School 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
Ann Richards School for Young Women Leaders	2206 Prather Lane	78704	414-3236	440-382
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 Early College High School	5601 Manchaca Road	78745	414-2532	440-298
Eastside Memorial Early College High School	1012 Arthur Stiles Road	78721	414-5810	440-365
Garza Independence High School	1600 Chicon Street	78702	414-8600	440-339
GPA at Navarro	1201 Payton Gin Road	78758	414-2896	n/a
GPA at Travis	1211 E. Oltorf St.	78704	414-6635	n/a
International High School	1012 Arthur Stiles Road	78721	414-6817	440-368
LBJ Early College 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
Navarro Early College High School	1201 Payton Gin Road	78758	414-2514	440-302
Northeast Early College High School	7104 Berkman Drive	78752	414-2523	440-301
Travis Early College High School	1211 E. Oltorf	78704	414-2527	440-325

OTHER CAMPUSES	ADDRESS	ZIP	PHONE	CEEB CODE
Alternative Learning Center	901 Neal Street	78702	414-2554	440-290
Clifton Development Center	1519 Coronado Hills Drive	78752	414-3614	n/a
Rosedale School	2117 West 49th Street	78756	414-3617	n/a

MIDDLE SCHOOLS	ADDRESS	ZIP	PHONE	CEEB CODE
Ann Richards School for Young Women Leaders	2206 Prather Lane	78704	414-3236	440-382
Bailey Middle School	4020 Lost Oasis Hollow	78739	414-4990	n/a
Bedichek Middle School	6800 Bill Hughes Road	78745	414-3265	n/a
Bertha Sadler Means Young Women's Leadership Academy	6401 N. Hampton Drive	78723	414-3234	n/a
Burnet Middle School	8401 Hathaway	78757	414-3225	n/a
Covington Middle School	3700 Convict Hill Road	78749	414-3276	n/a
Dobie Middle School	1200 E. Rundburg Lane	78753	414-3270	n/a
Gorzycki Middle School	7412 West Slaughter Lane	78749	841-8600	n/a
Gus Garcia Young Men's Leadership Academy	7414 Johnny Morris Road	78724	841-9400	n/a
Kealing Middle School	1607 Pennsylvania Avenue	78702	414-3214	n/a
Lamar Middle School	6201 Wynona	78757	414-3217	n/a
Lively Middle School	201 East Mary	78704	414-3207	n/a
Martin Middle School	1601 Haskell	78702	414-3243	n/a
Mendez Middle School	5106 Village Square	78744	414-3284	n/a
Murchison Middle School	3700 North Hills Drive	78731	414-3254	n/a
O. Henry Middle School	2610 West 10th Street	78703	414-3229	n/a
Paredes Middle School	10100 S. Mary Moore Searight Dr.	78748	841-6800	n/a
Small Middle School	4801 Monterey Oaks Blvd.	78749	841-6700	n/a
Webb Middle School	601 E. St. Johns	78752	414-3258	n/a

Austin ISD Middle School Campuses

Ann Richards School for Young Women Leaders

Ranked among the best schools in Texas and the United States, the Ann Richards School for Young Women Leaders comprises a community of girls who are committed to building their communities—and to changing the world.

The all-girls school prepares sixth through 12th graders to make it to and through college with a healthy and well-balanced lifestyle. In addition to providing rigorous academics, ARS encourages all students to develop real-world service projects, which challenge them to lead with courage and compassion, while solving problems creatively and ethically.

ARS welcomes students from throughout Austin—from every elementary school in the district—to join their campus community in South Austin for a world-class education and a whole lot of fun. Stars put their hearts and smarts into all they do as artists and scientists, thinkers and builders, dreamers and doers.

The school's namesake, Gov. Ann Richards, played an instrumental role in developing the ARS vision. Her legacy looms large at the school founded to give young women from economically disadvantaged backgrounds the skills and confidence they need to succeed in college, career and life. The larger-than-life leader serves as a constant reminder to the girls that their wit and will—talents and tenacity—can and will change the world.

Bailey Middle School

Bailey Middle School, located in southwest Austin, offers a comprehensive middle school program for students in grades six through eight. The mission of Gordon A. Bailey Middle School is to educate all students so that they may achieve their maximum intellectual potential. Bailey Middle School offers a supportive atmosphere where staff, parents and community members work together to provide a variety of opportunities for students to grow socially, emotionally, physically, and aesthetically. Nationally recognized programs in band and orchestra, an award-winning yearbook program, and athletics and cheering programs are among more than 25 clubs and student activities offered at Bailey.

Bedichek Middle School

Bedichek Middle School supports and encourages learning at all levels with its academic approach and extensive programming. Special programs include an AVID college readiness initiative, Einstein Jr. Advanced Academics and a nationally recognized [Project Lead the Way](#) STEM program. Bedichek is proud to be a Mr. Holland's Opus award winner, with robust fine arts offerings including band, classical guitar, mariachi, orchestra and steel drums. Our motto is "Pride in Excellence" and we work to achieve excellence in all aspects of school life.

Bertha Sadler Means Young Women's Leadership Academy

In an environment of sisterhood, the Sadler Means Young Women's Leadership Academy promotes scholarship, leadership and community service to help ensure students succeed in high school, college, career and life. The all-girls academy in east Austin offers a world of opportunities—from arts and athletics to science and engineering—to help students achieve their greatest potential.

Sadler Means invests in the whole child, nurturing scholars' creative minds and talents through robust fine arts programs, including art, band, choir, dance, orchestra and theatre.

The academy offers career and technology classes through [Project Lead the Way](#), a national leader in science, technology, engineering and math programs. With a rigorous curriculum and higher education and industry partnerships, students develop the skills needed to succeed in the global economy.

Community support is key to the students' success. To foster sisterhood and strengthen bonds among the scholars, Sadler Means offers three houses that represent some of the academy's core values: Integritas (integrity), Collegium (sisterhood) and Salubritas (wellness). The school also connects each student with champions on campus and mentors through [Communities in Schools](#).

Sadler Means is part of the LBJ and Northeast families of schools. As early college high schools, [LBJ](#) and [Northeast](#) offer students the opportunity to earn college credit and graduate with a diploma in one hand and an associate's degree from [Austin Community College](#) in the other.

Burnet Middle School

Burnet Middle School motivates and inspires students to succeed in a safe and caring learning environment. Located in north central Austin, where it opened in 1961, Burnet Middle School offers a rigorous and relevant education for all students. Beginning in 2015, Burnet will be one of the first in AISD to offer two-way dual language at the middle school level. A focus on literacy is reinforced with Family Literacy nights and other activities. Connections between family and school are reinforced through the PTA, Family Resource Centers, and Boys and Girls Club.

Covington Middle School

Covington Middle School and Fine Arts Academy, built in 1986, was named after Weldon and Verna Covington, who were master teachers in music. At Covington, every student takes part in the most rigorous creative learning in a culture of rich social and emotional supports, incorporating our AVID (Advancement Via Individual Determination) college-preparation strategies. Increased self-confidence and self-discipline, performance advancement, arts-enhanced academic excellence, strengthened social and problem-solving skills, lifelong friendships and FUN are just a few of the many positive outcomes from participation in the academy. All Covington students have access to all fine arts programs, and many participate in more than one specialty area, combining technique and talent from beginning to advanced levels. With respect and passion, Covington strives to produce citizens of character who have a commitment to lifelong learning through academic excellence, emotional and physical wellness and service to their community.

Dobie Middle School

Dobie Middle School and College Prep Academy offers scholars the opportunity to develop their talents, strengthen their skills and prepare for college, career and life.

In addition to core subjects such as math, English language arts and social studies, Dobie is proud to provide robust fine arts programs, including art, band, choir, guitar and theater classes. Students can take Advanced Placement Spanish classes beginning in sixth grade, giving them the opportunity to finish middle school with high school credits in foreign language. Dobie also offers technology and career classes, including Web design and culinary arts. Through the [Project Lead the Way](#) engineering class, students may apply to the engineering program at Northeast Early College High School.

Community in Schools provides dropout prevention services, connecting students to a network of volunteers and community resources.

Dobie is part of the Northeast family of schools. As an early college high school, Northeast offers students the chance to earn college credit and graduate with a diploma in one hand and an associate's degree from [Austin Community College](#) in the other.

Dobie recognizes that parent engagement is critical to the success of students. The school invites parents to enjoy a wide range of community programs, including English as a second language classes. The campus regularly hosts school events, creating a space for students, parents and team members to come together to strengthen the Dobie family.

Gorzycki Middle School

Located on 42 acres along West Slaughter Lane in far southwest Austin, Gorzycki Middle School first opened its doors to students for the 2009–10 school year. Gorzycki is named in honor of longtime music educator and band director Diane Elaine Gorzycki, who worked with the district for 30 years. Our staff of dedicated teachers serve more than 800 students in grades six, seven and eight. We strive to create a secure and collaborative climate where the Gorzycki community is empowered to challenge, design, build and lead tomorrow's world citizens.

Gus Garcia Young Men's Leadership Academy

In an environment of brotherhood, the Gus Garcia Young Men's Leadership Academy develops scholars who are empathetic, service-oriented problem-solvers—lifelong learners who succeed in high school, college, career and life. The all-boys academy in East Austin offers a world of opportunities—from arts and athletics to science and engineering—to help students achieve their greatest potential.

Garcia makes lessons come alive for the young men—from connecting the classroom to the community through service learning projects to combining students' love of music with computer science for a conversation with Usher during the international Hour of Code. Garcia offers career and technology classes through [Project Lead the Way](#), a national leader in science, technology, engineering and math programs. With a rigorous curriculum and higher education and industry partnerships, students develop the skills needed to succeed in the global economy.

The academy invests in the whole child, nurturing scholars' creative minds and talents through robust fine arts programs. Garcia athletes have the opportunity to shape their bodies for excellence through Olympic-style training programs.

Community support is key to the students' success. Garcia connects each student with champions on campus and through the national [My Brother's Keeper](#) initiative.

Garcia is part of the LBJ and Northeast family of schools. As early college high schools, LBJ and Northeast offer students the opportunity to earn college credit and graduate with a diploma in one hand and an associate's degree from [Austin Community College](#) in the other.

Kealing Middle School

Named for Hightower Theodore Kealing, an African-American educator, writer, editor and activist in Austin in the 19th century, Kealing Middle School opened in fall 1930 as the first junior high school for African-American students in Austin. In 1971, the school was closed as part of Austin's desegregation efforts.

In 1986, the school reopened as a junior high school, both for students in the Kealing neighborhood and for students throughout AISD who were accepted into its rigorous and innovative academic magnet math and science program. In 1993, the magnet program expanded to include a focus

on the liberal arts as well. In fall 2004, Kealing opened its sixth-grade program and became a middle school.

The Kealing Magnet Program has a reputation for excellence in academics, offering the most challenging and advanced core curricula in the district for English, math, science and social studies. The Kealing Academy Program serves students in sixth through eighth grades, teaching a rigorous and engaging curriculum to support the needs of students with a wide arrange of abilities. Academic strength is evident with the success of Kealing's Advancement Via Individual Determination.

Lamar Middle School

Lamar Middle School, home to one of the district's middle school Fine Arts academies, provides a robust program for students across Austin in visual arts, dance, band, orchestra, choral music, drama, classical guitar, piano, digital arts and media. As the primary feeder school for McCallum High School, the school is strongly aligned with McCallum's fine arts programs. Lamar's academic programs are comprehensive and rigorous, and its athletics programs are dynamic. In 2013 and 2014, Lamar Middle School's Jazz Factory was ranked as the top middle school jazz ensemble in the nation in the Mark of Excellence Recording Competition from the Foundation for Music Education. Jazz Factory has received numerous awards, from competing in Festival Disney in 2014 to being invited to the 69th annual Midwest Clinic in Chicago this year. Lamar celebrated its 60th anniversary during the 2015–16 school year.

Lively Middle School

Lively Middle School, located on historic South Congress Avenue and just down the street from the Texas Capitol, serves approximately 1,000 students. Lively was founded in 1886 and has been in its current location since 1911. Lively is proud of its rich history of educating Austin's children. Our mission, "To provide educational opportunities that inspire global thinking and social responsibility," is met through diverse course offerings and rich extracurricular activities.

The Lively Humanities and Law Magnet for International Studies offers advanced academic programming that provides engaging coursework and that both challenges and supports students. The three strands of humanities, law and international studies provide the basis for a wide array of unique academic and award-winning fine arts electives that are found exclusively at Lively. Magnet students enroll in specialized language arts and social studies courses, where they enjoy accelerated, cross curricular project-based learning.

In the 2014–15 school year, Lively began offering dual-language courses to our sixth-grade students to support the district's dual-language programming that has been in place in elementary schools. Our dual language program provides students the ability to become bilingual, biliterate and bicultural through high-level cognitive instructional practice.

Martin Middle School

Martin Middle School is in central Austin in the vibrant Holly neighborhood on the banks of Lady Bird Lake. The school community is at the crossroads of Austin's history and culture and its growing technology and creative industries.

Martin offers career and technology classes in robotics, animation and web design through [Project Lead the Way](#), a national leader in science, technology, engineering and math programs. With a rigorous curriculum and higher education and industry partnerships, students develop the skills needed to succeed in the global economy.

The school offers the [Innovation Academy at Martin](#) for students interested in investigating careers in Science, Technology, Engineering, Arts, and Math (STEAM). IAM creates a diverse and rigorous learning environment that ensures each student will be able to design, create and communicate solutions for real-world challenges. Students engage in discussions about college and career pathways through community and business partnerships.

Martin operates a [Family Resource Center](#) on campus to ensure parents and guardians have the support they need to help their children succeed in school and life. Martin also hosts community events such as Harvest Fest to provide community members with resources, free health and wellness services, as well as information about housing, employment, insurance and education.

Martin is part of the Eastside Memorial family of schools, which offers STEM programs at every grade level and is part of the district's new creative learning initiative to offer a quality arts-rich education to every child.

Mendez Middle School

Mendez Middle School, serving approximately 900 students in south Austin, aims to provide students with a wealth of opportunities on their path to success. Consuelo Herrera Mendez, the school's namesake, worked as a teacher for nearly 50 years and was a tireless advocate for Mexican-American rights. With a focus on both community service and career and technical education, Mendez strives to live up to her legacy by providing students with the foundation they need to enter the global workforce and become contributing members of their community.

Murchison Middle School

Murchison Middle School begins each student's secondary experience with a focus on language development, cultural perspectives, and global awareness. A rigorous curriculum with a plethora of learning experiences, technology applications, and community service is the cornerstone of Murchison. High academic expectations are the standard for all students, and advanced Pre-AP classes and high school credit courses provide the

rigor for students who pursue higher level achievement. Fine Arts at Murchison is an integral core for student development.

The International Baccalaureate Middle Years Program provides the framework for Murchison academics, campus-wide activities, instructional design and community service. Designation as a No Place for Hate campus is a continuing commitment and tenet for action. Our Highly Certified AVID program prepares students and families new to college prep and supports rigorous learning through collaboration, inquiry based learning, and Socratic questioning. Language options include Spanish, French, German, Latin, and Chinese. Technology is tightly integrated into the curriculum through problem-based learning and research. Career and Technology courses include [Project Lead the Way](#) foundation and specialization classes, graphic and web design, robotics and more.

[O. Henry Middle School](#)

O. Henry Middle School is named for short story writer William Sydney Porter, better known by his pen name of O. Henry. Located in central-west Austin, the school offers strong academic programming and a focus on social and emotional learning as well as band, orchestra, athletics and Pre-AP courses. O. Henry was named a 2012 Schools to Watch by the National Forum to Accelerate Middle-Grades Reform. The school earned the recognition for challenging students to use their minds well, being sensitive to the unique developmental challenges of early adolescence and providing every student with high-quality teachers and resources.

[Paredes Middle School](#)

Paredes Middle School is named for Américo Paredes, a seminal 20th century Mexican-American scholar. The mission of Paredes Middle School is to prepare students to be successful and productive community members, lifelong learners and creative problem solvers who value teamwork, cultural diversity and mutual respect. Student achievement is a top priority at Paredes. The school's climate encourages positive, respectful behavior that is conducive to teaching and learning.

[Small Middle School](#)

Small Middle School houses the Green Tech Academy, reflecting the school's strong emphasis on environmental studies. Small Middle School has been designated by the National Wildlife Federation as the first Green Flag School in Texas. Learning takes place indoors and out in gardens and outdoor classrooms that surround the school. The school's focus on STEAM (Science, Technology, Engineering, Arts/Athletics, and Mathematics) helps develop 21st century leaders with a focus on the whole child.

[Webb Middle School](#)

Webb Middle School, which is the heart of the St. John neighborhood in northeast Austin, is a tightly knit community bound by one shared belief: It takes a village to raise a child. The community school works closely with students, families and partners to develop rigorous curriculum, as well as integrated support systems that ensure every student is prepared for college, career and life.

On the academics front, Webb offers a world of opportunities—from arts and athletics to science and engineering—to help students achieve their greatest potential. Teachers and team members create a challenging and nurturing environment for students to discover and develop their talents and skills. Webb offers robust fine arts programs, including art, band, choir, dance, orchestra and theatre. Webb invests in career and technology classes in animation, web design and app development. Students in all grade levels explore opportunities in such fields as construction, energy, manufacturing, transportation and robotics.

For the large number of students who are learning English as their second language, Webb provides the English Language Development Academy to ensure all students are able to understand and master the content in their classes to meet the school's high academic achievement standards.

Webb operates a Family Resource Center—with partners such as Communities in Schools and the United Way—to ensure parents and guardians have the support they need to help their children succeed.

Webb is part of the Northeast family of schools. As an early college high school, Northeast offers students the opportunity to earn college credit and graduate with a diploma in one hand and an associate's degree from [Austin Community College](#) in the other.

Austin ISD High School Campuses

[Akins High School](#)

Akins High School, located in far south Austin, is made up of six learning communities: Arts & Humanities, Business & Leadership, Green Tech, New Tech, Social Services and T-STEM. Through this structure, students are exposed to college- and career-pathways while receiving individualized instruction. The Akins High School community educates every student to be self-sufficient, strengthens every student to face challenges of mind and heart, and nurtures every student to become lifelong learners in a diverse world.

The school's namesake, Dr. W. Charles Akins, helped lead the charge for Austin schools to value diversity, set high expectations and offer students and staff the opportunity to achieve their fullest potential.

Anderson High School

L. C. Anderson High School, located in northwest Austin serves a diverse population, with more than 50 different languages spoken in students' homes. A highly experienced corps of teachers and administrators offer a challenging and enriching academic experience and a wide range of extracurricular activities.

Since 1991, Anderson High School has been authorized as an International Baccalaureate school. IB is a comprehensive curriculum to challenge highly motivated high school students by focusing on higher-level learning skills, creative thinking, interdisciplinary studies and community service with an international perspective on learning.

Anderson has been named a T-STEM academy by the Texas Education Agency. Anderson's career and technology programs highlight medical, engineering, film, manufacturing and computer science. The Applied Technology Center provides a facility for students from area schools to work on science, technology, engineering and math projects, such as robotics.

Ann Richards School for Young Women Leaders

Ranked among the best schools in Texas and the United States, the Ann Richards School for Young Women Leaders comprises a community of girls who are committed to building their communities—and to changing the world.

The all-girls school prepares sixth through 12th graders to make it to and through college with a healthy and well-balanced lifestyle. In addition to providing rigorous academics, ARS encourages all students to develop real-world service projects, which challenge them to lead with courage and compassion, while solving problems creatively and ethically.

ARS welcomes students from throughout Austin—from every elementary school in the district—to join their campus community in south Austin for a world-class education and a whole lot of fun. Stars put their hearts and smarts into all they do as artists and scientists, thinkers and builders, dreamers and doers.

The school's namesake, Gov. Ann Richards, played an instrumental role in developing the ARS vision. Her legacy looms large at the school founded to give young women from economically disadvantaged backgrounds the skills and confidence they need to succeed in college, career and life. The larger-than-life leader serves as a constant reminder to the girls that their wit and will—talents and tenacity—can and will change the world.

Austin High School

Austin High School, located in the heart of the city, is the oldest continuously operating public high school in Texas. Students from diverse ethnic and socio-economic backgrounds pursue academic excellence, guided by a highly qualified and dedicated faculty.

Austin High offers more than 250 courses, including advanced courses in most disciplines, such as English, math, science, social studies, STEM, humanities, fine arts, athletics and world languages. The school has a rich tradition of strong performance and an ever-growing list of distinguished graduates and loyal alumni.

Students have the opportunity to attend one of Austin High's four academies—Classical Studies, Design & Technology, Global Studies, and Science & Innovation—to expand their knowledge and challenge themselves throughout their high school career.

Bowie High School

Bowie High School, located on 60 acres in southwest Travis County, is the largest comprehensive high school in the district, with more than 200 faculty and staff members in 160 classrooms and labs. The school's size and range of offerings gives students numerous options for involvement in academic and extracurricular activities.

Bowie offers college preparatory classes, Advanced Placement coursework, foreign languages, fine arts, Air Force JROTC, numerous athletics programs, and career and technology programs—including Culinary Arts, Hotel/Resort Management, Agricultural Science and Computer Technology.

Crockett Early College High School

Crockett Early College High School, located in south Austin, fosters a community of learners and leaders. At Crockett, Cougar pride is felt throughout the campus, fields and classrooms. A dedicated corps of educators helps ensure all students have opportunities to reach their full potential.

A campus-wide AVID program helps students prepare for success in college and career with focused note-taking, learning logs to track progress and college preparations and visits. Crockett boasts an award-winning theater program, band and choir, a state- and regional-winning science club and an active gifted and talented program. The school's career and technology courses offer articulated classes and certifications so that students can graduate ready to work in their field while they pursue post-secondary educations.

Eastside Memorial Early College High School

Eastside Memorial Early College High School offers a world of opportunities—from arts and athletics to health sciences to robotics—to help students achieve their greatest potential. The school offers career classes that can lead to industry certifications through [Project Lead the Way](#), a national leader in science, technology, engineering and math programs.

Eastside Memorial works with its family of neighborhood schools to focus on STEM for learners of all ages and the district's [Creative Learning Initiative](#), which offers a quality arts-rich education to every child.

AISD has partnered with [Johns Hopkins University](#) to bring its nationally recognized [Talent Development Secondary](#) program to Eastside Memorial. With new models for tracking students' progress, teachers identify students' strengths and opportunities for growth to prevent them from falling behind. A new freshman seminar focuses on study skills, leadership, community involvement, and social and emotional learning.

Eastside Memorial encourages all students to become leaders and champions for their communities. Student ambassadors tell their stories through their own perspective: We are the pride and promise of Eastside. Paws up!

Garza Independence High School

Garza Independence High School provides an award-winning educational program that offers students personalized pathways to graduation through self-paced curriculum.

Garza is a school of choice for any student with 10 or more credits who has completed two full years of high school. Students may apply anytime, whether they are enrolled in school or are returning after a period of time.

Garza fosters a community of independence that empowers learners to achieve their greatest potential in an atmosphere of mutual respect and trust. The school challenges every student to learn, grow and prepare for a successful future today.

The U.S. Department of Education recognizes Garza among about 40 schools in the country that exemplify the best practices for improving outcomes for students who are at-risk.

An early leader in 21st-century learning, Garza has pioneered AISD's online educational opportunities. Throughout the district, high school students may earn select credits from Garza online with the permission of their home campus.

After students complete the graduation requirements to earn a high school diploma, the Garza community comes together to celebrate their accomplishments at a cheer-filled Star Walk through the school.

GPA at Navarro

The Graduation Preparatory Academy (GPA) at Navarro High School is a unique educational setting that offers credit recovery and accelerated learning to students in a self-paced, non-traditional environment.

Through a variety of tech platforms (such as GradPoint, Compass and Edgenuity), students work toward fulfilling their potential, looking toward high school graduation and beyond.

Certified teachers and staff use a variety of districtwide resources such as Positive Behavior Intervention Supports and Social Emotional Learning for a whole child approach to teaching and learning. We're proud to be a part of Navarro High School, the crown jewel of North Austin education.

GPA at Travis

The Graduation Preparatory Academy (GPA) at Travis Early College High School is designed to help students with credit recovery and acceleration.

GPA at Travis provides a non-traditional setting with online curriculum and gives students an opportunity to work independently and advance at their own pace.

Dedicated faculty and staff provide a supportive and structured learning environment to meet each student's academic needs.

GPA at Travis also provides a flex-schedule option aimed to support the needs of our working student population.

International High School

Welcome. Ahlan wa sahlán. Bienvenidos. Hoan nghênh.

International High School welcomes the world's students to Austin. New Texans from Africa, Asia, Europe, the Middle East and the Americas begin their studies in a global community where every student is bilingual or multilingual.

International High School, which shares a campus with Eastside Memorial High School, prepares students to transition to public education in the United States and sets them on a course for success. The school offers flexible schedules, tutoring and programs to help students adapt to their new lives in America, while building the skills they need to succeed in college, career and life.

Educators, who are well-experienced in teaching students who speak English as a second language, work with students to develop individual academic plans with an emphasis on higher education. The school also offers extra-curricular activities, which help build bonds among the global community of students.

After completing their studies, International High School celebrates the students' accomplishments at a bridging ceremony, high-energy festivities that mark the transition to their home high schools. Teachers honor the students for leadership and scholastic performance and the White House recognizes Presidential Scholars for outstanding academic excellence.

The international alumni remain closely connected through a shared world view: We came together as strangers, but we leave as eternal friends.

LBJ Early College High School

At LBJ Early College High School, students are not only preparing for college tomorrow, they are attending college today. LBJ offers students the opportunity to graduate with a diploma in one hand and an associate's degree in the other—for free.

Through an exciting and innovative partnership with [Austin Community College](#), every student—from an entering freshman to a graduating senior—has the opportunity to enroll in college-level classes. In addition to earning college credit, students are preparing to compete in the work force, while saving thousands of dollars in college costs.

LBJ is a tightly knit, vibrant community of learners and leaders in East Austin. The school offers a world of opportunities—from arts and athletics to health science and robotics—to help students achieve their greatest potential. They are home to rich and competitive academics, athletics and arts programs, including "The One, The Only," the highly decorated and world-traveling LBJ Jaguar Band.

LBJ offers career and technology classes in audio and video production, digital electronics and health sciences. The school offers exciting engineering courses through [Project Lead the Way](#), a national leader in science, technology, engineering and math programs. With a rigorous curriculum and higher education and industry partnerships, the program empowers students to solve complex problems in a real-world context, while developing the skills they need to succeed in the global economy.

As a school, LBJ's mission remains closely connected to its namesake, President Lyndon B. Johnson. His legacy—a vision for equity in education and dreams for social justice—are embodied in today's Jaguars.

LBJ Early College High School shares a campus with the nationally recognized Liberal Arts and Science Academy. Together, they are educating the best and brightest minds, while fostering the next generation of citizens and leaders—thinkers and doers who are prepared to help strengthen their communities and build a better world.

Liberal Arts and Science Academy

The Liberal Arts and Science Academy is a community built on ideas, innovation—and an independent spirit. Consistently ranked among the best high schools in Texas and the United States, LASA offers a world-class education, rigorous curriculum and robust hands-on learning opportunities.

LASA creates a challenging yet nurturing environment for students to expand and deepen their understanding as they explore the range of their artistic and intellectual talents—from fine arts and philosophy to robotics and stem cell research.

By recruiting the most academically advanced students from public and private middle schools throughout the city, LASA is a diverse magnet school with scholars from every zip code in Austin.

Diversity—in students and ideas—is critical to the academy's strength and success. Students excel on every level: in the classroom, on advanced placement exams and at state and national competitions such as the Science Olympiad, Siemens-Westinghouse and the Intel Science Fair.

The academy also shares a campus with LBJ High School. Together, they are home to "The One, The Only," the highly decorated and world-traveling LBJ Jaguar Band.

LASA remains among the country's top-ranked schools for educating the brightest minds, while fostering the next generation of citizens and leaders—thinkers and doers who are prepared to help strengthen their communities and build a better world.

McCallum High School

McCallum High School and Fine Arts Academy is located in the heart of north-central Austin. McCallum's inclusive culture provides equal access for all students on campus to explore a wide variety of challenging academic pathways, specialized fine arts courses, competitive sports teams and clubs for diverse interests.

Established in 1993 as AISD's districtwide fine arts intensive high school program, [the Fine Arts Academy at McCallum High School](#) provides an exemplary arts education program for ninth- through 12th-grade students to pursue an accelerated arts curriculum as fine arts majors.

[Navarro Early College High School](#)

Navarro Early College High School in north Austin is committed to a culture of academic excellence with a tradition grounded in pride, respect and responsibility. The school is divided into three smaller learning communities, and each student is valued as an individual and has access to a broad base of opportunities. Academic and extracurricular programs, including fine arts and athletics, are competitive on the state and national levels. The highly skilled and educated faculty and staff have been consistent over the years in training top citizens and community leaders.

A robust career and technology education program includes the W. Neal Kocurek Health Sciences Institute, which prepares students for careers in health-related fields as well as offers courses in cosmetology and media production.

[Northeast Early College High School](#)

At Northeast Early College High School, students are not only preparing for college tomorrow, they are attending college today. Northeast offers students the opportunity to graduate with a diploma in one hand and an associate degree in the other—for free.

Through an exciting and innovative partnership with [Austin Community College](#), every student has the opportunity to enroll in college-level classes. In addition to earning college credit, students are preparing to compete in the work force, while saving thousands of dollars in college costs.

Northeast is a diverse and closely knit community of learners and leaders in northeast Austin. The school offers a world of opportunities—from arts and athletics to hospitality and health sciences—to help students achieve their greatest potential. Northeast offers career and technology classes and a path to industry certifications in the fields of audio and video production, engineering and health sciences.

With a rich tradition and a motto of "Not without honor," Northeast is home to vibrant and competitive arts and athletics programs, including the award-winning marching band and the beloved football team, which [Sports Illustrated](#) featured as one of its nationally inspiring "Underdogs."

Working with families and community partners, Northeast stands at the forefront of an innovative new movement for equity and excellence in education: the community schools model, which recognizes all children have the potential to meet high expectations in the right environment.

[Travis Early College High School](#)

Travis Early College High School has a rich history of serving students in South Austin since it opened in 1953 as Austin's first high school south of the Colorado River. Travis High School welcomes students with a faculty and staff dedicated to student success. Diverse academic offerings, strong athletics and fine arts programs, and other extracurricular activities provide students with a range of opportunities to pursue their interests.

In addition to offering more than a dozen Career and Technical Education courses, Travis is also the district's newest Early College High School. This partnership with Austin Community College provides students with the opportunity to earn an associate degree while still in high school. Travis students come from diverse ethnic and socioeconomic backgrounds to achieve academic excellence and pursue their passions, consistently placing among the best in the state in the arts and athletics.

Section I: General Information for 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 followed by schools in AISD.

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 become involved in extracurricular activities.

Academic and Career Planning

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

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

Students in grades six through eight utilize a web-based career interest program called Naviance. Students complete career-interest assessments, learn about careers and post-secondary education, and begin to plan their high school courses.

The prescribed level of achievement for all AISD students is the Foundation High School Program plus Distinguished Level of Achievement. Students must declare one or more endorsements upon entering ninth grade. An endorsement is required to graduate with the Distinguished Level of Achievement recognition. Eighth-grade students select courses in TEAMS based on their intended endorsement.

Parents can review the results of their student's work and course selections on Naviance Family Connection. Contact your student's counselor or ADVANCE college/career advisor for more information about this program.

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

- Ninth-grade students complete the Career Cluster Finder and the Career Interest Profiler assessments, explore careers and clusters and can view the Roadtrip Nation interview archive. Students will have the option to research and add three careers to their favorites based on the results of their interest inventories. Students can research colleges and add at least three that they are considering attending. Students can also begin building their resumé in Naviance.
- Tenth-grade students complete the Strengths Explorer assessment, explore careers and clusters and can view the Roadtrip Nation interview archive. Students will have the option to research and add three careers to their favorites based on the results of their interest inventory. Students can research colleges and add at least three that they are thinking about attending. They can also update their resumé in Naviance. 10th graders will also review their PSAT score results and potential to enroll in advanced courses
- Eleventh-grade students will continue to research careers and colleges, including college majors, and update their favorite careers and colleges they are thinking about attending. They may also update resumé.
- Twelfth-grade students will add at least four colleges to Colleges I'm Applying To and complete college applications, both the Common App and Apply Texas. Seniors receive support with resumé, letters of recommendation, and application materials.

Parents and Families Can Help

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

- Learn graduation plan requirements and be sure that the student meets them.
- Encourage students to take a language other than English.
- 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.

Encourage your student to be involved in at least one extracurricular activity. 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.

Standardized Testing

Standardized tests are administered periodically to all students to evaluate knowledge gained over a given period 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 Six:

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

Grade Seven:

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

Grade Eight:

STAAR (State of Texas Assessment of Academic Readiness), STAAR-Alternate 2: Math, Reading, Social Studies and Science
TELPAS for LEP students

Grade Nine:

TELPAS for LEP students

Grade 10:

TELPAS for LEP students
Preliminary Scholastic Aptitude Test (PSAT)

Grade 11:

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

Grade 12:

TELPAS for LEP students
ACT or SAT: recommended

Any sixth, seventh, or eighth grade student taking a high-school-level course for which there is a STAAR End-of-course (EOC) assessment must also take that specific EOC assessment. Students who entered ninth grade for the first time during or after the 2011-12 school year will take one state-mandated EOC assessments for each course in which they are enrolled. The following subjects have STAAR EOC assessments: English I, English II, Algebra I, Biology, and U.S. History. Refer to Appendix F for AISD Graduation Plans and STAAR/EOC Requirements.

Section 504 Services

Section 504, as part of the Rehabilitation Act of 1973 and guided by the Americans with Disabilities Act (Amended Act 2008), is a non-discrimination statute enacted by the U.S. 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, reading, concentrating, breathing, working and performing manual tasks. See the campus 504 Coordinator for more information about eligibility and services for qualifying students.

Special Education Services

Special education and related services are specifically designed instructional services developed to support students with disabilities within the general education curriculum. The intent of the support services is to enable all students with disabilities to make progress in the general education 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 their 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 TEA 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 once per year, and:

- When a student is initially referred for evaluation;
- When requested by parent;
- At the initial filing of a due process hearing.

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

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

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

1. The student has satisfactorily completed the state's or district's (whichever is greater) curriculum and credit requirements 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 for graduation applicable to students in general education. ARD has determined that satisfactory performance on the required state assessments is not 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:
 - i. 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.
 - ii. Demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the district; or
 - iii. 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.

English Learners (ELs) and English as a Second Language (ESL) Services

The middle school language arts curriculum provides English as a Second Language (ESL) for English learners (ELs), who are recent immigrants, (zero to three years in U.S. schools). Identified students in ESL classes develop their abilities to listen, speak, read and write in English. An additional ESL reading class is recommended for ELs who need support to read 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 for Speakers of Other Languages (ESOL I and ESOL II) to recent immigrant students (zero to three years in U.S. schools). A reading or writing class is recommended for English Learners who may not be reading on grade level to further develop comprehensive English skills. The ESL teacher provides ESL instruction to meet the needs of students at the beginner and intermediate levels of English language 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 (TEKS) required to meet the standards on STAAR/EOC.

The state graduation plan provides an option for ELs at beginner- and intermediate-proficiency levels to take English for Speakers of Other Languages (ESOL I and/or II) in lieu of English I and/or II. English III and IV may be taught as sheltered courses with EL strategies based on campus availability and learner needs.

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

English Learners Served by Special Education

ELs 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 the Admission, Review and Dismissal (ARD) committees and Language Proficiency Assessment committees (LPAC) to work together to ensure that instruction is tailored to meet each student's linguistic and special education needs. ARD and LPAC committees should keep in mind that ELs receiving special education services who participate in STAAR administrations may also be eligible for other accommodations in addition to the linguistic accommodations that are determined to be appropriate.

Special Programs in Austin ISD

Gifted and Talented (GT) Services

GT students receive services for GT STEM (Science and/or Mathematics) and GT Humanities (Language Arts and/or Social Studies). Elementary GT services are provided within a cluster-grouping model, in which small groups of GT students are assigned to GT-trained teachers. Secondary students must enroll in one or more advanced-level courses in the area(s) for which they are GT-identified. Advanced-level courses include Pre-AP, Advanced Placement, Magnet courses, International Baccalaureate, and select advanced-level CTE courses.

Talent Explore

Talent Explore supports high-ability students who are screened for GT and do not qualify. Students are identified for Talent Explore STEM (Science and/or Mathematics) or Talent Explore Humanities (Language Arts and/or Social Studies) and are cluster-grouped with GT students.

Virtual Education Programs

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

Virtual Education for Teen Parents

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

Students must be enrolled at an AISD high school campus and apply for admission to VSP and VETP, and upon acceptance, an academic plan is developed. VSP and VETP students spend two to four 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 five hours. Like DELTA, these programs are open-entry/open-exit programs. Contact your high school counselor, or registrar for additional information, or call the Virtual Programs office at 512-414-0148.

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 four weeks and has a medical condition documented by a physician licensed to practice in the United States. If you have questions about the Homebound Program, contact the school nurse or the Homebound Office at 512-414-0184.

Pregnancy Related Services (PRS)

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

Middle School Dual Language

Middle school students who have participated in dual language or bilingual programs at the elementary level and who have sufficient Spanish language academic skills have the opportunity to continue their dual language education in middle school. At the middle school level, students will have the opportunity to take Spanish for Spanish Speakers and Social Studies, Math, or Science offered in Spanish as a dual language course

participation in the dual language program will require that Spanish for Spanish Speakers be one of students' elective choices in middle school. Schools may be able to offer one additional dual language elective at each grade level. For more information, contact the Multilingual Education team at 512-414-9618 or peter.gonzales@austinisd.org.

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, where 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 that students will:

- Have paid employment in their last year of school;
- Continue the jobs after graduation with supports from adult service agencies or natural supports on the job.

GO Project

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

Career Launch and Pathways in Technology (P-Tech) Programs

Early College High Schools (ECHS)

Early College High Schools: Crocket, Eastside, Memorial, LBJ, Navarro, Northeast, and Travis

Higher Education Partner: Austin Community College

ECHS are innovative high schools that allow students least likely to attend college an opportunity to earn a high school diploma and 60 college credit hours. ECHS:

- Provide dual credit at no cost to students;
- Offer rigorous instruction and accelerated courses;
- Provide academic and social support services to help students succeed;
- Increase college readiness;
- Reduce barriers to college access.

Grade Eligibility: Ninth through 12th.

Prerequisites: Passing TSI.

Career Launch and Pathways in Technology Programs

Career Launch Programs are open-enrollment programs that provide high school and college coursework for students to earn an associate's degree or industry certifications. Career Launch programs:

- Are provided at no cost to students;
- Have open enrollment;
- Provide students flexibility in class scheduling and academic mentoring;
- Have agreements with business and industry partners;
- Have agreements with Institutions of higher education.

Pathways in Technology Early College High Schools (P-Tech) is an open-enrollment program that provides students with work-based education. P-Tech programs:

- Provide students grades nine through 12 the opportunity to complete a course of study that combines high school and post-secondary courses.
- Within six years, enable students to earn a high school diploma, an associate's degree, a two-year post-secondary certificate or industry certification, and complete work-based training.

- Allow students to gain work experience through an internship, apprenticeship, or other job training programs.

Partner with Texas Institutions of Higher Education and regional businesses and industries, giving students access to post-secondary education and workforce training opportunities.

Career Launch and P-Tech Program Offerings at AISD Campuses

Anderson High

Program: Engineering Technology Academy

Industry Partner: Multiple Industry Partners

Higher Ed Partner: ACC

Program	Engineering Technology Academy
Description	Developed for students with an interest in the field of engineering. Students will have the opportunity to receive an Associate of Science in Engineering, students must: make a minimum grade of C in all required math and science courses and have an overall GPA of 2.0 or greater. The Associate of Science in Engineering is intended to match closely the curriculum of the first two years of study in most university engineering programs. Students enrolled in the Academy at Austin Community College can apply for the Texas A&M-Chevron Engineering Academy. Supported by Chevron, the Academy provides talented students an opportunity to pursue their engineering degree in a co-enrollment program between Texas A&M and ACC.
Grade Eligibility	10 th and 11 th grade students
Program Eligibility	Any student interested in the field of engineering.
Prerequisite	Passing TSI scores
Degree or Certification	Associate of Science degree, Engineering Technology, Level 2 Certificate

Bowie High School and Travis ECHS

Program: Swift Coding Level 1

Industry Partner: Apple

Higher Ed Partner: ACC

Program	Intro to App Development
Description	The Intro to App Development with Swift course introduces students to the world of app development and the basics of Swift and Xcode. The course culminates in a final project where they can choose one of two basic iOS apps to build.
Grade Eligibility	All grades are eligible; however, it is highly recommended that students start in grades nine through 11 to be able to complete the two-year program.
Program Eligibility	TSI not required; however, it is recommended for ACC credit.
Prerequisite	Learn to Code 1, Learn to Code 2, Learn to Code 3 (Recommended).
Degree or Certification	This program is a component of the ACC Computer Science AAS degree path. Certification as an Apple Developer.

Program	Development with Swift
Description	Development with Swift takes students further, whether they're new to coding or want to expand their skills. Students already familiar with Swift, Xcode, and iOS development can move through lessons quickly or go straight to the labs, where they'll build mini-projects and test their code in playgrounds. By the end of the course, they'll be able to build a fully functioning app of their own design.
Grade Eligibility	Grade levels 10 through 12
Program Eligibility	TSI not required; however, it is recommended for ACC credit.
Prerequisite	Introduction to App Development.
Degree or Certification	This program is a component of the ACC Computer Science AAS degree path. Certification as an Apple Developer and an associate's degree are possible outcomes for students.

Crockett ECHS

Programs: Entrepreneurship and Construction Technology

Industry Partner: Multiple Industries

Higher Ed Partner: ACC

Program	Entrepreneurship
Description	Student INC Entrepreneurship Pathway invites students to lead their own learning through collaborative projects. Incubator takes students through the ideation process that begins with identifying a problem they want to solve and culminates with Final Pitch, where students pitch ventures to a panel of judges and win real investment dollars to turn their ideas into businesses. The pathway includes tech classes to help students develop 21st century skills, and English I and World Geography Pre-AP classes taught with a focus on building entrepreneurial skills. Incubator and Accelerator classes prepare students to refine ideas, turn them into businesses, and make them profitable and sustainable.
Grade Eligibility	Grade levels nine through 12
Program Eligibility	Application.
Prerequisite	None.
Degree or Certification	Oracle Certified Professional, JAVA SE Programmer.

Program	Construction Technology
Description	Crockett ECHS P-Tech construction program offers students the opportunity to complete college courses towards an ACC Carpentry Specialization Level 1 Certificate or a Construction Management Associate of Applied Science degree. The program provides learning opportunities for students using professional equipment in the following areas: Hands-on instruction in carpentry, construction methods, mechanical, plumbing and electrical fields; skills including blueprint reading and cost estimating; skills in managing projects. There is no cost to the student for dual credit college courses completed toward AISD graduation requirements. Students may transfer to Crockett HS to participate in the program.
Grade Eligibility	Program begins in ninth grade.
Program Eligibility	Students must clear TSI requirements to participate in articulated courses.
Prerequisite	None.
Degree or Certification	Carpentry Specialization Level 1 Certificate or a Construction Management Associate of Applied Science Degree.

LBJ ECHS Career Launch

Program: Health Careers

Industry Partner: Seton Family Healthcare

Higher Ed Partner: ACC

Program	Health Careers
Description	This Career Launch program is designed to prepare students to enter the medical field. This program engages student in work experiences to enrich their high school and college academic work. Students receive training and guidance from experts in the health career fields.
Grade Eligibility	Ninth-grade students
Program Eligibility	Any student interested in the field of Health Sciences
Prerequisite	Passing TSI scores
Degree or Certification	Associate of Applied Sciences degree. Students may also be able to earn Level 1 and/or Level 2 certificates.

Navarro ECHS

Programs: TRIO Electric Pre-Apprenticeship Program and Computer Programming

Industry Partner: TRIO Electric and IBM

Higher Ed Partner: ACC

Program	TRIO Apprenticeship
Description	This program develops the knowledge and skills needed to streamline the pathway for students looking to earn their electrician journeyman license. Concepts introduced include: safety, electrical calculations, teamwork, wiring, electrical theory & code, and employability skills. A paid summer internship consisting of 240 field hours is completed by students between their junior and senior year. Upon successful completion of the program,

	students are eligible for full time employment with TRIO Electric and continued training toward their journeyman license, master electrician and beyond.
Grade Eligibility	Program begins spring semester of 10th grade.
Program Eligibility	TSI exempt
Prerequisite	None.
Degree or Certification	Electrician Construction Level 1 certificate from ACC; TDLR Apprentice Electrician license; OSHA 10 certification.

Program	IBM P-Tech
Description	This program consists of rigorous educational opportunities that are connected to the area's labor market demands and in particular to IBM's computer and IT needs. With the help of an IBM-provided liaison, students take part in articulated, ACC courses that lead to an AAS in Computer Programming by the time they graduate from high school. Students also bolster their career readiness through mentoring, work-based education and internships. Successful completion of the program ensures that students graduate with the skills necessary to be the first-in-line for interviewing for appropriate jobs at IBM.
Grade Eligibility	Program begins fall semester of ninth grade.
Program Eligibility	Students must clear TSI requirements to participate in articulated courses.
Prerequisite	None.
Degree or Certification	Associate of Applied Science: Computer Programming degree.

Northeast ECHS Career Launch

Program: Computer Science and Cybersecurity

Industry Partner: Dell Technologies

Higher Ed Partner: ACC

Program	Computer Science and Cybersecurity
Description	Northeast ECHS is leading central Texas in creating a program in information technology that focuses on cybersecurity and computer science. The Career Launch program at Northeast ECHS is designed to provide students with free college classes at ACC, experience being mentored by a Dell professional in the information technology field, and the opportunity to earn an associate's degree in computer science. While completing classes, students will also be able to obtain industry certifications that will allow them to work immediately after high school.
Grade Eligibility	Ninth-and tenth grade students
Program Eligibility	Any student interested in the field of Information Technology.
Prerequisite	Passing TSI scores
Degree or Certification	Associate's degree in Computer Science. Students may also be able to earn Level 1 and/or Level 2 certificates.

Section II: Middle School Information and Course Descriptions

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 to increase student attendance and reduce barriers to learning.
4. We will promote healthy lifestyles 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 Social Emotional Learning 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.

AISD middle schools serve students in grades six to eight. These 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 six through eight 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 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 five and reading and mathematics tests at grade eight. As specified by these requirements, a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her GRADE committee that the student is likely to perform at grade level after accelerated instruction. The goal of the SSI is to support on grade level academic achievement for every student.

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

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 eight. The decision to take advanced mathematics course in middle school should be made after careful analysis of your child's ability to collaborate with others, be creative when solving problems, be a critical problem solver, and communicate with others in written and verbal form. The district will be using several tools to identify students who should be enrolled in advanced mathematics courses. Including teacher recommendations, and performance tasks and assessments. Sixth and seventh students are able to enroll in advanced grade courses that embed the next grade level student expectations in the current grade level material.

The testing information for Advanced Math is as follows:

- Advanced Math 6th Grade: 6th Grade STAAR
- Advanced Math 7th Grade: 8th Grade STAAR

Each of these courses require students to grasp math concepts quickly and at deep levels, work collaboratively and efficiently, and be critical problem solvers. 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

Some courses taken in middle school may count toward the high school graduation requirements. Examples of these courses are Health Education, Communication Applications (speech), Professional Communications (speech), Principles of Business, Marketing & Finance, Business Information Management I, Touch System Data Entry, Principles of Arts, A/V Technology & Communications, Principles of Education, Principles of Manufacturing, Principles of Applied Engineering, Principles of Hospitality & Tourism, Gateway to Technology I, II, III, IV (PLTW), Principles of Information Technology, Principles of Human Services, Algebra I, Geometry, Algebra II, Integrated Chemistry and Physics, and Languages Other than English (LOTE). Students in grades six through eight 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 one of a two-part course) and part B (part two of a two-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 seventh grade) or part B (in eighth grade) will receive 0.5 LOTE credit.

High school level courses completed at the middle school level, regardless of outcome, shall post to the high school academic record. The final grade is included in calculating high school grade-point averages (GPA) and will appear on the high school transcript. See Appendices A and G for an explanation of grading scales and how it may affect your grade point average and high school class rank.

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

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

Preparing Your Schedule

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

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

Middle School Course Descriptions and Recommended Sequence

Required Courses for Sixth, Seventh, and Eighth Grade Students

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

Language Arts

Traditional Course Sequence and Testing Guide

Grade	Subject	Assessment(s)
<i>Sixth</i>	English Language Arts & Reading 6	STAAR Gr 6 (Reading)
<i>Seventh</i>	English Language Arts & Reading 7	STAAR Gr 7 (Reading and Writing)
<i>Eighth</i>	English Language Arts & Reading 8	STAAR Gr 8 (Reading)
<i>Ninth</i>	English I	ENG I EOC
<i>10th</i>	English II	ENG II EOC PSAT
<i>11th</i>	English III	PSAT/SAT/ACT
<i>12th</i>	English IV	PSAT/SAT/ACT

Recommended Advanced Placement/Dual Credit Course Sequence and Testing Guide

Grade	Subject(s)	Assessment(s)
<i>Sixth</i>	Pre-AP English Language Arts & Reading 6	STAAR Gr 6 (Reading)
<i>Seventh</i>	Pre-AP English Language Arts & Reading 7	STAAR Gr 7 (Reading and Writing)
<i>Eighth</i>	Pre-AP English Language Arts & Reading 8	STAAR Gr 8 (Reading)
<i>Ninth</i>	Pre-AP English I	ENG I EOC
<i>10th</i>	Pre-AP English II	ENG II EOC PSAT
<i>11th</i>	AP Lang. Comp. DC English III	PSAT/SAT/ACT AP Course Exam
<i>12th</i>	AP Lang. Lit. DC English IV	PSAT/SAT/ACT AP Course Exam

*Pre-AP courses are strongly recommended but are not a prerequisite for Advanced Placement/ Dual Credit courses

Course	ENGLISH LANGUAGE ARTS AND READING
Course info	1006.R0000.Y/H0000.Y (6th) 1007.R0000.Y/H0000.Y (7th) 1008.R0000.Y/H0000.Y (8th)
Description	This course includes all TEKS for English Language Arts and Reading, which consist of reading, writing, research, listening and speaking skills. Students read and write in a variety of genres at increasing difficulty levels each year. Students complete research projects, present their findings and engage in peer discussions. They learn grammar, usage, vocabulary and other English language skills within the context of reading and writing.
Prerequisites	None

Course	ENGLISH LANGUAGE ARTS
Course info	1016.R0000.Y/H0000.Y (6th) 1017.R0000.Y/H0000.Y (7th) 1018.R0000.Y/H0000.Y (8th)
Description	In this course, students learn writing, research, listening, and speaking skills from the English Language Arts and Reading TEKS. Students compose a variety of written texts with clear controlling ideas, coherent organization, and sufficient detail. They learn grammar, usage, and vocabulary within the context of writing. Students also complete research projects, present their findings, and engage in peer discussions.
Prerequisites	None

Course	READING
Course info	1026.R0000.Y/H0000.Y (6th) 1027.R0000.Y/H0000.Y (7th) 1028.R0000.Y/H0000.Y (8th)
Description	In this course, students learn reading, research, listening and speaking skills from the English Language Arts and Reading TEKS. Students read and analyze a wide variety of literary and informational texts. Explicit instruction in vocabulary, listening, and speaking support deeper understandings and transfer of knowledge. As they research and analyze texts, students listen and respond to others' ideas while contributing their own ideas to whole-group and small-group discussions.
Prerequisites	None

Course	ENGLISH LANGUAGE ARTS AND READING BY ESL CERTIFIED STAFF
Course info	1036.E0000.Y (6th) 1037.E0000.Y (7th) 1038.E0000.Y (8th)
Description	These classes provide the same curriculum as a regular ELA course with the exception that they are taught by an English as a Second Language (ESL) certified staff who provides second language acquisition strategies. Texas allows districts to offer ESL pull-out or ESL content-based in middle school. If a campus chooses pull-out, then the ELA teacher must be ESL certified. If a campus chooses content-based, then every content-area teacher teaching ELs must be ESL-certified. Please check with your campus about which program is available for ELs.
Prerequisites	None

Mathematics

Traditional Course Sequence and Testing Guide

Grade	Subject	Assessment(s)
<i>Sixth</i>	Math 6	STAAR Gr 6
<i>Seventh</i>	Math 7	STAAR Gr 7
<i>Eighth</i>	Math 8	STAAR Gr 8
<i>Ninth</i>	Algebra I	Algebra I EOC
<i>10th</i>	Geometry	PSAT
<i>11th</i>	Algebra II	PSAT/SAT/ACT
<i>12th</i>	Precalculus	PSAT/SAT/ACT

Recommended Advanced Placement/Dual Credit Course Sequence and Testing Guide

Grade	Subject(s)	Assessment(s)
<i>Sixth</i>	Advanced Math 6	STAAR Gr 6
<i>Seventh</i>	Advanced Math 7	STAAR Gr 8
<i>Eighth</i>	Pre-AP Algebra I	Algebra I EOC
<i>Ninth</i>	Pre-AP Geometry	PSAT
<i>10th</i>	Pre-AP Algebra II	PSAT
<i>11th</i>	Pre-AP Precalculus DC Mathematics	PSAT/SAT/ACT AP Course Exam
<i>12th</i>	AP Statistics AP Calculus AB AP Calculus BC DC Mathematics	PSAT/SAT/ACT AP Course Exam

Pre-AP courses are strongly recommended but are not a prerequisite for Advanced Placement/ Dual Credit courses

Course	MATHEMATICS
Course info	3006.R0000.Y/H0000.Y (6th) 3007.R0000.Y/H0000.Y (7th) 3008.R0000.Y/H0000.Y (8th)
Description	Throughout mathematics in grades six through eight students build a foundation of basic understanding in numerical representations and probability, computations and algebraic relationships, geometry and measurement, data analysis and personal financial literacy.
Prerequisites	None

Course	MATH DUAL LANGUAGE
Course info	3006.D0000.Y (6th DL) 3007.D0000.Y (7th DL) 3008.D0000.Y (8th DL)
Description	Students will build a foundation of basic understanding in numerical representations and probability, computations and algebraic relationships, geometry and measurement, data analysis and personal financial literacy. This course is designed for students participating in the dual language program and is taught primarily in Spanish with English vocabulary reinforcement.
Prerequisites	Successful completion of K-5 DL program and or proficiency in Spanish.

Course	ADVANCED MATH 6
Course info	3016.H0000.Y (6 th)
Description	All sixth-grade TEKS are taught, in addition to selected seventh-grade TEKS as appropriate for extensions and identified in the curriculum. Students enrolled in this course will take the sixth-grade STAAR.
Prerequisites	None

Course	ADVANCED MATH 6 DUAL LANGUAGE
Course info	3016.DH000.Y (6 th)
Description	All sixth-grade TEKS are taught, in addition to selected seventh-grade TEKS as appropriate for extensions and identified in the curriculum. Students enrolled in this course will take the sixth-grade STAAR. This course is designed for students participating in the dual language program and is taught primarily in Spanish with English vocabulary reinforcement. This course is not offered at every dual language campus, please check with your school's office about availability.
Prerequisites	None

Course	MATH DUAL LANGUAGE PRE-AP
Course info	3006.DH000.Y (6 th DL Pre-AP) 3007.DH000.Y (7 th DL Pre-AP)
Description	All sixth-grade Math TEKS are taught in addition to selected seventh-grade Math TEKS as appropriate for extensions and identified in the curriculum. Students enrolled in this course will take the sixth-grade STAAR. For Math 7 DL Pre-AP, all eighth-grade TEKS are taught in Spanish, in addition to the seventh-grade Math TEKS not covered in the sixth-grade advanced course. Students enrolled in this course will take the eighth-grade STAAR. This course is designed for students participating in the dual language program and is taught primarily in Spanish with English vocabulary reinforcement. This course is not offered at every dual language campus, please check with your school's office about availability.
Prerequisites	Successful completion of K-5 DL program and or proficiency in Spanish.

Course	ADVANCED MATH 7
Course info	3017.H0000.X (Fall; 7 th) 3018.H0000.X (Spring; 7 th)
Description	All eighth grade TEKS are taught, in addition to the seventh grade TEKS not covered in the sixth-grade advanced course. Students enrolled in this course will take the eighth-grade STAAR.
Prerequisites	RECOMMENDED: Advanced Math 6

Course	ALGEBRA I (PRE-AP)
Course info	3313.HJ000.Y 1.0 mathematics credit Grade: 8
Description	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 six through eight or demonstrated mastery in equivalent prerequisite skills needed for Algebra I should take this course. Students who complete any high school mathematics courses in middle school may use the credit earned to satisfy the requirement of four units of mathematics in grades nine through 12. Grades earned in high school courses taken in middle school are included in the high school GPA.
Prerequisites	Math 8 or equivalent

Course	ALGEBRA I (PRE-AP) DUAL LANGUAGE
Course info	3313.HJoDL.Y 1.0 mathematics credit Grade: 8
Description	Only students who have mastered the material taught in mathematics in grades six through eight or demonstrated mastery in equivalent prerequisite skills needed for Algebra I should take this course. Students who complete any high school mathematics courses in middle school may use the credit earned to satisfy the requirement of four units of mathematics in grades nine through 12. Grades earned in high school courses taken in middle school are included in the high school GPA. This course is designed for students participating in the dual language program and is taught primarily in Spanish with English vocabulary reinforcement. This course is not offered at every dual language campus, please check with your school's office about availability.
Prerequisites	Math 8 or equivalent

Science

Traditional Course Sequence and Testing Guide

Grade	Subject(s)	Assessment(s)
<i>Sixth</i>	Science 6	n/a
<i>Seventh</i>	Science 7	n/a
<i>Eighth</i>	Science 8	STAAR Gr 8
<i>Ninth</i>	Biology	Biology EOC
<i>10th</i>	Chemistry	PSAT
<i>11th</i>	Physics	PSAT/SAT/ACT
<i>12th</i>	Earth and Space Science Astronomy Aquatic Science Environmental Systems CTE Science Course	PSAT/SAT/ACT

Recommended Advanced Placement/Dual Credit Course Sequence and Testing Guide

Grade	Subject(s)	Assessment(s)
<i>Sixth</i>	Pre-AP Science 6	n/a
<i>Seventh</i>	Pre-AP Science 7	n/a
<i>Eighth</i>	Pre-AP Science 8	STAAR Gr 8
<i>Ninth</i>	Pre-AP Biology	Biology EOC
<i>10th</i>	Pre-AP Chemistry	PSAT
<i>11th</i>	Pre-AP Physics AP Physics 1 DC Science	PSAT/SAT/ACT AP Course Exam
<i>12th</i>	AP Environmental Science AP Biology AP Chemistry AP Physics 2 AP Physics C DC Science	PSAT/SAT/ACT AP Course Exam

Pre-AP courses are strongly recommended but are not a prerequisite for Advanced Placement/ Dual Credit courses

Course	SCIENCE
Course info	4006.R0000.Y/H0000.Y (6th) 4007.R0000.Y/H0000.Y (7th) 4008.R0000.Y/H0000.Y (8th)
Description	Students learn life, earth, and physical science concepts in an integrated way, with an emphasis on inquiry-based field and laboratory investigations. A unit on personal health and sexuality is included at each grade level. Texas law requires at least 40 percent lab and field investigations.
Prerequisites	None

Course	SCIENCE DUAL LANGUAGE
Course info	4006.D0000.Y (6 th DL) 4007.D0000.Y (7 th DL) 4008.D0000.Y (8 th DL)
Description	Students learn life, earth, and physical science concepts in an integrated way, with an emphasis on inquiry-based field and laboratory investigations. A unit on personal health and sexuality is included at each grade level. This course is designed for students participating in the dual language program and is taught primarily in Spanish with English vocabulary reinforcement. This course is not offered at every dual language campus, please check with your school's office about availability.
Prerequisites	Successful completion of K-5 DL program and or proficiency in Spanish.

Course	SCIENCE DUAL LANGUAGE PRE-AP
Course info	4006.DH000.Y (6 th DL Pre-AP) 4007.DH000.Y (7 th DL Pre-AP) 4008.DH000.Y (8 th DL Pre-AP)
Description	Students learn life, earth and physical science concepts in an integrated way, with an emphasis on inquiry-based field and laboratory investigations. A unit on personal health and sexuality is included at each grade level. This course is designed for students participating in the dual language program and is taught primarily in Spanish with English vocabulary reinforcement. This course is not offered at every dual language campus, please check with your school's office about availability.
Prerequisites	Successful completion of K-5 DL program and or proficiency in Spanish.

Social Studies

Traditional Course Sequence and Testing Guide

Grades	Subject(s)	Assessment(s)
<i>Sixth</i>	World Cultures	n/a
<i>Seventh</i>	Texas Geography and History	n/a
<i>Eighth</i>	U.S. History from exploration to 1877	STAAR Gr 8
<i>Ninth</i>	World Geography	n/a
<i>10th</i>	World History	PSAT
<i>11th</i>	U.S. History from 1877 to present	PSAT/SAT/ACT U.S. History EOC
<i>12th</i>	U.S. Government Economics	PSAT/SAT/ACT

Recommended Advanced Placement/Dual Credit Course Sequence and Testing Guide

Grade	Subject(s)	Assessment(s)
<i>Sixth</i>	Pre-AP World Cultures	n/a
<i>Seventh</i>	Pre-AP Texas History	n/a
<i>Eighth</i>	Pre-AP U.S. History	STAAR Gr 8
<i>Ninth</i>	Pre-AP World Geography AP Human Geography*	AP Course Exam
<i>10th</i>	AP World History	PSAT AP Course Exam
<i>11th</i>	AP U.S. History DC Social Studies	PSAT/SAT/ACT U.S. History EOC AP Course Exam
<i>12th</i>	AP U.S. Government AP Macroeconomics or AP Microeconomics DC Social Studies	PSAT/SAT/ACT AP Course Exam
<i>Social Studies Electives</i>	AP European History AP Psychology AP Comparative Government	AP Course Exam

Pre-AP courses are strongly recommended but are not a prerequisite for Advanced Placement/ Dual Credit courses

*AP Human Geography replaces World Geography when completed as a year-long course.

Course	SOCIAL STUDIES
Course info	6006.R0000.Y/H0000.Y (6th) 6007.R0000.Y/H0000.Y (7th) 6008.R0000.Y/H0000.Y (8th)
Description	Students learn about events, leaders, beliefs and geography in economic and political systems and cultures. Grade six emphasizes modern life in world regions. Grade seven studies Texas Geography and History. Grade eight studies U.S. History from exploration to 1877.
Prerequisites	None

Course	SOCIAL STUDIES DUAL LANGUAGE
Course info	6006.D0000.Y (DL 6th) 6006.DH000.Y (DL 6th Pre-AP) 6007.D0000.Y (DL 7th) 6007.DH000.Y (DL 7th Pre-AP) 6008.D0000.Y (DL 8th) 6008.DH000.Y (DL 8th Pre-AP)
Description	Students learn about events, leaders, beliefs and geography in economic and political systems and cultures. Grade six emphasizes modern life in world regions. Grade seven studies Texas Geography and History. Grade eight studies U.S. History from exploration to 1877. This course is designed for students participating in the dual language program and is taught primarily in Spanish with English vocabulary reinforcement. This course is not offered at every dual language campus, please check with your school's office about availability.
Prerequisites	Successful completion of K-5 DL program and or proficiency in Spanish.

Keyboarding Proficiency

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

- Passing Touch System Data Entry at the middle school during the school year.
- Demonstrating proficiency on a district-developed digital application skills assessment at middle school.
- Passing the keyboarding credit by exam with 80 percent proficiency.
- Touch System Data Entry or demonstrated digital application skills is a prerequisite for many high school Career & Technical Education and Technology Applications courses.

Course	TOUCH SYSTEM DATA ENTRY
Course info	8401.RJC00.X (0.5 CTE credits; grades 6-8) 8401.R0000.X (0 credit, grades 6-8)
Description	Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will be provided instruction on how to create, format, and edit personal and business documents, including letters, reports, memos, and outlines. The course includes skill development in proofreading, spelling, and punctuation. Students will learn skills using software for word processing, visual presentation, and spreadsheet application while learning file management skills. By the end of the semester, all students are expected to key a minimum of 25 wpm with 80 percent accuracy. Students who do not want to earn 0.5 high school credit may complete the course for no credit.
Prerequisites	None

Physical Education

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 four-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 PE requirement for seventh and eighth grade.
- All students will be assessed on their physical fitness using the FITNESSGRAM assessment based on their health classification.
- Students must be approved by the ARD committee before being placed in a modified PE course.
- Students approved for APE may take additional PE courses.

Grades	Traditional PE (recommended course sequence)	Dance for PE Credit
<i>Sixth</i>	Functional Fitness (Fall) Sixth Grade PE (Spring)	Functional Dance (Fall) Dance Wellness 1 (Spring)
<i>Seventh</i>	Seventh Grade PE (Fall or Spring) Student Choice (Fall or Spring)	Dance Wellness 2 (Fall) *Dance 2 (Spring)
<i>Eighth</i>	Eighth Grade PE (Fall or Spring) Student Choice (Fall or Spring)	Dance Wellness 3 (Fall) *Dance 3 (Spring)

* Dance 2 and Dance 3 are for Fine Arts credits only.

Course	FUNCTIONAL FITNESS 6th-8th
Course info	7006.R0000.X (6th: semester; 7th-8th spring-semester only) 7006.V0000.X Modified 7006.W0000.X Adapted
Description	Functional Fitness is a course designed to introduce students to a variety of fitness activities. Students will learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, health-related fitness, skill-related fitness, nutrition, substance abuse, stress management, peer pressure, conflict resolution, and bullying prevention while participating in activities using sandbells, resistance bands, stability balls, as well as cardio games and activities, Pilates, Plyometrics, and Tabata workouts, DOT drills and dynamic and static stretching. This course covers some of the sixth-grade PE TEKS and most of the sixth-grade health education TEKS.
Prerequisites	None if in 6th grade. For 7th or 8th graders, 7th or 8th grade general PE (fall semester) or 7th or 8th grade physical education substitution (fall semester). 7th or 8th graders may only take this class if they did not take Functional Fitness in 6th grade. This class is the same as 6th grade Functional Fitness. For 7th and 8th graders, this class is designed for those who need a fourth semester of Physical Education to meet the four-semester requirement.

Course	6th GRADE PE
Course info	7016.R0000.X (semester) 7016.V0000.X Modified (semester) 7016.W0000.X Adapted (semester)
Description	Students in 6th Grade Physical Education will learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, health-related fitness, skill-related fitness, nutrition, substance abuse, stress management, peer pressure, conflict resolution, and bullying prevention while participating in flag football, volleyball, tennis, basketball, track and field, soccer, and jump rope activities. The goal of 6th Grade PE is to provide students with the exposure to a variety of team sport-related physical activities to better prepare them for a physically active lifestyle. This course covers most of the sixth-grade PE TEKS and most of the sixth-grade health education TEKS.
Prerequisites	None

Course	7th GRADE PE
Course info	7017.R0000.X (semester) 7017.V0000.X Modified (semester) 7017.W0000.X Adapted (semester)
Description	Students in 7th Grade Physical Education will learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, nutrition, substance abuse, stress management, self-esteem, body image, conflict resolution, sportsmanship, sleep, rest and time management while participating in bowling, Ultimate, circuit training, Floorball, disc golf, and softball. The goal of 7th Grade PE is to provide students with the exposure to a variety of individual sport-related physical activities to better prepare them for a physically active lifestyle. This course covers most of the seventh-grade PE TEKS and most of the seventh/eighth-grade health education TEKS.
Prerequisites	None

Course	8th GRADE PE
Course info	7018.R0000.X (semester) 7018.V0000.X Modified (semester) 7018.W0000.X Adapted (semester)
Description	Students in 8th Grade Physical Education will learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, nutrition, substance abuse, stress management, self-esteem, body image, conflict resolution, sportsmanship, sleep, rest and time management while participating in team handball, volleyball, weight training, basketball, golf, badminton, and lacrosse. The goal of 8th Grade PE is to provide students with the exposure to a variety of individual and team sport-related physical activities to better prepare them for a physically active lifestyle. This course covers most of the eighth-grade PE TEKS and most of the seventh/eighth-grade health education TEKS.
Prerequisites	None

Physical Education Substitutions

Physical education substitutions allow a student to use approved physical activities to meet the physical education requirements for middle school. There are four types of physical education substitutes for middle school:

- Athletics courses
- Dance courses
- National Middle School Cadet Corps (NMSCC)
- Off-campus Physical Education Equivalent Program (Category 2 only)

Course	ATHLETICS COURSES
Course info	7037.R1000.X (7th; semester) 7038.R1000.X (8th; semester)
Description	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.
Prerequisites	Approval by the athletic coach

Course	FUNCTIONAL DANCE
Course info	7020.R0000.X (semester)
Description	Functional Dance is a course designed for students to improve all aspects of individual fitness using sandbells, resistance bands, stability balls, as well as cardio games and activities, Pilates, Plyometrics, and Tabata workouts, DOT drills and dynamic and static stretching to increase cardiovascular endurance, muscular strength and endurance, and flexibility. Students will learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, health-related fitness, skill-related fitness, nutrition, substance abuse, stress management, peer pressure, conflict resolution, and bullying prevention. Students will explore movement principles associated with the Elements of Dance, ballet, improvisation skills, and choreographic processes in cooperative groups. Students may have the opportunity to perform in a public performance setting. Out-of-school rehearsals and performances may be required. This class may be paired with Dance Wellness I to complete one full year of PE credit for sixth grade.
Prerequisites	None

Course	DANCE WELLNESS 1
Course info	7021.R0000.X (semester)
Description	Dance Wellness I is designed for students to develop self-discipline and healthy bodies that move more expressively, efficiently, and safely. Students will continue to learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, health-related fitness, skill-related fitness, nutrition, substance abuse, stress management, peer pressure, conflict resolution, and bullying prevention. Students will demonstrate movement principles, historical and cultural relevance, and evaluation techniques associated with the elements of dance, social dance, ballet, jazz, world dance, hip hop, tap, and choreographic processes working cooperatively in small groups. Students may have the opportunity to perform in a public performance setting. Out-of-school rehearsals and performances may be required.
Prerequisites	Functional Dance

Course	DANCE WELLNESS 2
Course info	7022.R0000.X (semester)
Description	Dance Wellness II is designed for students to demonstrate, create, and evaluate dance movement elements associated with the elements of dance, ballet, jazz, modern, hip hop, tap, and choreographic processes in cooperative groups or individually. Students will learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, nutrition, substance abuse, stress management, self-esteem, body image, conflict resolution, sportsmanship, sleep, rest and time management. Students may have the opportunity to perform in a public performance setting. Out-of-school rehearsals and performances may be required.
Prerequisites	Must be a seventh- or eighth-grade student

Course	DANCE WELLNESS 3
Course info	7023.R0000.X (semester)
Description	Dance Wellness III is a course designed for students to develop perceptual thinking and movement abilities, promoting an understanding of themselves and others. Students will demonstrate, create, and evaluate movements with the intent to express emotions, communicate ideas, and project to an audience in the genres of ballet, jazz, modern, hip hop, tap, and choreography. Students learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, nutrition, substance abuse, stress management, self-esteem, body image, conflict resolution, sportsmanship, sleep, rest and time management. Students may have the opportunity to perform in a public performance setting. Out-of-school rehearsals and performances may be required.
Prerequisites	Director approval

Course	NATIONAL MIDDLE SCHOOL CADET CORPS (NMSCC)
Course info	7056.R0000.X (6th; semester) 7057.R0000.X (7th; semester) 7058.R0000.X (8th; semester)
Description	The NMSCC program is designed to introduce middle school students to responsible leadership roles while serving as a bridge facilitating a smooth transition into high school. With the focus on leadership and responsibility the program establishes the expectations and frame work to improve student behavior, instill personal discipline, communications skills, promote character development, curb gang activity, reduce drop outs, establish positive peer role-models and promote team work among the cadets and the student body.
Prerequisites	None

Off-campus Physical Education Equivalent

Grade: Seventh and eighth 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.
- Program packets may be obtained through the counselor's office or on the [AISD website](#).
- Students may only choose agencies that are listed on the "Austin ISD Approved Agency" list on the AISD website.
- Completed packets must be received by the PE department at the Carruth Administration Center/Southfield Building 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.

Course	CATEGORY 2
Course info	7047.R0000.X (7 th ; semester) 7048.R0000.X (8 th ; semester)
Description	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 five 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.
Prerequisites	None

Fine Arts

Students must complete a minimum of one Texas Essential Knowledge and Skills-based fine arts course. Yearlong courses in the same discipline are required to adequately address the TEKS. Fine Arts courses are organized by skill level, taken in sequence and are not dependent on grade level (e.g., eighth grade students enrolled in choir for the first time will be enrolled in 5041.R0000.Y). *Education Code 28.002(c-1); 19 TAC 74.3(a)(2).*

Art

Course titles	ART, MIDDLE SCHOOL 1 ART, MIDDLE SCHOOL 2 ART, MIDDLE SCHOOL 3
Course info	5001.R0000.Y (year; 1 st -time taken) 5002.R0000.Y (year; 2 nd time taken) 5003.R0000.Y (year; 3 rd time taken) 5001.R0000.X (semester; 1 st time taken)
Description	Students will work with a variety of processes and materials such as painting, drawing, sculpture, ceramics, printmaking, fibers, jewelry and digital media. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences as a source for creating artworks. Art courses include the study of works of art and cultures and evaluation of student work and the works of other artists.
Prerequisites	None

Band

Course titles	BAND, MIDDLE SCHOOL 1 BAND, MIDDLE SCHOOL 2 BAND, MIDDLE SCHOOL 3
Course info	5031.R0000.Y (year; 1 st time taken) 5032.R0000.Y (year; 2 nd time taken) 5033.R0000.Y (year; 3 rd time taken)
Description	Band classes are offered at three levels for a sequential, continuing study of band music. This course is performance-oriented and teaches individual as well as ensemble skills. Musicianship is developed through the study of instrumental techniques, sight reading skills, and music listening. Students are expected to furnish their own instruments, although some instruments may be available for use from the campus. Rapidly progressing students may be transferred to a more advanced band level as approved by the director and as scheduling permits. Out-of-school rehearsals and performances are required.
Prerequisites	Recommended: Director's approval required for placement in all levels.

Choir

Course titles	CHOIR, MIDDLE SCHOOL 1 CHOIR, MIDDLE SCHOOL 2 CHOIR, MIDDLE SCHOOL 3
Course info	5041.R0000.Y (year; 1 st time taken) 5042.R0000.Y (year; 2 nd time taken) 5043.R0000.Y (year; 3 rd time taken) 5041.R0000.X (semester; 1 st time taken)
Description	Choir classes are offered at three levels for a sequential, continuing study of choral music. This course is performance-oriented and teaches unison, two-, three- and four-part choral literature. Musicianship is developed through the study of vocal techniques, sight-reading skills, and music listening. Out-of-school rehearsals and public performances are required. Choral directors may place boys and girls in different choirs based on changing voices and UIL standards. A semester-long course is offered during the first year of study. Year-long courses are required for the second and third year.
Prerequisites	Recommended: Director's approval required for placement in all levels.

Dance

Course titles	DANCE, MIDDLE SCHOOL 1 DANCE, MIDDLE SCHOOL 2 DANCE, MIDDLE SCHOOL 3
Course info	5021.R0000.Y (year; 1 st time taken); 5022.R0000.Y (year; 2 nd time taken) 5023.R0000.Y (year; 3 rd time taken) 5021.R0000.X (semester; 1 st time taken)
Description	If students have previously taken one of these courses for PE substitution, they may also use additional dance coursework for fine arts credit. Students will learn and develop rhythm and movement skills in ballet, jazz, social dance styles, with an emphasis on health and physical activity concepts. Students will work cooperatively with others and learn about the cultural and artistic diversity. Students may have the opportunity to perform in a public setting. Out-of-school rehearsals and performances may be required for Dance 2 and Dance 3.
Prerequisites	None

Orchestra

Course titles	ORCHESTRA, MIDDLE SCHOOL 1 ORCHESTRA, MIDDLE SCHOOL 2 ORCHESTRA, MIDDLE SCHOOL 3
Course info	5051.R0000.Y (year; 1 st time taken) 5052.R0000.Y (year; 2 nd time taken) 5053.R0000.Y (year; 3 rd time taken)
Description	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.
Prerequisites	Recommended: Director's approval required for placement in all levels.

Guitar

Course titles	GUITAR, MIDDLE SCHOOL 1 GUITAR, MIDDLE SCHOOL 2 GUITAR, MIDDLE SCHOOL 3
Course info	5061.R0000.Y (year; 1 st time taken) 5062.R0000.Y (year; 2 nd time taken) 5063.R0000.Y (year; 3 rd time taken) 5061.R0000.X (semester; 1 st time taken) 5062.R0000.X (semester; 2 nd time taken) 5063.R0000.X (semester; 3 rd time taken)
Description	Guitar is offered at three levels of instruction. Students furnish classical guitars; however, some instruments may be available for use. Rapidly progressing students may be transferred to a more-advanced Guitar as scheduling permits. Out-of-school rehearsals and performances are required.
Prerequisites	Recommended: Director's approval required for placement in all levels.

Instrumental/Vocal Ensemble

Course titles	ENSEMBLE, MIDDLE SCHOOL 2 ENSEMBLE, MIDDLE SCHOOL 3
Course info	5072.R0000.Y (year; 1 st time taken) 5073.R0000.Y (year; 2 nd time taken) 5072.R0000.X (semester; 1 st time taken) 5073.R0000.X (semester; 2 nd time taken)
Description	An instrumental or vocal music ensemble of varying size is designed to promote the performance technique of stage band, folk, rock, jazz, Caribbean, and other popular musical idioms genres. 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. This course may be repeated.
Prerequisites	Any middle school music 1 course. Recommended: Director's approval required for placement in all levels.

Mariachi

Course titles	MARIACHI, MIDDLE SCHOOL 2 MARIACHI, MIDDLE SCHOOL 3
Course info	5082.R0000.Y (year; 1 st time taken) 5083.R0000.Y (year; 2 nd time taken) 5082.R0000.X (semester; 1 st time taken) 5083.R0000.X (semester; 2 nd time taken)
Description	An instrumental and vocal music ensemble designed to promote mariachi performance techniques. Students must have completed a Middle School 1 course in band, choir, guitar, or orchestra before enrolling in Mariachi 2. Out-of-school rehearsals and performances are required.
Prerequisites	Recommended: Director's approval required for placement in all levels.

Piano

Course titles	PIANO, MIDDLE SCHOOL 1 PIANO, MIDDLE SCHOOL 2 PIANO, MIDDLE SCHOOL 3
Course info	5091.R0000.Y (year; 1 st time taken) 5092.R0000.Y (year; 2 nd time taken) 5093.R0000.Y (year; 3 rd time taken) 5091.R0000.X (semester; 1 st time taken) 5092.R0000.X (semester; 2 nd time taken) 5093.R0000.X (semester; 3 rd time taken)
Description	This is a performance-oriented course where students learn how to play the piano. Musicianship is developed by reading music, piano technique, and music listening. Out-of-school rehearsals and public performances are required.
Prerequisites	Recommended: Director's approval required for placement in all levels.

Theatre Arts

Course titles	MIDDLE SCHOOL 1, first time taken MIDDLE SCHOOL 2, second time taken MIDDLE SCHOOL 3, third time taken
Course info	5011.R0000.Y (year; 1 st time taken) 5012.R0000.Y (year; 2 nd time taken) 5013.R0000.Y (year; 3 rd time taken) 5011.R0000.X (semester; 1 st time taken) 5012.R0000.X (semester; 2 nd time taken) 5013.R0000.X (semester; 3 rd time taken)
Description	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.
Prerequisites	None

Elective Courses for Sixth, Seventh, and Eighth Grade Students

Availability of courses may vary by campus

Career and Technical Education (CTE)

Course	INVESTIGATING CAREERS IN BUSINESS 6th, 7th, 8th
Course info	8425.R0000.Y (year) 8425.R0000.X (semester)
Description	Students are provided an opportunity to operate a small group or class-based business offering a service or product needed in their community. Students learn basic entrepreneurial concepts, fundamental business, economics, and private enterprise systems. Students analyze the sales process and financial management principles. Course objectives are achieved through collaborative work. Students investigate careers related to business administration and management.
Prerequisites	None

Course	INVESTIGATING CAREERS IN EDUCATION AND TRAINING 6th, 7th, 8th
Course info	8409.R0000.Y (year) 8409.R0000.X (semester)
Description	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. Knowledge and skills are acquired through rich and engaging hands-on and project-based instruction and exploration of many career opportunities. Expenses may be incurred for projects.
Prerequisites	Recommended: Investigating Careers in Family, Food and Finance

Course	INVESTIGATING CAREERS IN CONSTRUCTION 6th, 7th, 8th
Course info	8429.R0000.Y (year) 8429.R0000.X (semester)
Description	Students investigate construction careers and activities. They research, design, and create projects, which prepare and encourage success in construction-specific high school and collegiate degree plans. Project expenses may be incurred.
Prerequisites	None

Course	INVESTIGATING CAREERS IN CULINARY ARTS I 6th, 7th, 8th
Course info	8407.R0000.Y (year) 8407.R0000.X (semester)
Description	This course provides the opportunity to explore the basics and principles of the art of cooking and the science of baking. Additionally, students will explore and experience elements of the restaurant business and food beverage services. Knowledge and skills are acquired through rich and engaging hands-on and project-based instruction, which also includes delivery through laboratory-based training and exploration of the many career opportunities available within the Hospitality career cluster. Expenses may be incurred for projects.
Prerequisites	Recommended: Investigating Careers in Family, Food and Finance

Course	INVESTIGATING CAREERS IN CULINARY ARTS II 7th, 8th
Course info	8448.R0000.Y (year) 8448.R0000.X (semester)
Description	This course expands on fundamentals and principles of cooking and baking. Career opportunities in the hospitality and culinary industry are explored.
Prerequisites	Investigating Careers in Culinary Arts I

Course	INVESTIGATING CAREERS IN ENERGY, POWER AND TRANSPORTATION 6th, 7th, 8th
Course info	8433.R0000.Y (year) 8433.R0000.X (semester)
Description	This course is designed to investigate the types of activities performed in the energy, power, and transportation industry. Through laboratory experiences and research, students explore industry skills and technologies. 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.
Prerequisites	None

Course	INVESTIGATING CAREERS IN MOBILE APP CREATION 6th, 7th, 8th
Course info	8888.R0000.Y (year) 8888.R0000.X (semester)
Description	Students investigate the career of mobile app creation as it relates to solving authentic societal concerns. Students explore academic and professional skills for and current labor market and future trends of mobile app creation.
Prerequisites	None

Course	INVESTIGATING CAREERS IN COMPUTER PROGRAM INNOVATION 6th, 7th, 8th
Course info	8887.R0000.Y (year) 8887.R0000.X (semester)
Description	Students investigate Computer Programming career with a mix of hardware and software projects. Students explore requisite academic and professional skills and understand current labor market and future trends.
Prerequisites	None

Course	INVESTIGATING CAREERS IN MANUFACTURING 6th, 7th, 8th
Course info	8459.R0000.Y (year) 8459.R0000.X (semester)
Description	Students will investigate the career manufacturing and its career cluster through hands on projects. Students will learn about academic and professional skills, current labor market and future trends for various types of manufacturing careers.
Prerequisites	None

Course	INVESTIGATING CAREERS IN TECH LITERACY 6th, 7th, 8th
Course info	8450.R0000.Y (year) 8450.R0000.X (semester)
Description	Students utilize various forms of technology to access, evaluate, integrate, create, and communicate information as they investigate various careers across the 16 CTE career clusters. Students learn about academic and technical skills, current labor market and future trends for various types of careers.
Prerequisites	None

Course	COLLEGE AND CAREER READINESS 6th, 7th, 8th
Course info	8403.R0000.Y (year) 8403.R0000.X (semester)
Description	The career development process is unique and evolves throughout life. Students use decision-making and problem-solving skills for college and career planning. Students explore valid, reliable educational and career information to learn more about themselves, their interests and abilities. Students are guided through the investigation process and development of a college and career achievement plan. Students use interest inventory software or other tools to explore areas of personal interest. This information is used to explore educational requirements for a variety of career paths.
Prerequisites	None

Course	INVESTIGATING CAREERS IN FASHION DESIGN 6th, 7th, 8th
Course info	8411.R0000.Y (year) 8411.R0000.X (semester)
Description	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. 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.
Prerequisites	Recommended: Investigating Careers in Family, Food and Finance

Course	INVESTIGATING CAREERS IN COMPUTER PROGRAMMING 6th, 7th, 8th
Course info	8451.R0000.Y (year) 8451.R0000.X (semester)
Description	This course provides opportunities for the learner to explore careers in computer science and programming that span all aspects of the Information Technology industries. Knowledge and skills are acquired through rich and engaging hands-on and project-based instruction, which also includes delivery through laboratory-based training.
Prerequisites	None

Course	INVESTIGATING CAREERS IN HEALTH SCIENCE I 6th,7th, 8th
Course info	8466.R0000.Y (year) 8466.R0000.X (semester)
Description	Students will explore a brief overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others.
Prerequisites	None

Course	INVESTIGATING CAREERS IN HEALTH SCIENCE II 7th, 8th
Course info	8466.R0000.Y (year) 8469.R0000.X (semester)
Description	This course provides opportunities for the learner to explore careers in computer science and programming that span all aspects of information technology industries. The knowledge and skills are acquired through rich and engaging hands-on and project-based instruction, which also includes delivery through laboratory-based training.
Prerequisites	Investigating Careers in Health Science

Course	INVESTIGATING CAREERS IN GRAPHIC DESIGN I 6th, 7th, 8th
Course info	8435.R0000.Y (year) 8435.R0000.X (semester)
Description	This course includes composing and editing copy for documents such as brochures, posters, and publications. 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 focus on the fundamental elements and principles of visual art and design. Career opportunities and qualifications are explored.
Prerequisites	None

Course	INVESTIGATING CAREERS IN GRAPHIC DESIGN II 7th, 8th
Course info	8446.R0000.Y (year) 8446.R0000.X (semester)
Description	Students will continue to compose and edit copy for documents such as brochures, posters, and publications. Students develop more of an understanding of graphic design and illustration. The creative design process is used for two- or three-dimensional projects. Art elements and principles of design are applied to student photographic works. Career opportunities and qualifications are further explored.
Prerequisites	Investigating Careers in Graphic Design I

Course	INVESTIGATING CAREERS IN GREEN AGRICULTURE I 6th, 7th, 8th
Course info	8880.R0000.Y (year) 8880.R0000.X (semester)
Description	Students will examine the importance of small-scale farming in the process of transition towards green agriculture. Conventional and traditional sustainable farming methods, techniques and careers are explored. Green agriculture includes components of: soil fertility management, sustainable water use, crop and livestock diversification, plant and animal health management, technology and improved storage. Expenses may be incurred for projects.
Prerequisites	None

Course	INVESTIGATING CAREERS IN GREEN AGRICULTURE II 7th, 8th
Course info	8881.R0000.Y (year) 8881.R0000.X (semester)
Description	Students will examine the importance of the small-scale farming in the process of transition towards green agriculture. Conventional and traditional sustainable farming methods and techniques are explored. Green agriculture includes components of: soil fertility management, sustainable water use, crop and livestock diversification, plant and animal health management, technology and improved storage. Expenses may be incurred for projects.
Prerequisites	Investigating Careers in Green Agriculture I

Course	INVESTIGATING CAREERS IN GREEN AGRICULTURE III 7th, 8th
Course info	8883.R0000.Y (year) 8883.R0000.X (semester)
Description	Students are provided an opportunity to advance agriculture skills through “hands-on” projects and research. Agriculture experiences include components of: soil fertility management, sustainable water use, crop and livestock diversification, plant and animal health management, technology and improved storage. Expenses may be incurred for projects.
Prerequisites	Investigating Careers in Green Agriculture II

Course	INVESTIGATING CAREERS IN INFORMATION TECHNOLOGY I 6th, 7th, 8th
Course info	8421.R0000.Y (year) 8421.R0000.X (semester)
Description	This exploratory course will increase the student's knowledge of the operating system of a computer and enable the student to recognize and understand computer hardware and software and how to install and use both. They will also learn computer and internet navigation skills. The student will learn how to take apart computers, find the source of problems, and put them back together. Students will explore careers that involve designing, developing, supporting and managing computer hardware and software. Expenses may be incurred for projects.
Prerequisites	None

Course	INVESTIGATING CAREERS IN INFORMATION TECHNOLOGY II 7th, 8th
Course info	8423.R0000.Y (year) 8423.R0000.X (semester)
Description	Students gain knowledge and skills in the areas of computer technologies, computer principles, and components related to the installation, diagnosis, service, and repair of computer-based technology systems. Students 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 prepare students for success in a technology-driven society.
Prerequisites	Investigating Careers in Information Technology I

Course	INVESTIGATING CAREERS IN AUDIO/VIDEO MEDIA I 6th, 7th, 8th
Course info	8417.R0000.Y (year) 8417.R0000.X (semester)
Description	Students will analyze and assess current and emerging technologies and explore careers in the Arts, A/V Technology and Communications cluster, 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.
Prerequisites	None

Course	INVESTIGATING CAREERS IN AUDIO/VIDEO MEDIA II 7th, 8th
Course info	8419.R0000.Y (year) 8419.R0000.X (semester)
Description	Students 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 enable students to successfully perform in a technology-driven society.
Prerequisites	Recommended: Investigating Careers in Audio/Video Media I

Course	INVESTIGATING CAREERS IN ANIMATION I 6th, 7th, 8th
Course info	8464.R0000.Y (year) 8464.R0000.X (semester)
Description	Students analyze and assess current and emerging technologies and explore careers in the Arts, A/V Technology and Communications cluster, 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.
Prerequisites	None

Course	INVESTIGATING CAREERS IN ANIMATION II 7th, 8th
Course info	8465.R0000.Y (year) 8465.R0000.X (semester)
Description	Students 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.
Prerequisites	Investigating Careers in Animation I

Course	INVESTIGATING CAREERS IN PHOTOGRAPHY I 6th, 7th, 8th
Course info	8440.R0000.Y (year) 8440.R0000.X (semester)
Description	Students investigate multiple photographic careers through hands-on experience. They receive extensive DSLR camera training and practice using the exposure triangle. In addition, they use photographic equipment that includes using an external flash, tripod, lens filters and studio equipment. Photographic composition rules are applied to all images and Photoshop tools and techniques are part of the instruction. All students compile a portfolio of their photographic work.
Prerequisites	None

Course	INVESTIGATING CAREERS IN PHOTOGRAPHY II 7th, 8th
Course info	8445.R0000.Y (year) 8445.R0000.X (semester)
Description	Students continue to investigate multiple photographic careers through hands-on experience. They receive extensive hands-on DSLR camera training and practice using the exposure triangle. In addition, they will use photographic equipment that includes using an external flash, tripod, lens filters and studio equipment. The rules of photographic composition will be applied to all images and Photoshop tools and techniques will be a part of the instruction. All students will compile a portfolio of their photographic work.
Prerequisites	Investigating Careers in Photography I

Course	INVESTIGATING CAREERS IN ROBOTICS I 6th, 7th, 8th
Course info	8431.R0000.Y (year) 8431.R0000.X (semester)
Description	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.
Prerequisites	None

Course	INVESTIGATING CAREERS IN ROBOTICS II 7th, 8th
Course info	8443.R0000.Y (year) 8443.R0000.X (semester)
Description	This course will continue to investigate the types of activities performed in the robotics industry. Through laboratory experiences and research, students will explore the skills and technologies of these industries. Content includes the application of technology; the design of products and services; emerging and innovative technology; safety and maintenance; codes, laws and standards; as well as related career opportunities. Expenses may be incurred for projects.
Prerequisites	Investigating Careers in Robotics I

Course	INVESTIGATING CAREERS IN FAMILY, FOOD, AND FINANCE 6th, 7th, 8th
Course info	8405.R0000.Y (year) 8405.R0000.X (semester)
Description	This comprehensive course provides opportunities to explore family relationships, personal development, and planning for the future. Emphasis is on the importance of the family; effective communication skills, management skills, decision-making, acceptance of responsibility, and childcare practices that promote positive development. Other content addresses self-image, nutrition, wellness, personal appearance, and career options. Expenses may be incurred for projects. This course may be taken once in grade six, seven, or eight.
Prerequisites	None

Course	INVESTIGATING CAREERS IN TECHNOLOGY I 6th, 7th, 8th
Course info	8426.R0000.Y (year) 8426.R0000.X (semester)
Description	The goal of this course is to introduce and prepare students for careers that involve technology. The skills students can learn will apply to many high school courses such as STEM (science, technology, engineering, and math), business and industry, public service, arts and humanities, and multidisciplinary studies.
Prerequisites	None

Course	INVESTIGATING CAREERS IN TECHNOLOGY II 7th, 8th
Course info	8427.R0000.Y (year) 8427.R0000.X (semester)
Description	Students gain advanced understanding of the development and impact of technology on society and the environment. Students design, build and test products and systems to solve real world problems. Students use and manage technology resources. The course introduces real world applications in the areas of transportation, power and energy, construction, manufacturing, multimedia, desktop publishing, graphic design, video production and bio-related technology. Hands-on problem-solving activities may include designing and making products, accessing technology, constructing models of buildings, using computers and using power tools and equipment. Expenses may be incurred for projects.
Prerequisites	Investigating Careers in Technology I

Course	INVESTIGATING CAREERS IN VIDEO GAME DESIGN I 6th, 7th, 8th
Course info	8437.R0000.Y (year) 8437.R0000.X (semester)
Description	Students will analyze and assess current technologies while designing and creating a video game using text, pictures and digital video. 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 exploration of related careers.
Prerequisites	None

Course	INVESTIGATING CAREERS IN VIDEO GAME DESIGN II 7th, 8th
Course info	8461.R0000.Y (year) 8461.R0000.X (semester)
Description	Students will design and create a more complicated video game.
Prerequisites	Investigating Careers in Video Game Design I

Course	INVESTIGATING CAREERS IN WEB TECHNOLOGY I 6th, 7th, 8th
Course info	8413.R0000.Y (year) 8413.R0000.X (semester)
Description	Students will gain knowledge and skills in web technology and learn the appropriate use of hardware, software, and connectivity technologies. Students will develop websites while showing proper online behavior (as written in the district network acceptable use policy) and explore related careers.
Prerequisites	None

Course	INVESTIGATING CAREERS IN WEB TECHNOLOGY II 7th, 8th
Course info	8415.R0000.Y (year) 8415.R0000.X (semester)
Description	Students gain advanced knowledge and skills in web design, appropriate use of hardware, software, and connectivity technologies. Students 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. The knowledge and skills acquired and practiced enable students to successfully perform in a technology-driven society.
Prerequisites	Investigating Careers in Web Technology I

Course	INVESTIGATING CAREERS IN STEM I 6th, 7th, 8th
Course info	8455.R0000.Y (year) 8455.R0000.X (semester)
Description	This course increases students' understanding of STEM careers. Students investigate how Science, Technology, Engineering and Math come together in the development of products and systems to solve real-world problems. The course introduces real-world applications in the area of STEM and involves hands-on problem-solving activities. Students also explore academic and professional skills, current labor market and future trends for various types of STEM careers.
Prerequisites	None

Course	INVESTIGATING CAREERS IN STEM II 7th, 8th
Course info	8457.R0000.Y (year) 8457.R0000.X (semester)
Description	This course provides advanced understanding of STEM careers. Students investigate how Science, Technology, Engineering and Math come together in product- and system-development to solve real-world problems. Students are involved in hands-on problem-solving activities, including the use of power tools and equipment. The course also includes art in order to understand STEAM applications. Students explore academic and professional skills, current labor market and future trends for various types of STEM/STEAM careers.
Prerequisites	Investigating Careers in STEM I

Course	BUSINESS INFORMATION MANAGEMENT I 8th
Course info	8324.RJCoo.Y (year) Credit: 1.0 Grade: 8
Description	In Business Information Management I, students put into use the ability to get along well with others, to strengthen individual performance at work and in the world, and to make successful changes in the workplace and in further education. Students apply abilities to do particular job-related tasks well, to address new business computer programs and technologies, to create word-processing documents, to create and edit spreadsheets, to create and edit databases, and to make electronic presentations using appropriate software.
Prerequisites	Touch System Data Entry or digital application skills assessment

Course	PRINCIPLES OF BUSINESS, MARKETING AND FINANCE 8th
Course info	8318.RJCoo.Y (year) Credit: 1.0 Grade 8
Description	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.
Prerequisites	None

Course	PRINCIPLES OF INFORMATION TECHNOLOGY 8th
Course info	8526.RJCoo.Y (year) Credit: 1.0 Grade: 8
Description	In Principles of Information Technology, students will develop computer abilities and skills to use existing and new technologies found in schools, and in the worldwide workplace. Students will learn to use skills to get along well with others, and to prepare for changes in workplace conditions. Students will improve reading, writing, math/calculating, communication, and thinking skills and apply them to better use computers and information technology in school, and in the workplace.
Prerequisites	None

Course	PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS B
Course info	8250.RJCoo.Y (year) Credit: 1.0 Grade: 9
Description	Careers in the Arts, Audio/Video Technology, and Communications Career Cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Students will be provided an opportunity to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. This course allows students to develop knowledge and skills related to information management, presentation, animation, video technology, printing and desktop publishing.
Prerequisites	Recommended: Touch System Data Entry or digital application skills assessment

Course	PRINCIPLES OF APPLIED ENGINEERING S
Course info	8680.RJCoo.Y (year) Credit: 1.0 Grades: 9-10
Description	This course introduces students to concepts and skills in engineering design. Students explore the engineering design process using relevant hardware and software to complete hands-on and group projects in a variety of areas. Subjects may include robotics, electronics, mechanical design, computer-aided drafting (CAD), and careers opportunities.
Prerequisites	Recommended: Touch System Data Entry or digital application skills assessment

Gateway Courses (PLTW) 6th, 7th, 8th

Gateway is "activity-oriented" to show students how technology is used in engineering to solve everyday problems. The nine 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 following Project Lead the Way (PLTW) courses may be offered on your middle school campus (check with your counselors) The nine units are: Design & Modeling; Magic of Electrons; Automation and Robotics; Science of Technology; Energy and the Environment; Flight & Space; Green Architecture; Medical Detectives; App Creators and Computer Science for Innovators and Makers.

Prerequisites: None

Course	Design & Modeling/Automation and Robotics (GTT DM/AR)
Course info	8853.R0000.Y (year)

Course	Magic of Electrons/Science of Technology (GTT ME/ST)
Course info	8873.R0000.Y (year)

Course	Flight & Space/Energy and the Environment (GTT FS/EE)
Course info	8875.R0000. (year)

Course	Green Architecture/Medical Detectives (GTT GA/MD)
Course info	8867.R0000.Y (year)

Course	Design & Modeling (GTT DM)
Course info	8861.R0000.X (semester)

Course	Automation and Robotics (GTT AR)
Course info	8860.R0000.X (semester)

Course	Flight & Space (GTT FS)
Course info	8865.R0000.X (semester)

Course	Energy and the Environment (GTT EE)
Course info	8866.R0000.X (semester)

Course	Green Architecture (GTT GA)
Course info	8869.R0000.X (semester)

Course	Medical Detectives (GTT MD)
Course info	8870.R0000.X (semester)

Course	Green Architecture /Medical Detectives (GTT GA/MD)
Course number	8864.RJCoo.Y
Credit	0.5 elective credit
Grades	6-8

Course	Design & Modeling/Automation and Robotics (GTT DM/AR)
Course number	8865.RJCoo.Y
Credit	0.5 elective credit
Grades	6-8

Course	Magic of Electrons /Science of Technology (GTT ME/ST)
Course number	8866.RJCoo.Y
Credit	0.5 elective credit
Grades	6-8

Course	Flight & Space/ Energy and the Environment (GTT FS/EE)
Course number	8867.RJCoo.Y
Credit	0.5 elective credit
Grades	6-8

Language Arts Electives

Course	ARTISTIC/IMAGINATIVE WRITING 7th, 8th
Course info	9042.R0000.Y (year) 9042.R0000.X (semester)
Description	This course provides writing experience in several genres. Students engage in the writing process from prewriting to publication and will engage in peer review and self-reflection. Students examine important examples of literature in relevant genres as models and as subjects for technical analysis.
Prerequisites	None

Course	COMMUNICATION APPLICATIONS
Course info	1525.RJ000.X (0.5 elective credits) Grade: 8
Description	Students identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.
Prerequisites	None

Course	PROFESSIONAL COMMUNICATIONS 7th, 8th
Course info	8313.RJCOC.X (0.5 elective credits) Grades: 7-8
Description	Professional Communications blends written, oral, and graphic communication in a career-based environment. Students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.
Prerequisites	Touch System Data Entry or digital application skills assessment.

Course	PUBLICATIONS ENGLISH
Course info	1077.R0000.Y (year; 7 th) 1078.R0000.Y (year; 8 th) 1077.R0000.X (semester; 7 th) 1078.R0000.X (semester; 8 th)
Description	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, yearbook, and/or for the school website or campus blog. Production may involve photography, layout, design, coding in HTML/CSS, and extensive writing.
Prerequisites	None

Course	READING ELECTIVE
Course info	1046.R0000.Y (year; 6 th) 1047.R0000.Y (year; 7 th) 1048.R0000.Y (year; 8 th) 1046.R0000.X (semester; 6 th) 1047.R0000.X (semester; 7 th) 1048.R0000.X (semester; 8 th)
Description	Students in elective reading classes read independently for sustained periods of time in a variety of texts to build fluency and comprehension. They engage in small and large group discussions. They expand their vocabulary through wide reading, word study, and use of visual, contextual, and structural clues. They use graphic organizers and other comprehension strategies in fiction and nonfiction texts. Students apply research strategies and study skills, producing short research reports with documentation.
Prerequisites	None

Course	SPEECH
Course info	1056.R0000.Y (year; 6 th) 1057.R0000.Y (year; 7 th) 1058.R0000.Y (year; 8 th) 1056.R0000.X (semester; 6 th) 1057.R0000.X (semester; 7 th) 1058.R0000.X (semester; 8 th)
Description	This course develops the skills of the five functions of expression: participating in social traditions, informing, persuading, creating and imagining. Students will develop and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and professional presentations.
Prerequisites	None

Other Electives

Course	AVID PREP SKILLS
Course info	9217.R0000.Y (6 th) 9218.R0000.Y (7 th) 9219.R0000.Y (8 th)
Description	The AVID class addresses key elements in college preparation: academic survival skills, college entry skills, tutorials, motivational activities, and career and college exploration. Additionally, students will improve their oral communication skills through presentation and Socratic Seminar, participate in writing to learn activities, including note-taking, learning logs, and essay writing, prepare for college entrance examinations, including the PSAT and TSI.
Prerequisites	GPA between 2.0 and 3.0; average or above-average standardized test scores, high motivation; positive attitude; parent contract; application and acceptance into the program; simultaneous enrollment in at least one honors, Pre-AP course, and/or high school bearing course.

Course	HEALTH EDUCATION
Course info	6931.RJ000.X (0.5 health education credits) Grade: 8
Description	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. Students who complete this course will earn 0.5 high school credit toward their graduation requirements.
Prerequisites	None

Course	COMPUTER TECHNOLOGY
Course info	9826.R0000.Y (year; 6 th) 9827.R0000.Y (year; 7 th) 9828.R0000.Y (year; 8 th) 9826.R0000.X (semester; 6 th) 9827.R0000.X (semester; 7 th) 9828.R0000.X (semester; 8 th)
Description	Computer Technology is a sequence of courses that allows students to explore the world of creative computing through programming, robotics, and web technologies as well gain knowledge and skills in the application, design, production, and evaluation of current and leading-edge technological hardware and software. Students through the application of modern technologies will reinforce, apply, and transfer existing academic knowledge and skills to relevant real-world activities and problems. Throughout this course, students gain an understanding of career and secondary education opportunities in the growing field of computer science.
Prerequisites	None

Languages Other Than English

Discovering Languages and Cultures

Description: This is a non-sequential course that allows the student to explore other languages and cultures. The student demonstrates an understanding of the elements of language(s), demonstrates an understanding of cultures, and develops effective language study skills. ACTFL has established guidelines for proficiency levels that are used as a basis for the Texas essential knowledge and skills for LOTE. ACTFL has identified national standards in the Standards for Foreign Language Learning in the 21st Century (the five Cs of foreign language education). These standards describe the "what" (content) of world languages learning and form the core standards-based instruction in the world languages classroom. Although languages may vary by campus, more attention is given to those languages currently taught in AISD. In some cases, special

discovery courses in Spanish may be offered for students to explore the multiple regions where Spanish is spoken.

Prerequisites: None.

Course numbers
9326.R0000.Y (6 th ; year)
9327.R0000.Y (7 th)
9328.R0000.Y (8 th)
9326.R0000.X (6 th ; semester)
9327.R0000.X (7 th)
9328.R0000.X (8 th)

Languages Other than English IA

Description: Courses offer sequential world language instruction. The overarching goal is communication. Students will engage in conversations, present information to an audience, and interpret culturally authentic materials in the target language. Students will also use the language to connect with other content areas, make comparisons with their own language and culture, and participate in communities beyond the classroom. Students should perform at novice-mid proficiency by the end of the year. Students must complete part A in seventh grade and part B in eighth grade to earn 1.0 high school credit which will satisfy the first year of Languages Other Than English (LOTE) requirement in AISD's Foundation High School Program. Students who complete only one part will earn 0.5 credit that will count toward state elective graduation credit, appear on the transcript and will be included in the high school grade point average. Students are expected to complete both years of the same LOTE course. Students who do not complete the full 1.0 credit during middle school will experience scheduling issues in high school. (Note: There are some cases where students may complete part A in sixth grade and part B in seventh grade, as is the case with our middle school IB [MYP] campus.)

Prerequisite: None.

Credit: 0.5 Language Other than English (LOTE) credit

Grade: 7

Subject	Course numbers
Arabic IA	2421.RJA00.Y
ASL IA	2010.RJA00.Y
Chinese IA	2461.RJA00.Y
French IA	2013.RJA00.Y
German IA	2113.RJA00.Y
Japanese IA	2471.RJA00.Y
Latin IA	2213.RJA00.Y
Spanish IA	2313.RJA00.Y
Vietnamese IA	2491.RJA00.Y

Languages Other than English IB

Description: Courses offer sequential world language instruction in the integrated skills of speaking, listening, reading and writing. Students focus on communication in the target language and should perform at novice-high proficiency by the end of the year, with the exception of the Spanish for Spanish Speakers course. Students also learn about the culture of the country or countries where the language is spoken. The overarching goal is communication. Students will engage in conversations, present information to an audience, and interpret culturally authentic materials in the target language. Students will also use the language to connect with other content areas, make comparisons with their own language and culture, and participate in communities beyond the classroom. Although there are some exceptions as referenced above, students generally complete part A in seventh grade and part B in eighth grade to earn 1.0 high school credit which will satisfy the first year of the LOTE requirement in AISD's Foundation High School Program. Under this scenario, students who complete only one year will earn 0.5 credit that will count toward state elective graduation credit, appear on the transcript and will be included in the high school grade point average. Students are expected to complete both years of the same LOTE course. Students who do not complete the full 1.0 credit during middle school will experience scheduling issues in high school.

Prerequisites: None

Credit: 0.5 LOTE credit

Grade: 8

Subject	Course numbers
Arabic IB	2421.RJB00.Y
ASL IB	2010.RJB00.Y
Chinese IB	2461.RJB00.Y
French IB	2013.RJB00.Y
German IB	2113.RJB00.Y
Japanese IB	2471.RJB00.Y
Latin IB	2213.RJB00.Y
Spanish IB	2313.RJB00.Y
Vietnamese IB	2491.RJB00.Y

Languages Other than English I

Description: Courses offer sequential world language instruction where the overarching goal is communication. Students will engage in conversations, present information to an audience, and interpret culturally authentic materials in the target language. Students will also use the language to connect with other content areas, make comparisons with their own language and culture, and participate in communities beyond the classroom. Students should perform at novice-mid to novice-high proficiency by the end of the year. Although there are some exceptions as referenced above in the NOTES, students generally complete part A in seventh grade and part B in eighth grade to Students can earn 1.0 high school credit which will satisfy the first year of the LOTE requirement in AISD's Foundation High School Program. Students are expected to study the same language in high school for the second credit. Under this scenario, students who complete only one year will earn 0.5 credit that will count toward state elective graduation credit, appear on the transcript and will be included in the high school grade point average. Students are expected to complete both years of the same LOTE course. Students who do not complete the full 1.0 credit during middle school will experience scheduling issues in high school. NOTE: Prerequisites are recommended for this accelerated pathway and will vary from campus to campus.

Credit: 1.0 LOTE credit

Grade: 7

Subject	Course numbers
Arabic IB	2421.RJY00.Y
ASL IB	2010.RJY00.Y
Chinese IB	2461.RJY00.Y
French IB	2013.RJY00.Y
German IB	2113.RJY00.Y
Japanese IB	2471.RJY00.Y
Latin IB	2213.RJY00.Y
Spanish IB	2313.RJY00.Y
Vietnamese IB	2491.RJY00.Y

Spanish for Spanish Speakers (SSS)

Description: Courses offer sequential Spanish language arts instruction with LOTE requirements. Students will engage in conversations, present information to an audience, and interpret culturally authentic materials in the Spanish language. Students will also use the language to connect with other content areas, make comparisons with their own language and culture, and participate in communities beyond the classroom.

Students should perform at novice-med-to- high proficiency by the end of the year. Students can earn 1.0 high school credit for each SSS course they pass that applies to the LOTE requirement in the AISD's Foundation High School Program.

Prerequisite: Successful completion of K-5 DL program and/or proficiency in Spanish.

Course numbers	Course name	Length of course	Credit Earned
2323.DJYoA.Y	Spanish II DL	Year	1.0
2333.DJYoA.Y	Spanish III DL	Year	1.0

AP Spanish Language and Culture IV

Description: This course offers Spanish language arts instruction in the integrated skills of speaking, listening, reading and writing. Students focus on communication in the target language and should perform at intermediate-mid proficiency by the end of the year. Students also learn about the culture of the country or countries where the language is spoken. Students will engage in conversations, present information to an audience, and interpret culturally authentic materials in the target language. Students will also use the language to connect with other content areas, make comparisons with their own language and culture, and participate in communities beyond the classroom. Spanish IV Pre-AP students are able to earn 1.0 high school credit, which applies to the LOTE requirement in AISD's Foundation High School Program and have the opportunity to take the AP test for college credit. Level IV of Languages Other Than English develops higher-level student proficiency via world language instruction of which the overarching goal is communication. Whether weighted or AP, students should perform at intermediate-mid to intermediate-high

proficiency by the end of the year, with the exception of other LOTEs that follow different proficiency targets. Exclusive use of the target language by both teacher and student is expected at this fourth stage of language learning. Students study more advanced grammatical concepts as appropriate and delve even deeper into the analysis of the products, practices and perspectives of the target culture(s). At this level, it is crucial that students are exposed to a wide array of authentic materials such as audio and video resources as well as written and literary texts. Curriculum is based on guidelines from the College Board which advocates for advanced placement best practices and strategies that will prepare students for college and career. In May, students may opt to take the College Board Advanced Placement examination in their target language. These exams provide a measure of a student's ability to communicate in the target language via tasks that allow them to demonstrate their skills in the interpretive, interpersonal and presentational modes of communication. The exam also assesses a student's familiarity with the target culture. An incentive for taking the exam is the potential for receiving a sufficient score that will grant college credit hours. In general, these exams are taken at the end of the level IV course, although some students may wait until the fifth-year of language study to take the examination.

Course Number	Length of Course	Prerequisite
2343.PJDoo.Y	Year	Successful completion of SSS II

Section III: High School Graduation Requirements

High School Level Education

The high school curriculum in the AISD 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, football or any of a dozen other sports. Every campus has numerous clubs and organizations students can join for fun and education.

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

Graduation Programs

For all students who entered high school beginning in the 2014-15 school year, the graduation program includes four parts:

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

Students who entered ninth grade for the first time during or after the 2014-2015 school year will be enrolled under the Distinguished Level of Achievement (26 credits) and must declare an Endorsement. Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. Students can choose from five endorsement areas:

- Science, Technology, Engineering and Math (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

Please note that while all five endorsements may or may not be offered on your campus, and not all college and career pathways may be available. Contact your school for specific information.

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.

Graduation Ceremonies

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

Students entering ninth grade in school year 2014-15 and beyond, can graduate under one of the graduation programs outlined below. Note: A student may not combine a half credit of a course for which there is an end of course assessment with another half credit to satisfy a graduation requirement. Exception: English I and ESOL I; English II and ESOL II. See details on next pages.

Foundation High School Program (FHSP; 22 credits)	FHSP + Endorsement (26 credits)	FHSP + Endorsement + Distinguished Level of Achievement (26 credits) AISD's prescribed plan for all incoming ninth graders
English Language Arts (4 credits) - English I - English II - English III - Advanced English Mathematics (3 credits) - Algebra I - Geometry - Advanced Math from Group A and/or Group B Social Studies (3 credits) - World Geography or World History - U.S. History - Government (0.5) - Economics (0.5) Science (3 credits) - Biology - Advanced Science from Group A - Advanced Science from Group B Language Other than English (2 credits) Physical Education (1 credit) Health (0.5 credits) Fine Arts (1 credit) Electives (4.5 credits)	Completion of all Foundation credits plus: Mathematics (1 additional credit) - Advanced Math from Group B Science (1 additional credit) - Advanced Science from Group B Language Other than English – No substitutions other than specified in rule Electives (2 additional credits) Available Endorsements: - Science, Technology, Engineering, & Mathematics (STEM) - Business & Industry - Public Service - Arts & Humanities* - Multidisciplinary	Completion of all Foundation credits and at least one Endorsement Mathematics to include completion of Algebra II

English Language Arts

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

- English IV
- Independent Study in English
- Literary Genres
- Creative Writing
- Research and Technical Writing
- Humanities
- Public Speaking III
- Communication Applications (0.5 credit course, which must be combined with another half-credit from the other courses listed)
- Oral Interpretation III
- Debate III
- Independent Study in Speech
- Independent Study in Journalism
- Advanced Broadcast Journalism III
- Advanced Journalism: Newspaper III
- Advanced Journalism: Yearbook III
- AP English Literature and Composition
- IB Language Studies A1 Higher Level
- Business English
- College Preparatory ELA

Students with limited English proficiency, who are at the beginning- or intermediate-level of English Language proficiency, may satisfy the English I and English II graduation requirements by successfully completing English I for Speakers of Other Languages (ESOL I) and English II for Speakers of Other Languages (ESOL II). Students may combine a half-credit of English I with a half-credit of ESOL I to satisfy the English I graduation requirement. Same applies to the combination of English II and ESOL II. Although these courses are EOC courses, the TEKS for these are identical, which allows for the combining of English I with ESOL I and/or English II with ESOL II.

Mathematics

Group A

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

- Mathematical Models with Applications
- Mathematical Applications in Agriculture, Food, and Natural Resources
- Digital Electronics
- Robotics Programming and Design
- Financial Mathematics
- Mathematics for Medical Professionals
- Applied Mathematics for Technical Professionals
- Accounting II
- Manufacturing Engineering Technology II
- Robotics II

Group B

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

- Algebra II
- Precalculus
- Advanced Quantitative Reasoning
- Independent Study in Mathematics
- Discrete Mathematics for Problem Solving
- Algebraic Reasoning
- Statistics
- AP Statistics
- AP Calculus AB
- AP Calculus BC
- AP Computer Science A
- IB Computer Science Higher Level
- IB Mathematical Studies Standard Level
- IB Mathematics Standard Level
- IB Mathematics Higher Level
- IB Further Mathematics Higher Level
- Engineering Mathematics
- Statistics and Business Decision Making
- Mathematics for Medical Professionals
- Discrete Mathematics for Computer Science
- College Preparatory Math*

*After completion of all Foundations math requirements.

Note: If Mathematical Models with Applications was completed prior to September 1, 2015, the course is ineligible for a fourth math credit.

Science

Group A

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

- Integrated Physics and Chemistry
- Chemistry
- Physics
- Principles of Technology*
- TEA states an AP or IB science course in accordance with §74.11(h) of this title
- AP Physics 1: Algebra-Based
- IB Physics

Group B

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

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

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

Social Studies

Three credits. Two credits must consist of United States History Studies Since 1877 (one credit), United States Government (one-half credit), and Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit). The additional credit may be selected from the following courses:

- World History Studies
- World Geography Studies

Languages Other Than English (LOTE)

The credits may be selected from the following:

- Any two levels in the same language; or
- Two credits in computer programming languages selected from Computer Science I, II, III, AP Computer Science Principles, AP Computer Science A, IB Computer Science Standard Level and IB Computer Science Higher Level.

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

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

A student, who due to a disability, is unable to complete two credits in the same language in a language other than English,** may do so by one of the following options:

- Substitute a combination of two credits from the following core courses, but courses that satisfy FHSP requirements cannot be used to satisfy LOTE substitutions:
 - English Language Arts
 - Mathematics
 - Science
 - Social Studies
- Complete two credits in Career and Technical Education
- Complete two credits in Technology Applications

**The determination to complete the LOTE credit requirements, will be made by the student's ARD committee or the committee established for the student under Section 504, Rehabilitation Act of 1973, whichever applies.

General Physical Education

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

- Aerobic and Conditioning or Aerobic Dance
- Adventure/Outdoor Education
- Team Sports or Individual Sports
- Foundations of Personal Fitness (0.5 credits)

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

Physical Education Substitutions

Students may substitute certain physical activities for required PE credits:

- Athletics (up to four credits)
- JROTC (up to 1.0 state credit)
- Approved private/commercially-sponsored physical activity programs conducted on or off campus (up to 4 credits for Category 1 and up to 1 credit for Category 2)

Activity based substitutions may not be combined for more than one state elective credit. Additional credits earned will be posted on the student's transcript as local credits.

- Drill Team (Fall and spring; 1.0 state credit)
- Marching Band (Fall only; 1.0 state credit)
- Cheerleading (Fall and spring; 1.0 state credit)

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

Health

Students satisfying the Health requirement through either the Principles of Health Science course or the Health Science Theory course, must complete one whole credit of the course (1.0).

Fine Arts

One credit. The credit may be selected from the following courses subject to prerequisite requirements:

- Art, Level I, II, III, or IV
- Dance, Level I, II, III, or IV
- Music, Level I, II, III, or IV
- Music Studies
- Theatre, Level I, II, III, or IV
- Musical Theatre, Level I, II, III, or IV
- Technical Theatre, Level I, II, III, or IV
- Principles and Elements of Floral Design
- Digital Art and Animation
- 3-D Modeling and Animation

Elective Courses

From any of the following:

- High school courses not required for graduation for all course offerings
- State-approved innovative courses
- Junior Reserve Officer Training Corps (JROTC) – one to four credits
- Driver Education – one half-credit
- College Board Advanced Placement courses
- International Baccalaureate courses
- Courses offered for dual credit

AISD CTE Endorsement Requirements

A course completed as part of the set of four courses needed to satisfy an endorsement requirement may also satisfy a requirement under the Foundation High School Program, including an elective requirement. Career and Technical Education (CTE) sequences are collaboratively developed by the CTE Department and each school.

Helpful Terms:

- Endorsement: Related series of courses grouped by interest or skill set; provide in-depth knowledge of a subject area.
- Career Cluster: The 16 national occupation groupings, can be divided into more specific pathways of study.
- *Pathway: A course of study related to a particular career cluster; consists of a coherent sequence of courses designed at the local level (LEA). Please see campus CTE endorsement documents for the pathways available by campus.
- *Coherent Sequence: Group of courses progressing from introductory to advanced level study, designed at local level (LEA).
- Postsecondary credential: A validated, recognized or required certification or licensure related to a career field and/or college credit(s) and/or degree(s), certificate(s).

AISD Graduation Requirements

All AISD incoming ninth graders are set on the FHSP + Endorsement + Distinguished Level of Achievement graduation plan. A student must successfully complete all Foundation credit requirements and:

- One additional math credit (Algebra II)
- One additional science credit
- Two LOTE credits
- Two additional elective credits, and endorsement credits

Science Technology Engineering and Mathematics (STEM) Endorsement [19 TAC 74.13 (f)(1)(a)]

Math Requirement	Algebra II
Science Requirement	Chemistry Physics
CTE Requirements	• Four or more credits in a *coherent sequence with at least three courses in an approved CTE STEM* pathway • At least one advanced CTE course in an approved AISD CTE *coherent sequence • Final course must come from the STEM cluster

Business & Industry Endorsement [19 TAC 74.13 (f)(2)(a)]

CTE Requirements	• Four or more credits in an approved AISD CTE *coherent with at least three courses in an approved CTE STEM *pathway • At least one advanced CTE course in an approved AISD CTE *coherent sequence • Final course must come from the STEM cluster
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Public Services Endorsement [19 TAC 74.13 (f)(3)(a)]

CTE Requirements	• Four or more credits in an approved AISD CTE *coherent with at least three courses in an approved CTE STEM *pathway • At least one advanced CTE course in an approved AISD CTE *coherent sequence • Final course must come from the STEM cluster
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TEA Endorsement Requirements

Science, Technology, Engineering, and Mathematics (STEM)

A student may earn a STEM endorsement by completing the requirements specified in Foundation High School Graduation Program including algebra II, chemistry, and physics or Principles of Technology and:

- A coherent sequence of courses for four or more credits in CTE that consists of least two courses in the same career cluster including at least one advanced CTE course. The final course in the sequence must be selected from one of the following CTE career clusters:
 - STEM
 - Career Preparation I or II, and Problems and Solutions I or II, or Project-Based Research I, II or III in Chapter 127, if the course addresses a STEM-related field
- A coherent sequence of four credits in computer science selected from the following:
 - Fundamentals of Computer Science
 - Computer Science I
 - Computer Science II
 - Computer Science III
 - Discrete Mathematics for Computer Science
 - Digital Forensics
 - Game Programming and Design
 - Mobile Application Development
 - Robotics Programming and Design
 - Independent Studies of Technology Applications
 - AP Computer Science
 - IB Computer Science, Standard Level
 - IB Computer Science, Higher Level
- Three credits in mathematics by successfully completing Algebra II and two additional mathematics courses for which Algebra II is a prerequisite (see Group B)
- Four credits in science by successfully completing chemistry, physics and two additional science courses (see Group B)
- In addition to Algebra II, chemistry, and physics, a coherent sequence of three additional credits from no more than two of the categories or disciplines previously listed above (CTE, computer science, mathematics, or science).

Business and Industry

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

- A coherent sequence of courses for four or more credits in CTE that consists of least two courses in the same career cluster including at least one advanced CTE course. The final course in the sequence must be selected from one of the following CTE career clusters:
 - Agriculture, Food, and Natural Resources
 - Architecture and Construction
 - Arts, Audio/Video Technology, and Communications
 - Business Management and Administration
 - Finance
 - Hospitality and Tourism
 - Information Technology
 - Manufacturing
 - Marketing
 - Transportation, Distribution, and Logistics
 - Career Preparation I or II, Problems and Solutions I or II, or Project-Based Research I, II or III if the course addresses a career from a field listed above
- Four English elective credits to include three levels of the following areas:
 - Public Speaking
 - Debate
 - Advanced Broadcast Journalism
 - Advanced Journalism: Newspaper
 - Advanced Journalism: Yearbook
 - Advanced Journalism: Literary Magazine

- Four technology applications credits by selecting from the following:
 - Digital Design and Media Production
 - Digital Art and Animation
 - 3-D Modeling and Animation
 - Digital Communications in the 21st Century
 - Digital Video and Audio Design
 - Web Communications
 - Web Design
 - Web Game Development
 - Independent Study in Evolving/Emerging Technologies
- A coherent sequence of four credits from one of the three categories listed in the Business & Industry section (CTE, English, or Technology Applications).

Public Services

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

- A coherent sequence of courses for four or more credits in CTE that consists of least two courses in the same career cluster including at least one advanced CTE course. The final course in the sequence must be selected from one of the following CTE career clusters:
 - Education and Training
 - Government and Public Administration
 - Health Science
 - Human Services
 - Law, Public Safety, Corrections, and Security
 - Career Preparation I or II, Problems and Solutions I or II, or Project-Based Research I, II or III if the course addresses a career from a field listed above
- Four courses in Junior Reserve Officer Training Corps (JROTC)

Multidisciplinary Studies

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

- Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence; or
- Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics;
- Four credits in Advanced Placement, International Baccalaureate, or dual credit courses selected from English, Mathematics, Science, Social Studies, Economics, Languages Other Than English, or Fine Arts.

Arts and Humanities

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

- Five social studies credits
- Four levels of the same language in a Language Other Than English
- Two levels of the same language other than English and two levels of a different language in a Language Other Than English
- Four levels of American Sign Language
- Four credits in fine arts completed in a coherent sequence by selecting courses from one or two categories or disciplines in fine arts: art, dance, music, theatre or innovative courses approved by the commissioner
- Four English elective credits from the following:
 - English IV
 - Independent Study in English
 - Literary Genres
 - Creative Writing
 - Research and Technical Writing
 - Humanities
 - Communication Applications
 - AP English Language and Composition
 - AP English Literature and Composition
 - IB Language Studies A: Language and Literature Standard Level

- IB Language Studies A: Language and Literature Higher Level
- IB Language Studies A: Literature Standard Level
- IB Language Studies A: Literature Higher Level
- Literature and Performance Standard Level

Note: Students pursuing an Arts & Humanities endorsement, with written permission from parent/guardian may substitute the fourth science credit from courses selected from: ELA / Reading; Social Studies / Econ with Free Enterprise, LOTE, and Fine Arts. However, substituting the fourth credit in science disqualifies students from the FHSP Distinguished Level of Achievement.

Performance Acknowledgements

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

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

A student may earn a performance acknowledgment on the student's transcript for outstanding performance in bilingualism and biliteracy as follows:

1. A student may earn a performance acknowledgment in bilingualism and biliteracy by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:
 - a. Completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
 - b. Satisfying one of the following:
 - i. Completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - ii. Demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - iii. Completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
 - iv. Demonstrated proficiency in one or more languages other than English through one of the following methods:
 1. A score of 3 or higher on a College Board AP exam for a language other than English; or
 2. A score of 4 or higher on an IB exam for a higher-level language other than English course; or
 3. Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent
2. In addition to meeting the requirements to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:
 - a. Participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
 - b. Scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

A student may earn a performance acknowledgment on the student's transcript for outstanding performance on a College Board Advanced Placement test or International Baccalaureate examination by earning a score of:

- 3 or above on a College Board Advanced Placement examination; or
- 4 or above on an International Baccalaureate examination.

A student may earn a performance acknowledgment on the student's transcript for outstanding performance on an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and the workplace or on an established valid, reliable, and nationally norm-referenced assessment instrument used by colleges and universities as part of their undergraduate admissions process by earning:

- A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation;
- The college readiness benchmark score on at least two of the four subject tests on the ACT Aspire™ examination;
- A score of at least 1310 on the SAT® examination; or
- A composite score on the ACT® examination of 28 (excluding the writing subscore).

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

1. A student may earn a performance acknowledgment with performance on an examination:
 - a. Or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or

- b. Sufficient to obtain a government-required credential to practice a profession.
- 2. Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by a:
 - a. National or international business, industry, or professional organization;
 - b. State agency or other government entity; or
 - c. State-based industry association.
- 3. Certifications or licensures for performance acknowledgements shall:
 - a. Be age appropriate for high school students;
 - b. Represent a student's substantial course of study and/or end-of-program knowledge and skills;
 - c. Include an industry recognized examination or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience; and
 - d. Represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

Section IV: High School Information and Course Descriptions

Admission and Placement of New Students

Parents and students are responsible for assuring that the enrolling campus received the high school educational records for a student who is registering. Courses will be evaluated for transfer of credit. Award of credit is based on alignment with Texas Essential Knowledge & Skills. 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. Please check with your campus registrar for more information.

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. The chart below defines the alpha-to-numeric conversion used in AISD. When an alpha-to-numeric conversion scale is provided from the sending district, the sending district's grading scale is used in lieu of AISD's conversion chart.

Alpha to Numeric Conversion Chart

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

This alpha-to-numeric conversion also applies to grades completed through the dual credit program. A high school student enrolled in dual-credit course in which only letter grades are assigned may request a numerical grade from his or her instructor. College instructors, however, are *not required* to grant requests for numerical grades. It is the student's responsibility to verify if the instructor agrees to provide a numerical grade prior to enrolling in the course. To request a numerical grade, a student must contact the college instructor and request that a numerical grade be sent to the student's high school registrar. Please note that the numerical grade provided by the instructor will be used in lieu of the established alpha-to-numeric chart conversion scale.

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 nine through 12 shall be determined by course credits and the student's original year of entry into grade nine (EIE LOCAL).

Grade Classification

Grade Level	Years Completed	Credits Required
Ninth (Freshman)	Completion of eighth grade	0-4.5
Tenth (Sophomore)	One year of high school	5
11th (Junior)	Two years of high school	10
12th (Senior)	Three years of high school	15

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

Early Graduates

A parent is entitled to request, with the expectation that the request will not be unreasonably denied, that the student be permitted to graduate from high school earlier than the student would normally graduate, if the student completes all required courses and exit-level assessment requirements for graduation. Students seeking graduation in fewer than four years should see their school counselor or registrar to obtain an early graduation intent form. Prior to grade level reclassification to grade 12 the student must:

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

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

Rank in Class

The purpose of the district's class rank policy is to promote rigorous academic standards and readiness for college, career, and life in a globally competitive economy. Class ranking shall be used to determine district honors and awards and will be submitted to colleges.

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

- English/Language Arts;
- Mathematics;
- Science;
- Social Studies;
- Languages Other than English (LOTE up to two credits).

If a student exceeds the required number of courses necessary to satisfy the graduation requirements in one or more of the disciplines listed above, then the courses that yield the highest grade points within those disciplines that satisfy the graduation requirements will be included in calculating class rank. Elective courses are not included in calculating class rank. The scale to compute numerical grades into mathematically computed scores used to determine honor roll status, GPA, and rank in class can be found in Appendix A.

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:

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

Ranking recognition is as follows:

- Valedictorian meets all the requirements for graduation, campus enrollment requirements, and has the highest rank in the graduating class.
- Salutatorian meets all the requirements for graduation, campus enrollment requirements, and has the second highest rank 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.

For more information about rank see Appendix G on page 180 and also please consult AISD policy EIC(LOCAL) and EIC(REGULATION).

Pass/Fail Courses

A high school 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. The grade will not be included in the computation of the student's grade point average (GPA). Please note the following:

- 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 for high school credit courses 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 GPA and will count towards state and district graduation credit requirements, as determined by the sending district.

Earning College Credit While in High School

AISD provides multiple opportunities to acquire college credit. Credit may be obtained through College Board approved Advanced Placement (AP) Examinations or International Baccalaureate (IB) Examinations; dual credit courses, and articulated courses. These options are provided on various high school campuses. In all situations, students must verify how credits will be applied to both their high school transcript and their college transcript.

Pre-Advanced Placement (Pre-AP)

Pre-AP courses are designed to teach students study skills and learning strategies. Pre-AP courses are available to all students in all AISD middle and high schools. Courses vary from campus to campus based on course demand. These courses build on the strengths of students and prepare them to experience success in advanced courses. Pre-AP courses are offered in grades six through 10 and carry weighted grade points.

Advanced Placement (AP)

Advanced Placement offers college-level curricula and exams. AP courses require students to study content with more depth and complexity at a more challenging pace. AP courses are available to all students in all AISD high schools. Courses vary from campus to campus based on course demand. Teachers of these courses have specialized training. AP exam scores of 3, 4, or 5 may be used by colleges to grant course credit or placement. Students have the opportunity to pay a fee to the College Board to take AP Exams administered in May. AP courses carry weighted grade points.

International Baccalaureate Program

The International Baccalaureate (IB) program, offered only at L.C. Anderson High School and open to all students, district and non-district, is an internationally recognized curriculum that offers 11th and 12th grade students an opportunity to earn an IB Diploma. This program of study offers an integrated approach to learning across the disciplines with an emphasis on meeting the challenges of living and working in a global, technological society.

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

Dual Credit

High school and college credit can be earned at the same time by taking college courses while still in high school. Some Approved dual credit courses may be offered on high school campuses, at higher education institutions where AISD has an agreement, or through an approved distance learning program. For detailed information about the qualifications and enrollment in dual credit opportunities, consult your school high counselor. Students who qualify will be required to complete enrollment documentation, which may be unique to each dual credit institution/program. Courses approved for dual credit are listed in Appendix B of the SSIG.

The dual credit program requirements are listed below:

- Meet with an AISD counselor prior to beginning the dual credit process
- Be college ready by meeting TSI standards for courses with this requirement, and course prerequisites prior to enrolling in classes
- Complete the dual credit form and obtained the required approvals; and
- Be advised by college advisor
- Obtain a parking permit if attending an ACC campus

Career and Technical College Articulated Courses

Certain content-enhanced career and technical high school courses have been found to be substantially equal to college courses. A course may be offered only for articulated credit if the high school instructor meets the instructor requirements stipulated by the college. A student completing these courses must achieve a grade of 80 or above, satisfactorily complete other college exam and/or portfolio requirements in the identified course and, where applicable, meet special conditions to receive articulated credit. 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 participating post-secondary institution. The result is a certificate or associate degree in a career field. A list of articulated courses with colleges, universities, and institutes and through Advanced Technical Credit Statewide Articulation is shown in Appendix C.

Dual Enrollment Courses (through UT OnRamps)

UT OnRamps is a dual enrollment program that also awards college credit upon successful completion of a course. Student coursework is graded by an AISD teacher and a UT professor. The student receives two separate grades. The grade issued by the AISD teacher will be recorded on the student's AISD transcript and the grade awarded by the UT professor determines the student's eligibility to earn the college credits for that course. If eligible to earn credit, the student has the option within the allowable window of time to accept the college credit or not.

Early College High School

Early College High Schools (ECHS) are innovative high schools that allow students least likely to attend college an opportunity to earn a high school diploma and 60 college credit hours. Early College High Schools:

- Provide dual credit at no cost to students
- Offer rigorous instruction and accelerated courses
- Provide academic and social support services to help students succeed
- Increase college readiness, and
- Reduce barriers to college access.

Students entering grades nine or 10 are eligible.

What's required?

- Satisfactory reading and writing scores on the [TSI Assessment](#), SAT or ACT exams.
- Acceptance into a partner school or ACC's [Early College High School for Independent Learners](#) program.
- Complete the ACC enrollment process.
- Selection of and registration for ACC classes before the open registration deadline.

College Readiness & TSIA (Texas Success Initiative Assessment)

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

- ACT: composite scores of 23, English 19, math 19;
- SAT: combined scores of 1070, critical reading 500 and math 500;
- TSI: math 350, reading 351, writing multiple-choice (MC) score of 340 with an essay score of 4 OR an essay score of 5 or higher, with a multiple-choice score below 340 (and ABE score of 4).

For more information about the TSI, visit [the college board website](#). Also visit your campus College & Career Center for TSI test dates/information.

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

Why should it matter to me?

Upon high school graduation, students must meet the college readiness standard or they will be required to pay for developmental classes at the college they are attending.

How can my child graduate College Ready?

Many of our high schools offer free tutoring programs for TSI test preparation during the school day or before and after school. Students should ask their school counselor for assistance in meeting the College Readiness Standard. This [link](#) has more information regarding the TSI and test prep resources.

The Top 10 Percent 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 Six Percent for UT at Austin for 2018

Senate Bill 175, passed by the 81st Texas Legislature allows The University of Texas at Austin to limit automatic admission to 75 percent of the university's enrollment capacity designated for first-time resident undergraduate students. The University has determined that it will automatically admit all eligible 2019 summer/fall freshman applicants who rank within the top six percent of their high school graduating classes, with remaining spaces to be filled through holistic review.

Alternate Ways to Earn High School Credits

Correspondence Courses

All high school students may take correspondence courses and earn credit toward graduation. Prior to enrollment in correspondence courses, students must make written request to the principal or designee for approval to enroll in the course. In addition to successful completion of the correspondence course, students must take the STAAR exam for core courses.

Credit toward state graduation requirements shall be granted only under the following conditions:

1. The institution offering the course is The University of Texas at Austin, Texas Tech University, Lubbock or other public institution of higher education approved by the Texas Commissioner of Education.
2. The correspondence course includes the state-required Texas Essential Knowledge and Skills for such a course.

A student receiving high school credit through a correspondence or distance learning course will take the corresponding STAAR EOC exam. These courses include: English I, English II, Biology I, Algebra I, and U.S. History. Students who enroll in a district high school and who have already earned credit in one of the above-listed courses through correspondence will retain credit.

Grades earned in correspondence courses are used in computing GPA or class rank.

Credit by Examination (CBE)

Credit by exam for acceleration is offered at no cost during a testing window at secondary campuses in the fall and spring, and once in June and August through the Office of Systemwide Testing. Specific dates and information may be obtained through your counselor or registrar.

Examination scores for high school courses will be used in computing the student's GPA and class rank. For more information about rank please consult AISD policy; EHDC: CBE without prior instruction and EHDB: CBE with prior instruction.

Garza High School Online

Garza High School Online provides opportunities for AISD students to enroll in online courses for either high school credit recovery or credit acceleration. These courses are self-paced; however, they must be completed in a two-semester period during the Garza academic school year (please refer to the link below for the current Garza academic calendar, which differs from the AISD calendar). These online courses are free of charge and available to students enrolled in AISD who are in grades eight through 12.

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

For further information, contact Garza High School Online at 512-414-8622 (main office) or their [website](#).

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

DELTA is an academic program available to students enrolled in grades nine through 12 who are enrolled at AISD comprehensive high schools, Garza Independence High School, and other alternative learning centers or schools serving AISD students. The DELTA Program provides individualized, self-paced instruction that will help students earn academic credits and graduate from high school. The DELTA program is offered within a scheduled class during the school day where students work at their own pace to complete course curriculum meeting the State of Texas Essential Knowledge and Skills (TEKS) requirements for courses they previously failed or need to take. Students often access course curriculum through an online, web-based program. In some instances, DELTA teachers may provide offline course instruction using AISD curriculum. Students enroll in DELTA during the school year and stay enrolled until they complete the courses for which they were assigned.

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

The Texas Virtual School Network first offered courses to students in Texas districts. The course catalog offers courses for students in grades nine through 12 that have been reviewed to ensure 100 percent alignment with the Texas Essential Knowledge and Skills, as well as, the iNACOL National Standards for Quality Online Courses.

With written approval of the parent and the principal, a student in grades eight through 12 at secondary schools, who scores 70 percent or above on a correspondence, electronic or online course will receive credit for the academic course at the secondary level. Failing scores on correspondence, electronic, online courses will be recorded on the transcript. A passing grade on a correspondence, electronic or online course will be yearlong averaged with a failing grade on a correspondence, electronic, or online course for award of credit {see EHDE (Legal)}.

Twilight Evening School

Twilight Evening School provides high school students the opportunity to regain lost credits during the extended hours of 4:30 to 7:30pm, Monday through Thursday. Students may attend the open enrollment programs located at Akins, Anderson, Austin High, Bowie, Crockett, Eastside Memorial, International High, LBJ, LASA, McCallum, Navarro, Premier Navarro, Premier Travis, Northeast, and Travis.

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

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

- Recover students who have dropped out and re-enroll them offering extended hours as an incentive to get back on track toward graduation;
- Offer all students to regain high school course credit;
- Prepare for standardized tests (i.e., EOC preparation classes).

Child care, healthy snacks and city bus passes are offered to all participating students.

Students who need to recover credits must FIRST be referred to the Twilight Evening School Program by a counselor and must be enrolled at their home campus. For further information, contact Twilight office at 512-414-0144.

Course Information Key

Most courses will be formatted using the following style:

Course	1. ENGLISH I 2. D
Course number	3. 1013.R000.Y
Credit	4. 1.0 English Language Arts credit
Grade level	5. 9-12
Description	6. Students in English I-IV study the author's craft of literary and informational genres, compare genres, and use analysis of texts to improve their own writing. In each course, students integrate the use of increasingly sophisticated language skills within the writing process. Students produce a variety of compositions using technology to aid revising, editing, publishing, and research. Students create and deliver oral presentations that include the use of visual representations.
Prerequisites	7. Recommended: Official promotion to or placement in high school

1. Course name
2. Endorsement/college credit indicator:
 - **S B P A** symbols indicate that the course is included in a sequence of courses that may satisfy an Endorsement pathway (see Endorsement Key below)
 - **D** symbol indicates that the course is available for dual credit
 - **T** symbol indicates that the course is available for articulated credit
3. AISD course number used for scheduling purposes; course numbers ending in .X indicate a semester-long course and numbers ending in .Y indicate a year-long course
4. Number of credits awarded after successful completion of course and subject area in which graduation credit will be awarded (high school only)
5. Recommended grade level(s) of students eligible for the course
6. A brief description of the course
7. Prerequisites: Course or qualification that must be satisfied prior to enrollment

Endorsement Key

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

- S** Science, Technology, Engineering & Mathematics (STEM)
B Business & Industry
P Public Service
A Arts & Humanities

College Credit Key

The following letters indicate when a specific course can count toward college credit. Please check course availability with your high school counselor.

- D** Dual Credit Course: See Appendix B on page 163.
T Career and Technical College Articulated Courses: See Appendix C on page 168.

High School Course Information and Recommended Sequence

English Language Arts

Traditional Course Sequence and Testing Guide

Grades	Subject	Assessment(s)
<i>Sixth</i>	English Language Arts & Reading 6	STAAR Gr 6 (Reading)
<i>Seventh</i>	English Language Arts & Reading 7	STAAR Gr 7 (Reading and Writing)
<i>Eighth</i>	English Language Arts & Reading 8	STAAR Gr 8 (Reading)
<i>Ninth</i>	English I	ENG I EOC
<i>10th</i>	English II	ENG II EOC PSAT
<i>11th</i>	English III	PSAT/SAT/ACT
<i>12th</i>	English IV	PSAT/SAT/ACT

Recommended Advanced Placement (AP)/Dual Credit (DC) Course Sequence and Testing Guide

Grades	Subject(s)	Assessment(s)
<i>Sixth</i>	Pre-AP English Language Arts & Reading 6	STAAR Gr 6 (Reading)
<i>Seventh</i>	Pre-AP English Language Arts & Reading 7	STAAR Gr 7 (Reading and Writing)
<i>Eighth</i>	Pre-AP English Language Arts & Reading 8	STAAR Gr 8 (Reading)
<i>Ninth</i>	Pre-AP English I	ENG I EOC
<i>10th</i>	Pre-AP English II	ENG II EOC PSAT
<i>11th</i>	AP Lang. Comp. DC English III	PSAT/SAT/ACT AP Course Exam
<i>12th</i>	AP Lang. Lit. DC English IV	PSAT/SAT/ACT AP Course Exam

Pre-AP courses are strongly recommended but are not a prerequisite for Advanced Placement/dual credit courses.

Course	ENGLISH I-IV D
Course number	1013.R000.Y/H000.Y 1023.R000.Y/H000.Y 1033.R000.Y 1043.R000.Y
Credit	1.0 English Language Arts credit
Grade level	9-12
Description	Students in English I-IV study the author's craft of literary and informational genres, compare genres, and use textual analysis to improve their own writing. In each course, students integrate the use of increasingly sophisticated language skills within the writing process. Students produce a variety of compositions using technology to aid revising, editing, publishing, and research. Students create and deliver oral presentations that include the use of visual representations.
Prerequisites	Recommended: Official promotion to or placement in high school

Course	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES I-II (ESOL I-II)
Course number	1013.E000.Y 1023.E000.Y
Credit	1.0 English Language Arts credit
Grade level	9-10
Description	Students in ESOL I-II learn the same academic content as English I-II with additional support provided for developing interpersonal and academic vocabulary. Initial instruction focuses on listening and speaking, and reading and writing skills are developed simultaneously as the student develops English proficiency.
Prerequisites	Recommended: Official promotion to or placement in high school. Beginner or intermediate proficiency in English.

Course	AP ENGLISH LANGUAGE & COMPOSITION (III) A
Course number	1033.P000.Y
Credit	1.0 English Language Arts credit
Grade level	11
Description	AP Language and Composition emphasizes the analysis of a variety of literary and nonfiction texts with attention to the writer's style, diction, syntax, argumentation and logic. Students record this analysis in compositions that use sophisticated syntax and vocabulary, effective use of proof, and control of the conventions of language. Students also write their own refined arguments and synthesize evidence from different sources. Emphasis is on wide reading and analytic response in timed essays in preparation for the Advanced Placement Examination in Language and Composition. Students practice the research skills and long-term project management that will be required in college classes.
Prerequisites	Recommended: English II

Course	AP ENGLISH LITERATURE & COMPOSITION (IV) A
Course number	1043.P000.Y
Credit	1.0 English Language Arts credit
Grade level	12
Description	Using college-level expectations, this course emphasizes wide reading and analysis of world literature including fiction, nonfiction and poetry. Students analyze literary elements and writer's style related to purpose, audience and theme. Literary analysis will be a major focus of the composition strand, yet students will also compose essays and sophisticated research. Students practice the research skills and long-term project management that will be required in college classes as well as preparing for the Advanced Placement Examination in English Literature and Composition.
Prerequisites	Recommended: English III or AP English Language & Composition

Course	BUSINESS ENGLISH
Course number	8330.RCoC.Y
Credit	1.0 English Language Arts credit
Grade level	11-12
Description	Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English for business reproduction.
Prerequisites	English III and Touch System Data Entry

Language Arts Electives

Course	COLLEGE READINESS AND STUDY SKILLS D
Course number	1334.R000.X
Credit	0.5 elective credit
Grade level	9-12
Description	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.
Prerequisites	None

Course	CONTEMPORARY MEDIA
Course number	1445.R000.Y
Credit	1.0 elective credit
Grade level	11-12
Description	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.
Prerequisites	Recommended: English II

Course	CREATIVE WRITING A D
Course info	1435.R000.X/H000.X (0.5 elective credit) 1435.R000.Y/H000.Y (1.0 elective credit)
Grade level	10-12
Description	Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. Students will discuss published and unpublished pieces of writing, develop peer- and self-assessments for effective writing, and set their own goals as writers.
Prerequisites	Recommended: English I or instructor approval

Course	HUMANITIES A D
Course info	1439.H000.X (0.5 elective credit) 1439.H000.Y (1.0 elective credit)
Grade level	11-12
Description	Students will visit museums, conduct formal research, and use a variety of primary and secondary source materials as they study relationships among art, architecture, religion, philosophy, music, literature, and other creative endeavors in historic and contemporary world cultures. Their analysis will compare the social contexts that produce art as well as how artistic expression, religion, and philosophy illustrate the human spirit. This course may be taken up to two times for state elective credit.
Prerequisites	Recommended: English II

Course	INDEPENDENT STUDY IN ENGLISH A
Course info	1448.H000.X (0.5 elective credit) 1448.H000.Y (1.0 elective credit)
Grade level	11-12
Description	Under the supervision of the teacher, students prepare three independent projects for evaluation, which include a reading list, formal writing, and oral presentation with visuals. Projects may reach beyond literature but must involve reading, research, and writing on an advanced level with a thesis approved by the instructor. Students report weekly on the progress of their projects and use peer editing and revision extensively before the final presentations. This course may be taken up to three times for state elective credit
Prerequisites	Recommended: English II or approval of instructor

Course	LITERARY GENRES A
Course info	1438.H000.X (0.5 elective credit) 1438.H000.Y (1.0 elective credit)
Grade level	11-12
Description	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.
Prerequisites	Recommended: English II

Course	PRACTICAL WRITING SKILLS
Course number	1428.R000.Y
Credit	1.0 elective credit
Grade level	11-12
Description	This course emphasizes the study and application of conventions and mechanics of written English. Students will use the writing process to write for a variety of purposes and will analyze their own writing and the writing of others.
Prerequisites	None

Course	READING I-III
Course number	1313.R000.Y 1323.R000.Y 1333.R000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	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.
Prerequisites	None

Course	RESEARCH AND TECHNICAL WRITING A
Course info	1432.H000.X (0.5 elective credit) 1432.H000.Y (1.0 elective credit)
Grade level	11-12
Description	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.)
Prerequisites	Recommended: English II

Course	VISUAL MEDIA ANALYSIS & PRODUCTION
Course number	1440.R000.X
Credit	0.5 elective credit
Grade level	11-12
Description	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.
Prerequisites	Recommended: English II

Course	COMMUNICATION APPLICATIONS A D
Course number	1525.R000.X
Credit	0.5 elective credit
Grade level	9-12
Description	Students will identify, analyze, develop and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. Students are expected to make and evaluate formal and informal presentations.
Prerequisites	None

Course	DEBATE I-III B
Course number	1537.R000.Y 1538.R000.Y 1539.H000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	Students in Debate examine the historical and contemporary role of debate in the democratic process. They apply standards to analyze and evaluate propositions and construct valid approaches to both affirmative and negative arguments. Students will use effective extemporaneous speaking skills and provide valid and constructive critiques of others. Many students will also participate in competitions.
Prerequisites	Recommended: Speech Communication, preceding courses in the sequence, or instructor approval.

Course	INDEPENDENT STUDY IN SPEECH
Course number	1522.H000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	Independent study in speech provides opportunity for advanced students to plan, organize, produce, perform, and evaluate a project that enables them to develop advanced skills in communication, critical thinking, and problem solving. This course may be taken up to three times for state elective credit.
Prerequisites	Recommended: One year of speech or approval of the instructor.

Course	ORAL INTERPRETATION I-III
Course number	1531.R000.Y 1532.R000.Y 1533.H000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	Students in Oral Interpretation create oral performances with self-selected pieces of literature as communication art. They select, research, analyze, adapt, interpret, and perform literary texts. Individual and group performances of literature will be presented and evaluated. Many students will also participate in competitions.
Prerequisites	Recommended: Speech Communication, preceding courses in the sequence, or instructor approval.

Course	PROFESSIONAL COMMUNICATIONS D
Course number	8313.RCoC.X
Credit	0.5 elective credit
Grade level	9-12
Description	Professional Communications blends written, oral, and graphic communication in a career-based environment. Students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.
Prerequisites	Touch Systems Data Entry or digital application skills assessment.

Course	PUBLIC SPEAKING I-III B
Course number	1509.Rooo.Y 1511.Rooo.Y 1513.Hooo.Y
Credit	1.0 elective credit
Grade level	9-12
Description	Students learn the concepts and skills related to preparing and presenting public messages and to analyzing and evaluating messages from others. They study style, organization, and delivery. Many students will also participate in competitions.
Prerequisites	Recommended: Speech Communication, preceding courses in the sequence, or instructor approval.

Course	JOURNALISM
Course number	1811.Rooo.Y
Credit	1.0 elective credit
Grade level	9-12
Description	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. To produce effective communications, visual and electronic media and other technology along with published work of professional journalists will be used as tools for learning. Students will research self-selected topics and will learn about journalistic traditions and the principles of publishing.
Prerequisites	None

Course	INDEPENDENT STUDY IN JOURNALISM
Course number	1848.Hooo.Y
Credit	1.0 elective credit
Grade level	12
Description	This course includes activities individually designed for students whose level of achievement in journalism allows them to pursue work individually or in small groups, with the teacher serving as advisor. It emphasizes research, print or non-print production of original work or extended development of a skill or specific area of study. This course may be taken up to three times for state elective credit.
Prerequisites	Recommended: Students meeting the following guidelines: interest and aptitude in scholastic journalism and parental approval and/or teacher recommendation.

Course	PHOTOJOURNALISM
Course info	1824.Rooo.X (0.5 elective credit) 1824.Rooo.Y (1.0 elective credit)
Grade level	9-12
Description	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.
Prerequisites	Recommended: Prior photographic experience or consent of the instructor.

Course	ADVANCED BROADCAST JOURNALISM I-III B
Course number	1711.H000.Y 1712.H000.Y 1713.H000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	Students learn to critically evaluate a variety of media and to access, analyze and produce communication in a variety of forms. They will study the laws and ethical responsibilities relating to broadcast journalism and learn its role and function. Students will also critique visual representations as well as explore how broadcast productions are generated to create their own broadcast journalism product.
Prerequisites	Recommended: Journalism

Course	ADVANCED JOURNALISM: LITERARY MAGAZINE I-III B
Course number	1849.R000.Y/R000.X 1852.H000.Y/R000.X 1855.H000.Y/R000.X
Credit	For courses ending in .Y, 1.0 elective credit; for courses ending in .X, 0.5 elective credit
Grade level	9-12
Description	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.
Prerequisites	Recommended: An interest in the literary magazine and consent of the instructor.

Course	ADVANCED JOURNALISM: NEWSPAPER I-III B
Course number	1823.R000.Y 1833.H000.Y 1843.H000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	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.
Prerequisites	Recommended: Journalism or consent of instructor.

Course	ADVANCED JOURNALISM: YEARBOOK I-III B
Course number	1830.R000.Y 1831.H000.Y 1832.H000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	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.
Prerequisites	Recommended: Journalism or consent of instructor.

Mathematics

Traditional Course Sequence and Testing Guide

Grades	Subject	Assessment
<i>Sixth</i>	Math 6	STAAR Gr 6
<i>Seventh</i>	Math 7	STAAR Gr 7
<i>Eighth</i>	Math 8	STAAR Gr 8
<i>Ninth</i>	Algebra I	Algebra I EOC
<i>10th</i>	Geometry	PSAT
<i>11th</i>	Algebra II	PSAT/SAT/ACT
<i>12th</i>	Precalculus	PSAT/SAT/ACT

Recommended Advanced Placement (AP)/Dual Credit (DC) Course Sequence and Testing Guide

Grades	Subject(s)	Assessment(s)
<i>Sixth</i>	Advanced Math 6	STAAR Gr 6
<i>Seventh</i>	Advanced Math 7	STAAR Gr 8
<i>Eighth</i>	Pre-AP Algebra I	Algebra I EOC
<i>Ninth</i>	Pre-AP Geometry	PSAT
<i>10th</i>	Pre-AP Algebra II	PSAT
<i>11th</i>	Pre-AP Precalculus DC Mathematics	PSAT/SAT/ACT AP Course Exam
<i>12th</i>	AP Statistics AP Calculus AB AP Calculus BC DC Mathematics	PSAT/SAT/ACT AP Course Exam

Pre-AP courses are strongly recommended but are not a prerequisite for Advanced Placement/dual credit courses.

Course	ALGEBRA I S
Course number	3313.R000.Y/H000.Y
Credit	1.0 mathematics credit
Grade level	9-12
Description	In high school Algebra I, students deepen their understanding of relations and functions and expand their repertoire of familiar functions. Students use technological tools to represent and study the behavior of linear and beginning quadratic functions, among others. They learn to combine functions, express them in equivalent forms, compose them, and find inverses where possible. Algebra I also provides students with insights through the content strands of linear functions, equations, and inequalities, quadratic functions and equations, exponential functions and equations, and number and algebraic methods.
Prerequisites	Mathematics, Grade 8 or its equivalent.

Course	ALGEBRA I DUAL LANGUAGE S
Course number	3313.RoDL.Y
Credit	1.0 mathematics credit
Grade level	9-12
Description	In high school Algebra I, students deepen their understanding of relations and functions and expand their repertoire of familiar functions. Students use technological tools to represent and study the behavior of linear and beginning quadratic functions, among others. They learn to combine functions, express them in equivalent forms, compose them, and find inverses where possible. Algebra I also provides students with insights through the content strands of linear functions, equations, and inequalities, quadratic functions and equations, exponential functions and equations, and number and algebraic methods. This course is taught primarily in Spanish with English vocabulary reinforcement. This course is designed for students participating in the dual language program and is taught primarily in Spanish with English vocabulary reinforcement. This course is not offered at every dual language campus, please check with your school's office about availability.
Prerequisites	Mathematics, Grade 8 or its equivalent

Course	GEOMETRY S
Course number	3413.Rooo.Y/Hooo.Y
Credit	1.0 mathematics credit
Grade level	9-12
Description	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.
Prerequisites	Algebra I

Course	ALGEBRAIC REASONING S
Course number	3211.Rooo.Y
Credit	1.0 mathematics credit
Grade level	9-12
Description	In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in kindergarten through grade eight and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets. Adopted 2015 resources available Proclamation 2017.
Prerequisites	Algebra I

Course	STATISTICS S
Course number	3911.Rooo.Y
Credit	1.0 mathematics credit
Grade level	9-12
Description	In Statistics, students will build on the knowledge and skills for mathematics in kindergarten through grade eight and Algebra I. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis.
Prerequisites	Algebra I

Course	MATH MODELING WITH APPLICATIONS
Course number	3503.R000.Y
Credit	1.0 mathematics credit
Grade level	9-12
Description	This course is intended to reinforce, broaden, and extend the mathematical knowledge and skills acquired in Algebra I 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.
Prerequisites	Algebra I

Course	MATHEMATICAL APPLICATIONS IN AGRICULTURE, FOOD, AND NATURAL RESOURCES
Course number	8116.RCoC.Y/HAoC.Y
Credit	1.0 mathematics credit
Grade level	11-12
Description	Students apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. The course may count as a math credit if taken before or concurrently with Algebra II.
Prerequisites	Algebra I and one credit from the courses in the Agriculture, Food, and Natural Resources cluster.

Course	FINANCIAL MATHEMATICS
Course number	8375.RCoC.Y
Credit	1.0 mathematics credit
Grade level	10-12
Description	Financial Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors.
Prerequisites	Algebra I

Course	ALGEBRA II S
Course number	3323.R000.Y/H000.Y
Credit	1.0 mathematics credit
Grade level	9-12
Description	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.
Prerequisites	Algebra I

Course	ADVANCED QUANTITATIVE REASONING (AQR) S
Course number	3513.R000.Y/H000.Y
Credit	1.0 mathematics credit
Grade level	10-12
Description	In Advanced Quantitative Reasoning, students continue to build upon the K-8, Algebra I, Geometry, and Algebra II foundations as they expand their understanding through further mathematical experiences. Advanced Quantitative Reasoning includes the analysis of information using statistical methods and probability, modeling change and mathematical relationships, and spatial and geometric modeling for mathematical reasoning. Students learn to become critical consumers of real-world quantitative data, knowledgeable problem solvers who use logical reasoning, and mathematical thinkers who can use their quantitative skills to solve authentic problems. Students develop critical skills for success in college and careers, including investigation, research, collaboration, and both written and oral communication of their work, as they solve problems in many types of applied situations. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. These requirements are described in the AQR curriculum documents.
Prerequisites	Geometry and Algebra II

Course	DISCRETE MATHEMATICS FOR PROBLEM SOLVING S
Course info	3811.R000.X (0.5 mathematics credit) 3811.R000.Y (1.0 mathematics credit)
Grade level	11-12
Description	Students are introduced to the improved efficiency of mathematical analysis and quantitative techniques over trial-and-error approaches to management problems involving organization, scheduling, project planning, strategy, and decision-making. Students will learn how mathematical topics such as graph theory, planning and scheduling, group decision-making, fair division, game theory, and theory of moves can be applied to management and decision-making.
Prerequisites	Algebra II

Course	INDEPENDENT STUDY IN MATHEMATICS S D
Course info	3510.R000.X/H000.X (0.5 mathematics credit) 3510.R000.Y/H000.Y (1.0 mathematics credit)
Grade level	10-12
Description	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 local district must approve the requirements for each course before the course begins. This course, when approved by the district, satisfies the fourth-year mathematics course requirement.
Prerequisites	Geometry and Algebra II

Course	PRECALCULUS S D
Course number	3633.R000.Y/H000.Y
Credit	1.0 mathematics credit
Grade level	10-12
Description	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.
Prerequisites	Algebra I, Geometry, and Algebra II

Course	STATISTICS AND BUSINESS DECISION MAKING B
Course number	8376.HCoC.Y
Credit	1.0 mathematics credit
Grade level	11-12
Description	Statistics and Business Decision Making is an introduction to statistics and the application of statistics to business decision-making. Students will use statistics to make business decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid. This course satisfies a fourth math credit.
Prerequisites	Algebra II. Recommended: Accounting I.

Course	ENGINEERING MATHEMATICS S
Course number	8699.RCoC.Y
Credit	1.0 mathematics credit
Grade level	11-12
Description	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.
Prerequisites	Algebra II

Course	AP CALCULUS AB S
Course number	3613.P000.Y
Credit	1.0 mathematics credit
Grade level	11-12
Description	AP Calculus AB is a course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions
Prerequisites	Recommended: Precalculus

Course	AP CALCULUS BC S
Course number	3616.P000.Y
Credit	1.0 mathematics credit
Grade level	11-12
Description	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.
Prerequisites	Recommended: Precalculus

Course	AP STATISTICS S
Course number	3628.P000.Y
Credit	1.0 mathematics credit
Grade level	10-12
Description	The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.
Prerequisites	Recommended: Algebra II and Geometry

Science

Traditional Course Sequence and Testing Guide

Grade	Subject(s)	Assessment(s)
<i>Sixth</i>	Science 6	STAAR Gr 6
<i>Seventh</i>	Science 7	STAAR Gr 7
<i>Eighth</i>	Science 8	STAAR Gr 8
<i>Ninth</i>	Biology	Biology EOC
<i>10th</i>	Chemistry	PSAT
<i>11th</i>	Physics	PSAT/SAT/ACT
<i>12th</i>	Earth and Space Science Astronomy Aquatic Science Environmental Systems CTE Science Course	PSAT/SAT/ACT

Recommended Advanced Placement (AP)/Dual Credit (DC) Course Sequence and Testing Guide

Grade	Subject(s)	Assessment(s)
<i>Sixth</i>	Pre-AP Science 6	STAAR Gr 6
<i>Seventh</i>	Pre-AP Science 7	STAAR Gr 7
<i>Eighth</i>	Pre-AP Science 8	STAAR Gr 8
<i>Ninth</i>	Pre-AP Biology	Biology EOC
<i>10th</i>	Pre-AP Chemistry	PSAT
<i>11th</i>	Pre-AP Physics AP Physics 1 DC Science	PSAT/SAT/ACT AP Course Exam
<i>12th</i>	AP Environmental Science AP Biology AP Chemistry AP Physics 2 AP Physics C DC Science	PSAT/SAT/ACT AP Course Exam

Pre-AP courses are strongly recommended but are not a prerequisite for Advanced Placement/dual credit courses.

Course	BIOLOGY S
Course number	4123.R000.Y/H000.Y
Credit	1.0 science credit
Grade level	9-11
Description	Students use scientific methods and critical thinking to study a variety of biology concepts. Topics include cell structure and function, genetics, evolutionary theory, biological processes and systems, and environmental systems. Texas law requires at least 40 percent lab and field investigations.
Prerequisites	None

Course	CHEMISTRY S
Course number	4323.R000.Y/H000.Y
Credit	1.0 science credit
Grade level	10-12
Description	Students use scientific methods and critical thinking to study a variety of chemistry concepts. Topics include matter, the periodic table, atomic structure, chemical bonding and reactions, thermochemistry, and solution chemistry. Texas law requires at least 40 percent lab and field investigations.
Prerequisites	One unit of high school science and Algebra I. Recommended: Completion of or concurrent enrollment in a second credit of mathematics.

Course	PHYSICS S
Course number	4424.R000.Y/H000.Y
Credit	1.0 science credit
Grade level	9-12
Description	Students use scientific methods and critical thinking to study a variety of physics concepts. Topics include the study of force and motion, types of forces, momentum and energy, and waves and quantum phenomena. Texas law requires at least 40 percent lab and field investigations.
Prerequisites	Recommended: Algebra I or concurrent enrollment in Algebra I.

Course	ADVANCED ANIMAL SCIENCE S
Course number	8110.HAoC.Y
Credit	1.0 science credit
Grade level	11-12
Description	Advanced Animal Science 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 prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. Texas law requires at least 40 percent lab and field investigations.
Prerequisites	Biology and Chemistry or Integrated Physics and Chemistry; Algebra I and Geometry; and either Small Animal Management, Equine Science or Livestock Production. Recommended: Veterinary Medical Applications

Course	BIOTECHNOLOGY I S T
Course number	8686.H(Y)
Credit	1.0 science credit
Grade level	11-12
Description	In Biotechnology I, students will apply science knowledge and skills to the fields of biotechnology such as agriculture, medical, and forensics. Students will use sophisticated laboratory equipment and practice quality-control techniques. Students will conduct investigations in the laboratory and in the field using scientific methods. Students in Biotechnology I will study a variety of topics that include structures and functions of cells, nucleic acids, proteins, and genetics. Texas law requires at least 40 percent lab and field investigations.
Prerequisites	Biology, Chemistry, and Principles of Biosciences. Recommended: Touch System Data Entry or digital application skills assessment

Course	ADVANCED PLANT AND SOIL SCIENCE S
Course number	8137.HAoC.Y/HToC.Y
Credit	1.0 science credit
Grade level	11-12
Description	Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Texas law requires at least 40 percent lab and field investigations.
Prerequisites	Recommended: Biology Integrated Physics and Chemistry, Chemistry, or Physics and a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster

Course	ANATOMY AND PHYSIOLOGY S D
Course number	8426.RCoC.Y/HCoC.Y
Credit	1.0 science credit
Grade level	9-12
Description	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 at least 40 percent lab and field investigations.
Prerequisites	Biology and a second science credit. Recommended: One course from Health Science Career cluster.

Course	AQUATIC SCIENCE S
Course number	4233.R000.Y/H000.Y
Credit	1.0 science credit
Grade level	9-12
Description	In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills. Texas law requires at least 40 percent lab and field investigations.
Prerequisites	Biology. Recommended: Chemistry or concurrent enrollment in Chemistry

Course	ASTRONOMY S D
Course number	4239.R000.Y/H000.Y
Credit	1.0 science credit
Grade level	9-12
Description	In Astronomy, students conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical-thinking skills. Texas law requires at least 40 percent lab and field investigations.
Prerequisites	Recommended: One unit of high school science

Course	EARTH AND SPACE SCIENCE S D
Course number	4235.R000.Y
Credit	1.0 science credit
Grade level	9-12
Description	Earth and Space Science (ESS). ESS is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time through strands of systems, energy, and relevance. Units of study include Earth and Space in time as they relate to cosmology, theories of the origin, evolution, and structures of the universe and the development of the Earth and Moon System, including geologic, atmospheric and chemical evidence and analysis. Students will apply scientific and mathematical investigations in understanding course concepts. Texas law requires at least 40 percent lab and field investigations.
Prerequisites	Three units of science, one of which may be taken concurrently, and three units of mathematics, one of which may be taken concurrently.

Course	ENGINEERING DESIGN AND PROBLEM-SOLVING S D T
Course number	8730.RCoC.Y/HCoC.Y
Credit	1.0 science credit
Grade level	11-12
Description	Students' complete hands-on, team-based projects across a variety of engineering fields that allow them to apply concepts learned in prior science and math courses with the engineering design process to explore how engineers design products for society. Possible projects could include aerodynamics, robotics, biotechnology, structural design, and mechanical design. Texas law requires at least 40 percent lab and field investigations.
Prerequisites	Geometry and Algebra I. Recommended: Two credits from STEM cluster courses

Course	ENGINEERING SCIENCE S T
Course number	8762.H(Y)
Credit	1.0 science credit
Grade level	10-12
Description	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?"
Prerequisites	Algebra I and Biology, Chemistry, Integrated Physics and Chemistry or Physics

Course	ENVIRONMENTAL SYSTEMS S D
Course number	4230.R000.Y/H000.Y
Credit	1.0 science credit
Grade level	9-12
Description	In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments. Texas law requires at least 40 percent lab and field investigations.
Prerequisites	Recommended: One unit of high school life science and one unit of high school physical science

Course	FORENSIC SCIENCE S
Course number	8582.RCoC.Y
Credit	1.0 science credit
Grade level	10-12
Description	Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science. Texas law requires at least 40 percent lab and field investigations.
Prerequisites	Biology and Chemistry

Course	INTEGRATED PHYSICS AND CHEMISTRY
Course number	4321.R000.Y
Credit	1.0 science credit
Grade level	9-12
Description	Students use scientific methods and critical thinking to study a variety of physical science concepts. Major topics include force, motion, energy and structure, and properties of matter. Texas law requires at least 40 percent lab and field investigations.
Prerequisites	None

Course	MEDICAL MICROBIOLOGY S
Course number	8428.RCoC.Y/HCoC.Y
Credit	1.0 science credit
Grade level	10-12
Description	The Medical Microbiology course is designed to 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 at least 40 percent lab and field investigations.
Prerequisites	Biology and Chemistry. Recommended: A course from the Health Science cluster

Course	PATHOPHYSIOLOGY S
Course number	8430.RCoC.Y/HCoC.Y
Credit	1.0 science credit
Grade level	11-12
Description	Pathophysiology is designed for students to conduct laboratory and field investigations using the scientific process. Students will be able to make informed decisions using their critical thinking skills and problem-solving techniques. The students will study disease processes and their effects on the human body with a focus on prevention and treatment. Texas law requires at least 40 percent lab and field investigations.
Prerequisites	Biology and Chemistry. Recommended: A course from the Health Science cluster

Course	PRINCIPLES OF TECHNOLOGY S
Course number	8714.RCoC.Y
Credit	1.0 science credit
Grade level	10-12
Description	In Principles of Technology, students will 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. Students will apply physics concepts and perform laboratory experimentations for at least 40 percent of instructional time using safe practices. Texas law requires 40 percent lab and field investigations.
Prerequisites	One credit high school science and Algebra I

Course	SCIENTIFIC RESEARCH AND DESIGN S
Course number	8716.RCoC.Y/HCoC.Y 8718.RCoC.Y/HCoC.Y 8722.RCoC.Y/HCoC.Y 8723.RCoC.Y/HCoC.Y
Credit	1.0 science credit
Grade level	11-12
Description	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." Physical, mathematical, and conceptual models describe this vast body of changing and increasing knowledge. 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 at least 40 percent lab and field investigations.
Prerequisites	Biology, Chemistry, Physics or Integrated Physics and Chemistry (IPC)

Course	AP BIOLOGY S
Course number	4137.Pooo.Y
Credit	1.0 science credit
Grade level	9-12
Description	AP Biology is the equivalent to a two-semester college introductory biology course. The course covers the diversity and unity of life, cellular process, genetics and information transfer, and biological systems interactions. Focuses on advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines and connecting concepts within the course and across other science disciplines.
Prerequisites	Recommended: Biology, Chemistry

Course	AP CHEMISTRY S
Course number	4334.Pooo.Y
Credit	1.0 science credit
Grade level	9-12
Description	AP Chemistry is the equivalent to a general chemistry college course. The course covers the structure of matter, bonding and intermolecular forces, chemical reactions, kinetics, thermodynamics, and chemical equilibrium. Focuses on advanced inquiry and reasoning skills, including mental models of the particulate nature of matter, mathematical and logical routines, and establishing lines of evidence to develop and refine testable explanations and predictions of natural phenomena.
Prerequisites	Recommended: Chemistry, Algebra II

Course	AP ENVIRONMENTAL SCIENCE S
Course number	4237.P000.Y
Credit	1.0 science credit
Grade level	9-12
Description	AP Environmental Science is the equivalent to a college environmental science course. The course covers Earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change. Focuses on advanced inquiry-based laboratory investigations to apply scientific principles, concepts, and methodologies to better understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.
Prerequisites	Recommended: Algebra I, two years of high school laboratory science including one year of life science and one year of physical science

Course	AP PHYSICS I: ALGEBRA-BASED S
Course number	4435.P000.Y
Credit	1.0 science credit
Grade level	9-12
Description	AP Physics I: Algebra-Based is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. Focuses on inquiry-based learning and the ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course and in other science disciplines.
Prerequisites	Recommended: Physics, Algebra I, Algebra II, Geometry

Course	AP PHYSICS II: ALGEBRA-BASED S
Course number	4436.P000.Y
Credit	1.0 science credit
Grade level	9-12
Description	AP Physics II: Algebra-Based is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Focuses on inquiry-based learning and the ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course and in other science disciplines.
Prerequisites	Recommended: Physics, Algebra I, Algebra II, Geometry

Course	AP PHYSICS C: ELECTRICITY AND MAGNETISM S
Course number	4438.P000.Y
Credit	1.0 science credit
Grade level	9-12
Description	The Physics C: Electricity and Magnetism course is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.
Prerequisites	Recommended: Physics, Algebra I, Algebra II, Geometry, Calculus

Course	AP PHYSICS C: MECHANICS S
Course number	4439.P000.Y
Credit	1.0 science credit
Grade level	9-12
Description	The Physics C: Mechanics course is equivalent to a one-semester, calculus-based, college-level physics course. It is especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.
Prerequisites	Recommended: Physics, Algebra I, Algebra II, Geometry, Calculus

Social Studies and Economics

Traditional Course Sequence and Testing Guide

Grade	Subject(s)	Assessment(s)
<i>Sixth</i>	World Cultures	
<i>Seventh</i>	Texas Geography and History	
<i>Eighth</i>	U.S. History from exploration to 1877	STAAR Gr 8
<i>Ninth</i>	World Geography	
<i>10th</i>	World History	PSAT
<i>11th</i>	U.S. History from 1877 to present	PSAT/SAT/ACT U.S. History EOC
<i>12th</i>	U.S. Government Economics	PSAT/SAT/ACT

Recommended Advanced Placement (AP)/Dual Credit (DC) Course Sequence and Testing Guide

Grade	Subject(s)	Assessment(s)
<i>Sixth</i>	Pre-AP World Cultures	
<i>Seventh</i>	Pre-AP Texas History	
<i>Eighth</i>	Pre-AP U.S. History	STAAR Gr 8
<i>Ninth</i>	Pre-AP World Geography AP Human Geography*	AP Course Exam
<i>10th</i>	AP World History	PSAT AP Course Exam
<i>11th</i>	AP U.S. History DC Social Studies	PSAT/SAT/ACT U.S. History EOC AP Course Exam
<i>12th</i>	AP U.S. Government AP Macroeconomics or AP Microeconomics DC Social Studies	PSAT/SAT/ACT AP Course Exam
<i>Social Studies Electives</i>	AP European History AP Psychology AP Comparative Government	AP Course Exam

Pre-AP courses are strongly recommended but are not a prerequisite for Advanced Placement/dual credit courses.

*AP Human Geography replaces World Geography when completed as a year-long course.

Course	WORLD GEOGRAPHY STUDIES A
Course number	4513.R000.Y/H000.Y
Credit	1.0 social studies credit
Grade level	9
Description	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.
Prerequisites	None

Course	WORLD GEOGRAPHY STUDIES A
Course number	4513.HoDL.Y
Credit	1.0 social studies credit
Grade level	9
Description	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. This course is designed for students participating in the dual language program and is taught primarily in Spanish with English vocabulary reinforcement. This course is not offered at every dual language campus, please check with your school's office about availability.
Prerequisites	Participation in Dual Language Program

Course	WORLD HISTORY STUDIES A
Course number	4623.Rooo.Y/Hooo.Y
Credit	1.0 social studies credit
Grade level	10
Description	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.
Prerequisites	None

Course	UNITED STATES HISTORY STUDIES A D
Course number	4733.Rooo.Y
Credit	1.0 social studies credit
Grade level	11
Description	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.
Prerequisites	Recommended: World Geography and/or World History

Course	UNITED STATES GOVERNMENT A D
Course number	4841.Rooo.X
Credit	0.5 social studies credit
Grade level	12
Description	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.
Prerequisites	Recommended: United States History Studies

Course	ECONOMICS/FREE ENTERPRISE A D
Course number	4939.Rooo.X
Credit	0.5 economics/free enterprise credit
Grade level	12
Description	Economics/Free Enterprise focuses on the production, distribution, and consumption of goods and services in the U.S. The course emphasizes fundamental principles of market economics, and students learn how markets and prices allocate scarce resources. Students study consumer behavior, the roles of business and government in the economy, the banking system, international trade, and other topics. Through discussions of current economic issues, students deepen their understanding of the U.S. economy.
Prerequisites	Recommended: United States History Studies

Social Studies Electives

Course	PERSONAL FINANCIAL LITERACY
Course number	4675.R000.X
Credit	0.5 elective credit
Grade level	10-12
Description	Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. Personal Financial Literacy is designed to be an interactive and research-based course. The course will teach students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training. There are many references to conducting a cost-benefit analysis for spending and investing decisions. Students evaluate the necessity of the purchase, the quality or value of the purchase or investment compared to other alternatives, and the total cost of acquisition, particularly in the context of financing options. Students also understand the power of both compound growth on investments and compound interest on debt and how these concepts affect the ability to build wealth over time. This one-half elective credit course includes instruction in methods of paying for college and other postsecondary education and training along with completing the application for federal student aid provided by the U.S. Department of Education.
Prerequisites	None

Course	PSYCHOLOGY A D
Course number	4938.R000.X
Credit	0.5 elective credit
Grade level	11-12
Description	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.
Prerequisites	None

Course	SOCIOLOGY A D
Course number	4931.R000.X
Credit	0.5 elective credit
Grade level	11-12
Description	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.
Prerequisites	None

Course	SOCIAL STUDIES ADVANCED STUDIES A
Course info	4942.H000.X (0.5 elective credit) 4942.H000.Y (1.0 elective credit)
Grade level	11-12
Description	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.
Prerequisites	None

Course	SOCIAL STUDIES RESEARCH METHODS A
Course number	4935.R000.X/H000.X
Credit	0.5 elective credit
Grade level	11-12
Description	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.
Prerequisites	Recommended: Grade 11 classification

Course	SPECIAL TOPICS IN SOCIAL STUDIES A D
Course number	4932.H000.X
Credit	0.5 elective credit
Grade level	11-12
Description	In Special Topics in Social Studies, an elective course, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives. Students may take this course with different content for a maximum of two credits.
Prerequisites	None

Course	SPECIAL TOPICS IN SOCIAL STUDIES: CONSTITUTIONAL LAW A
Course number	4932.H100.X
Credit	0.5 elective credit
Grade level	11-12
Description	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.
Prerequisites	None

Course	SPECIAL TOPICS IN SOCIAL STUDIES: CONTEMPORARY ISSUES A
Course number	4932.H200.X
Credit	0.5 elective credit
Grade level	11-12
Description	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.
Prerequisites	None

Course	SPECIAL TOPICS IN SOCIAL STUDIES: WORLD BELIEF SYSTEMS A
Course number	4932.H300.X
Credit	0.5 elective credit
Grade level	11-12
Description	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.
Prerequisites	None

Course	SPECIAL TOPICS IN SOCIAL STUDIES: ETHNIC STUDIES
Course number	4932.H400.X (fall only) 4932.H500.X (spring only)
Credit	0.5 elective credit
Grade level	11-12
Description	The Ethnic Studies course aims to teach students to explore and use identity and history through the lenses of race, ethnicity, nationality, class, gender, sexual orientation, indigeneity, and culture. Seeing themselves and their communities in historical context, students gain a deeper appreciation of the contributions and complex experiences of diverse groups. Students study the local, state, and national history from pre-colonization to the present with a critical focus on the movements and changes promoting equity and justice. This course emphasizes research skills, creativity, connectedness, collaboration, critical thinking and empathy to promote college and career readiness. Students will gain a thoughtful and critical perspective through this course, becoming powerful advocates for change. Students will study the social construction of race and examine how it is an organizing principle in society.
Prerequisites	None

Course	AP COMPARATIVE GOVERNMENT AND POLITICS A
Course number	4842.P000.X
Credit	0.5 elective credit
Grade level	12
Description	AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.
Prerequisites	Recommended: AP United States History

Course	AP EUROPEAN HISTORY A
Course number	4635.P000.Y
Credit	1.0 elective credit
Grade level	11-12
Description	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.
Prerequisites	Recommended: World Geography Pre-AP and AP World History Studies

Course	AP HUMAN GEOGRAPHY A
Course info	4523.P000.X (0.5 elective credit; grades 11-12) 4523.P000.Y (1.0 social studies credit; grades 9-12)
Description	This is a college-level course introducing students to the systematic study of processes and patterns that have shaped human understanding, use, and alteration of the earth's surface. Students employ landscape analysis and spatial concepts to analyze social organization and its environmental consequences. Students also learn about the tools and methods geographers use in their science and practice. When completed for one credit, this course may be used as a substitute for World Geography Studies. When completed for one-half credit, this course may be used to meet only elective course requirements.
Prerequisites	Recommended: Grade 11 classification

Course	AP MACROECONOMICS A
Course number	4946.P000.X
Credit	0.5 economics/free enterprise credit
Grade level	12
Description	AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.
Prerequisites	Recommended: AP United States History

Course	AP MICROECONOMICS A
Course number	4945.P000.X
Credit	0.5 economics/free enterprise credit
Grade level	12
Description	AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.
Prerequisites	Recommended: AP United States History

Course	AP PSYCHOLOGY A
Course number	4938.P000.X
Credit	0.5 elective credit
Grade level	11-12
Description	AP Psychology is a college-level introduction to the concepts and methods of psychology. The course content is presented in depth and at an accelerated pace. Students learn the principal theories of psychology and study factors that affect human behavior and development, perception and learning, memory and thought, motivation emotion personality disorders, and related topics. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.
Prerequisites	Recommended: Grade 11 classification

Course	AP U.S. GOVERNMENT AND POLITICS A
Course number	4841.P000.X
Credit	0.5 social studies credit
Grade level	12
Description	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.
Prerequisites	Recommended: AP United States History

Course	AP UNITED STATES HISTORY A
Course number	4733.P000.Y
Credit	1.0 social studies credit
Grade level	11
Description	AP U.S. History is a college-level survey of U.S. history from exploration to the present. The course content is presented in depth and at an accelerated pace. It includes a study of the methods of historical analysis, college-level readings, document analysis, and interdisciplinary research and writing projects.
Prerequisites	Recommended: World Geography Pre-AP and World History Pre-AP

Course	AP WORLD HISTORY A
Course number	4623.P000.Y
Credit	1.0 social studies credit
Grade level	10-12
Description	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.
Prerequisites	Recommended: World Geography Pre-AP

Fine Arts

Visual Arts

Foundational Courses

Either of these two courses will fill the prerequisite requirement for all Level I visual art courses.

Course	ART I A
Course number	5000.R000.Y
Credit	1.0 fine arts credit
Grade level	9-12
Description	This course lays the 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.
Prerequisites	None

Course	ART AND MEDIA COMMUNICATIONS I-II A
Course number	5701.R000.Y 5702.R000.Y
Credit	1.0 fine arts credit
Grade level	9-12
Description	Students combine study of modern, post-modern, and contemporary visual art and design with media literacy and technology applications. Creation and analysis of student artworks will be balanced with explorations into traditional hand skills with current technology applications to create new media such as animations, digital images, multimedia presentation, digital video, websites, and interactive or site-based installations and performances. Student work will culminate in a capstone project that investigates an issue relevant to the student and uses art, design, and visual communications to address a problem within the community or effect a change.
Prerequisites	None

Course	FLORAL DESIGN
Course number	8129.RCoC.Y
Credit	1.0 fine arts credit
Grade level	10-12
Description	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.
Prerequisites	Recommended: Principles of Agriculture, Food and Natural Resources.

Level I Art

Art courses at this level offer in-depth art experiences. They are flexible in scope and allow students to make choices from a broad range of art areas. Opportunities for observation and perception, creative expression, historical and cultural relevance and critical evaluation are components of all courses.

Prerequisites: Before a student can advance to a Level I art course, they must complete one of the two Foundational courses.

Level II Art

Courses offer in-depth art experiences. They are flexible in scope allowing students to make choices from a broad range of art areas.

Opportunities for observation and perception, creative expression, historical and cultural relevance and critical evaluation are components of all Level II courses. In addition to the regular curriculum, students may enroll in weighted art courses which require the completion of extra work as described in the Fine Arts curriculum documents.

Prerequisites: Before a student can advance to a Level II art course, they must complete any art Level I course. Teacher approval is recommended for Level II and above.

Level III 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 III courses require the completion of extra work as described in the Fine Arts curriculum documents, and these courses receive weighted credit; however, there are some Level III courses in which students may take and receive regular credit.

Prerequisites: Before a student can advance to a Level III art course, they must complete any art II course Teacher approval is recommended for Level II and above.

Course	DRAWING I-III A
Course number	5031.R000.Y 5032.R000.Y/H000.Y 5033.R000.Y/H000.Y
Credit	1.0 fine arts credit
Grade level	10-12
Description	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. In Level II 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.
Prerequisites	For Level I visual arts courses, either of the two foundational courses (Art I or Art and Media Communications I and II). For Levels II and III visual arts courses, the previous course is the prerequisite within the same medium/discipline.

Course	PAINTING I-III A
Course number	5061.R000.Y 5062.R000.Y/H000.Y 5063.R000.Y/H000.Y
Credit	1.0 fine arts credit
Grade level	10-12
Description	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. In Level II, experimentation in techniques, media, and surfaces in both two and three dimensions is explored. Students discover which painting media best describes individual intentions.
Prerequisites	For Level I visual arts courses, either of the two foundational courses (Art I or Art and Media Communications I and II). For Levels II and III visual arts courses, the previous course is the prerequisite within the same medium/discipline.

Course	PRINTMAKING I-III A
Course number	5081.R000.Y 5082.R000.Y/H000.Y 5083.R000.Y/H000.Y
Credit	1.0 fine arts credit
Grade level	10-12
Description	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, planography, intaglio, stencil, photographic, and papermaking. In Level II, personal expression and choice of techniques is emphasized. Students explore printmaking in commercial artwork, serigraphy, lithography, and etching.
Prerequisites	For Level I visual arts courses, either of the two foundational courses (Art I or Art and Media Communications I and II). For Levels II and III visual arts courses, the previous course is the prerequisite within the same medium/discipline.

Course	FIBERS I-III A
Course number	5041.R000.Y 5042.R000.Y/H000.Y 5043.R000.Y/H000.Y
Credit	1.0 fine arts credit
Grade level	10-12
Description	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. In Level II, mixed media is explored through combining three-dimensional forms with two-dimensional forms.
Prerequisites	For Level I visual arts courses, either of the two foundational courses (Art I or Art and Media Communications I and II). For Levels II and III visual arts courses, the previous course is the prerequisite within the same medium/discipline.

Course	CERAMICS I-III A
Course number	5001.R000.Y 5002.R000.Y/H000.Y 5003.R000.Y/H000.Y
Credit	1.0 fine arts credit
Grade level	10-12
Description	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. In Level II, students will explore ceramic techniques, clays, glazes and firings. They explore surface treatment relating to form, variety in ceramic materials, and leading and firing kilns.
Prerequisites	For Level I visual arts courses, either of the two foundational courses (Art I or Art and Media Communications I and II). For Levels II and III visual arts courses, the previous course is the prerequisite within the same medium/discipline.

Course	SCULPTURE I-III A
Course number	5091.R000.Y
Credit	1.0 fine arts credit
Grade level	10-12
Description	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. In Level II, students develop design skills that emphasize form and space in student choice of techniques. They explore massive form materials such as plaster, concrete, salt block, vermiculite, metal, and wood.
Prerequisites	For Level I visual arts courses, either of the two foundational courses (Art I or Art and Media Communications I and II). For Levels II and III visual arts courses, the previous course is the prerequisite within the same medium/discipline.

Course	JEWELRY I-III A
Course number	5051.R000.Y 5052.R000.Y/H000.Y 5053.R000.Y/H000.Y
Credit	1.0 fine arts credit
Grade level	10-12
Description	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. In Level II, students will study functional and aesthetic form in jewelry using a variety of materials and mixed media.
Prerequisites	For Level I visual arts courses, either of the two foundational courses (Art I or Art and Media Communications I and II). For Levels II and III visual arts courses, the previous course is the prerequisite within the same medium/discipline.

Course	PHOTOGRAPHY I-III A
Course number	5071.R000.Y 5072.R000.Y/H000.Y 5073.R000.Y/H000.Y
Credit	1.0 fine arts credit
Grade level	10-12
Description	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. In Level II, students develop design in media compositions and explore the relationship to drawing and other processes while refining photos and production in electronic media.
Prerequisites	For Level I visual arts courses, either of the two foundational courses (Art I or Art and Media Communications I and II). For Levels II and III visual arts courses, the previous course is the prerequisite within the same medium/discipline.

Course	DESIGN I-III A
Course number	5011.R000.Y 5012.R000.Y/H000.Y 5013.R000.Y/H000.Y
Credit	1.0 fine arts credit
Grade level	10-12
Description	Students will solve visual problems by developing solutions that utilize design and technical skills through in-depth study and use of the elements of art and principles of design. Study of a variety of fine art, architecture, crafts, advertisements, and designs from nature will be used as students develop their own ideas while creating, using a variety of media and tools. Level II will explore personal reactions to design and communicate feelings and ideas through original creations.
Prerequisites	For Level I visual arts courses, either of the two foundational courses (Art I or Art and Media Communications I and II). For Levels II and III visual arts courses, the previous course is the prerequisite within the same medium/discipline.

Course	DIGITAL ART AND MEDIA I-III A
Course number	5021.R000.Y 5022.R000.Y/H000.Y 5023.R000.Y/H000.Y
Credit	1.0 fine arts credit
Grade level	10-12
Description	Students combine knowledge of design elements and principles with other areas such as typography, technology, photography, and reproduction methods. Using traditional and non-traditional materials, students solve design problems. Students learn to use image manipulation programs and traditional drawing, painting, and layout techniques. In Level II, students refine problem-solving skills by studying themes in art history and recurring themes from different periods and cultures. They identify training and career opportunities.
Prerequisites	For Level I visual arts courses, either of the two foundational courses (Art I or Art and Media Communications I and II). For Levels II and III visual arts courses, the previous course is the prerequisite within the same medium/discipline.

Course	AP ART HISTORY A
Course number	5051.P000.Y
Credit	1.0 fine arts credit
Grade level	11-12
Description	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.
Prerequisites	Recommended: Either of the two foundational courses (Art I or Art and Media Communications I and II) plus a Level I visual arts course

Course	AP DRAWING A
Course number	5053.P000.Y
Credit	1.0 fine arts credit
Grade level	11-12
Description	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.
Prerequisites	Recommended: Either of the two foundational courses (Art I or Art and Media Communications I and II) plus a Level I visual arts course

Course	AP STUDIO ART: 2-D ART AND DESIGN A
Course number	5054.P000.Y
Credit	1.0 fine arts credit
Grade level	11-12
Description	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.
Prerequisites	Recommended: Either of the two foundational courses (Art I or Art and Media Communications I and II) plus a Level I visual arts course

Course	AP STUDIO ART: 3-D ART AND DESIGN A
Course number	5055.P000.Y
Credit	1.0 fine arts credit
Grade level	11-12
Description	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.
Prerequisites	Recommended: Either of the two foundational courses (Art I or Art and Media Communications I and II) plus a Level I visual arts course

Theatre

Attendance at performances and rehearsals outside school hours is required and included in grades. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. Within one theatre strand, students are encouraged to follow the sequence of courses to complete a Humanities and Fine Arts endorsement.

Prerequisite: Before a student can advance to the next-level theatre course, they must complete any previous-level theatre course.

Course	MUSICAL THEATRE I-IV A
Course number	5601.R000.Y 5602.R000.Y 5603.R000.Y/H000.Y 5604.R000.Y/H000.Y
Credit	1.0 fine arts credit
Grade level	9-12
Description	Musical Theatre will expose students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course will also provide an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre.

Course	THEATRE ARTS I-IV A D
Course number	5611.R000.Y 5612.R000.Y 5613.R000.Y/H000.Y 5614.R000.Y/H000.Y
Credit	1.0 fine arts credit
Grade level	9-12
Description	An overview of theatre arts, basic acting techniques, and introduction to stagecraft. This course includes instruction in acting techniques, stagecraft, use of body and voice, characterization, interpretation of scripts and characters, production style, career education, and a variety of theatrical forms. Upper-level students will have the opportunity to study mime, dance, drama, theatre for children, musical theatre, radio, television, film, and career options. In addition to the regular curriculum, students will be required to complete extra work for weighted credit.

Course	TECHNICAL THEATRE I-IV A
Course number	5691.R000.Y 5692.R000.Y 5693.R000.Y/H000.Y 5694.R000.Y/H000.Y
Credit	1.0 fine arts credit
Grade level	9-12
Description	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.

Course	THEATRE PRODUCTION I-IV A
Course number	5621.R000.Y 5622.R000.Y 5623.R000.Y/H000.Y 5624.R000.Y/H000.Y
Credit	1.0 fine arts credit
Grade level	9-12
Description	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.

Course	THEATRE AND MEDIA COMMUNICATIONS I-II A
Course number	5731.R000.Y 5732.R000.Y
Credit	1.0 fine arts credit
Grade level	9-12
Description	Theatre and Media Communications I provides students with a relevant experiential study of theatre along with video and audio design. Students will learn how to bridge traditional stagecraft with current technology applications to create new media such as animations, digital images, multimedia presentation, digital video, websites, and interactive performances. Student work will culminate in a capstone project that investigates an issue relevant to the student and uses a digital stage to address a problem within the community or to effect a change.

Instrumental Music

Attendance at performances and rehearsals outside school hours is required and included in grades. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. Within one music strand, students are encouraged to follow the sequence of courses to complete a Humanities and Fine Arts endorsement.

Course	BAND I-IV A
Course number	5201.R000.Y 5202.R000.Y 5203.R000.Y/H000.Y 5204.R000.Y/H000.Y
Credit	1.0 fine arts credit
Grade level	9-12
Description	High school band classes are offered for a sequential, continuing study of band music. The four band levels are generally a continuation of the band curriculum from middle school skills. Band I-IV is performance-oriented and focuses on individual as well as ensemble skills. Students develop advanced wind/percussion techniques as they study the wide range of band literature. Advanced musicianship is developed through the study of instrumental techniques, sight-reading skills, and music listening. Students are expected to furnish their own instruments, although some instruments may be available for use from the campus. Rapidly progressing students may be transferred to a more advanced band level as approved by the director, and as scheduling permits. Out-of-school rehearsals and performances are required. The component of marching band is included in the total band spectrum in the fall from band levels I to IV. Marching band participants in the fall semester are eligible for PE substitution.
Prerequisites	Recommended: Band, Middle School 1 (Beginning), Middle School 2 (Intermediate), and Middle School 3 (Advanced) and/or director's approval recommended for placement in all ensembles.

Course	ORCHESTRA I-IV A
Course number	5321.R000.Y 5322.R000.Y 5323.R000.Y/H000.Y 5324.R000.Y/H000.Y
Credit	1.0 fine arts credit
Grade level	9-12
Description	High school orchestra classes are offered for a sequential, continuing study of orchestral music. The four orchestra levels are generally a continuation of the orchestra curriculum from middle school skills. Orchestra I-IV is performance-oriented and focuses on individual as well as ensemble skills. Students develop advanced string/orchestral techniques as they study the wide range of orchestral literature. Advanced musicianship is developed through the study of instrumental techniques, sight-reading skills, and music listening. Students are expected to furnish their own instruments, although some instruments may be available for use from the campus. Rapidly progressing students may be transferred to a more advanced orchestra level as approved by the director, and as scheduling permits. Out-of-school rehearsals and performances are required.
Prerequisites	Recommended: Orchestra, Middle School 1 (Beginning), Middle School 2 (Intermediate), and Middle School 3 (Advanced) and/or director's approval recommended for placement in all ensembles.

Course	GUITAR I-IV A
Course number	5501.R000.Y 5502.R000.Y 5503.H000.Y 5504.H000.Y
Credit	1.0 fine arts credit
Grade level	9-12
Description	Students develop guitar techniques and study guitar literature.
Prerequisites	Recommended: Guitar, Middle School 1 (Beginning), Middle School 2 (Intermediate), Middle School 3 (Advanced) and/or director's approval recommended for placement in all classes.

Course	PIANO I-IV A
Course number	5511.R000.Y 5512.R000.Y 5513.H000.Y 5514.H000.Y
Credit	1.0 fine arts credit
Grade level	9-12
Description	Students develop piano techniques and study piano literature.
Prerequisites	Recommended: Piano, Middle School 1 (Beginning), Middle School 2 (Intermediate), Middle School 3 (Advanced) or another middle school music course such as band, choir, orchestra or guitar and/or director's approval recommended for placement in all classes.

Course	HARP I-IV A
Course number	5301.R000.Y 5302.R000.Y 5303.H000.Y 5304.H000.Y
Credit	1.0 fine arts credit
Grade level	9-12
Description	Students develop harp techniques and study harp literature.
Prerequisites	Recommended: Music, Middle School 1 (Beginning), Middle School 2 (Intermediate), Middle School 3 (Advanced) such as band, choir, orchestra or guitar and/or director's approval recommended for placement in all classes.

Course	MARIACHI I-IV A
Course number	5311.R000.Y 5312.R000.Y 5313.H000.Y 5313.H000.Y
Credit	1.0 fine arts credit
Grade level	9-12
Description	Students learn and develop mariachi techniques and study mariachi literature.
Prerequisites	Recommended: Enrollment in middle school band, orchestra, and/or choir. Attendance at rehearsals and performances outside school hours is recommended.

Course	JAZZ BAND I-IV A
Course number	5221.R000.Y 5222.R000.Y 5223.H000.Y 5224.H000.Y
Credit	1.0 fine arts credit
Grade level	9-12
Description	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.
Prerequisites	Recommended: An enrolled member of a regular band or orchestra class and/or director approval.

Course	INSTRUMENTAL ENSEMBLE I-IV A
Course number	5211.R000.Y 5212.R000.Y 5213.R000.Y/H000.Y 5214.R000.Y/H000.Y
Credit	1.0 fine arts credit
Grade level	9-12
Description	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.
Prerequisites	Recommended: One year or concurrent enrollment in a Level I-IV ensemble (band, choir, guitar or orchestra) and/or director's approval.

Course	APPLIED MUSIC I (INSTRUMENTAL) A
Course number	5851.R100.Y 5852.R100.Y 5853.H100.Y 5854.H100.Y
Credit	1.0 fine arts credit
Grade level	9-12
Description	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 the Texas Essential Knowledge and Skills (TEKS) during 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.
Prerequisites	None

Choral Music

Attendance at performances and rehearsals outside school hours is required and included in grades. In addition to the regular curriculum, students will be required to complete extra work for weighted credit in Level III and IV courses. Within the choral strand, students are encouraged to follow the sequence of courses to complete a Humanities and Fine Arts endorsement.

Course	CHOIR I-IV A
Course number	5401.R000.Y 5402.R000.Y 5403.R000.Y/H000.Y 5404.R000.Y/H000.Y
Credit	1.0 fine arts credit
Grade level	9-12
Description	Choral music develops musicianship 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. Choral directors may place young men and women in separate choirs to help them navigate their changing voices, develop wider vocal ranges, and adhere to UIL standards.
Prerequisites	Recommended: Choir, Middle School 1 (Beginning), Middle School 2 (Intermediate), and Middle School 3 (Advanced) choir and/or director's approval recommended for placement in all ensembles.

Course	SMALL VOCAL ENSEMBLE I-IV A
Course number	5411.R000.Y 5412.R000.Y 5413.H000.Y 5414.R000.Y
Credit	1.0 fine arts credit
Grade level	9-12
Description	This course emphasizes carrying an independent part in an ensemble group. Various groups such as madrigal, jazz and show choirs are formed based on the abilities and interests of the students. Out-of-school rehearsals and performances are required.
Prerequisites	Recommended: One year or concurrent enrollment in a Level I-IV choral ensemble and director's approval.

Course	APPLIED MUSIC I-IV (CHORAL) A
Course number	5851.R000.Y 5852.R000.Y 5853.H000.Y 5854.H000.Y
Credit	1.0 fine arts credit
Grade level	9-12
Description	Credit is awarded for private music study outside of school hours and off campus. Credit can be granted for the course only when the contracting student is enrolled concurrently in at least one additional choral music course offered by the school. The private teacher must cover all the Texas Essential Knowledge and Skills (TEKS) during the course of study. The choir director shall be the teacher of record and will verify the quality of the work. Each individual contract must be completed within 12 calendar months or less.
Prerequisites	None

Music Studies

Course	MUSIC THEORY I-II A
Course number	5841.R000.Y 5842.R000.Y
Credit	1.0 fine arts credit
Grade level	9-10
Description	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.
Prerequisites	Recommended: Middle School 1, 2, and 3 Band, choir, guitar, piano or orchestra, and one year or concurrent enrollment in a level I-II ensemble (band, choir, guitar or orchestra) and director's approval.

Course	AP MUSIC THEORY A
Course number	5930.P000.Y
Credit	1.0 fine arts credit
Grade level	11-12
Description	Students learn to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Develop aural, sight-singing, written, compositional, dictation and analytical skills through a series of listening, performance, written, creative, and analytical exercises. Students enrolled in this course must have access to a keyboard instrument at home for practice and completion of assignments. Attending out of school sessions and performances are required and part of the student's grade.
Prerequisites	Recommended: Music Theory I and II or the passing of a placement exam and one year or concurrent enrollment in a level III or IV ensemble (band, choir, guitar or orchestra) and director's approval.

Dance

Attendance at performances and rehearsals outside school hours is required and included in grades. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. Within the dance discipline, students are encouraged to follow the sequence of courses to complete a Humanities and Fine Arts endorsement.

Course	PRINCIPLES OF DANCE I-IV A
Course number	5151.R000.Y 5152.R000.Y 5153.R000.Y/H000.Y 5154.R000.Y/H000.Y
Credit	1.0 fine arts credit
Grade level	9-12
Description	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.
Prerequisites	Before a student can advance to the next level Dance course, they must complete any previous level Dance course.

Course	DANCE COMPOSITION/IMPROV I-IV A
Course number	5181.R000.X 5182.R000.X 5183.R000.X/H000.X 5184.R000.X/H000.X
Credit	0.5 fine arts credit
Grade level	9-12
Description	First year in program, regardless of grade level. Dance Composition I-IV is a practical exploration of a variety of processes and elements that may be used in the study of creating dances. Students will create their own dance studies in response to a variety of assigned choreographic exercises. Topics will include elements such as space, time, shape, and dynamics, and processes such as abstraction, thematic development, and revision. Improvisation will be employed to initiate the exploration of concepts, but, ultimately, in most cases, the work will be set into a fixed, repeatable form.
Prerequisites	Before a student can advance to the next level Dance course, they must complete any previous level Dance course.

Course	DANCE PERFORMANCE ENSEMBLE I-IV A
Course number	5141.R000.Y 5142.R000.Y 5143.H000.Y 5144.H000.Y
Credit	1.0 fine arts credit
Grade level	9-12
Description	Dance Performance Ensemble I-IV is an intense interdisciplinary program that combines performance elements such as dance, music, costume, and theatrical design with performance opportunities for small dance ensembles.
Prerequisites	Before a student can advance to the next Level Dance Course, they must complete any previous level Dance course.

Course	DANCE THEORY I-IV A
Course number	5101.R000.X 5102.R000.X 5103.R000.X/H000.X 5104.R000.X/H000.X
Credit	0.5 fine arts credit
Grade level	9-12
Description	First year in program, regardless of grade level. 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.
Prerequisites	Recommended: Dance I or Aerobic Dance I and II and instructor approval

Languages Other than English (LOTE)

Students who complete Level I of a language in grades seven and eight use these credits to satisfy one unit of the LOTE high school graduation requirement. Levels II, III and IV may also be completed in middle school in exceptional circumstances. Spanish for Spanish Speakers courses should be offered at campuses which have significant numbers of native or advanced speakers of that language.

Languages Other than English, Level I A D

Description: Level I of Languages Other than English offers sequential world language instruction of which the overarching goal is communication. Students will engage in conversations, present information to an audience, and interpret culturally authentic materials in the target language. Students will also use the language to connect with other content areas, to make comparisons with their own language and culture, and to participate in communities beyond the classroom. Students should perform at novice-mid to novice-high proficiency by the end of the year, with the exception of LOTEs that follow different proficiency targets. Students also develop appropriate grammatical concepts and learn about the products, practices and perspectives of the people who speak the target language.

Credit: 1.0 (LOTE)

Grades: 9-12

Prerequisites: None

Language	Course number
ARABIC	2421.R000.Y
ASL	2010.R000.Y
CHINESE	2461.R000.Y
FRENCH	2013.R000.Y
GERMAN	2113.R000.Y
JAPANESE	2471.R000.Y
KOREAN	2513.R000.Y
LATIN	2213.R000.Y
SPANISH	2313.R000.Y

Languages Other than English, Level II A D

Description: Level II of Languages Other than English continues sequential world language instruction of which the overarching goal is communication. Students will engage in conversations, present information to an audience, and interpret culturally authentic materials in the target language. Students will also use the language to connect with other content areas, to make comparisons with their own language and culture, and to participate in communities beyond the classroom. Students should perform at novice-high to intermediate-low proficiency by the end of the year, with the exception of the Spanish for Spanish Speakers course and other LOTEs that follow different proficiency targets. The course reviews and refines appropriate grammatical concepts while students increase their cultural knowledge and understanding of the products, practices and perspectives.

Credit: 1.0 (LOTE)

Grades: 9-12

Prerequisites: Level I of LOTE or appropriate Credit by Exam (CBE) or district-approved placement test.

Language	Course Number
ARABIC	2422.R000.Y
ASL	2020.R000.Y
CHINESE	2462.R000.Y
FRENCH	2023.R000.Y
GERMAN	2123.R000.Y
JAPANESE	2472.R000.Y
KOREAN	2523.R000.Y
LATIN	2223.R000.Y
SPANISH	2323.R000.Y
SPANISH for SPANISH SPEAKERS	2323.R00A.Y

Pre-AP Languages Other than English, Level III **A D** and Languages Other than English, Level III **A D**

Description: Level III of Languages Other than English develops higher level student proficiency in the integrated skills of listening, speaking, reading and writing with a strong focus still placed on the three modes of communication. Extensive and perhaps exclusive use of the target language by both teacher and student is a key factor at this third stage of language learning. Students study advanced grammatical concepts as appropriate and delve deeper into the analysis of the products, practices and perspectives of the target culture(s). Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading. At the end of Level III, students should be able to perform in the language at the intermediate-low to intermediate-mid proficiency levels. Level III courses of LOTE are designated as Pre-AP courses and are thus weighted due to greater student expectations in terms of engagement, rigor and outcomes using associated instructional strategies and practices that lead to college and career readiness. 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.

Credit: 1.0 (LOTE)

Grades: 9-12

Prerequisites: Level II of LOTE or appropriate Credit by Exam or district-approved placement test.

Language	Course Number
ARABIC	2423.H000.Y
ASL	2030.H000.Y
CHINESE	2463.H000.Y
FRENCH	2033.H000.Y
GERMAN	2133.H000.Y
JAPANESE	2473.H000.Y
KOREAN	2533.H000.Y
LATIN	2233.H000.Y
SPANISH	2333.H000.Y
SPANISH for SPANISH SPEAKERS	2333.R00A.Y

AP Language and Culture IV **A** and Languages Other than English, Level IV **A**

Description: Level IV of Languages Other than English develops even higher-level student proficiency via world language instruction of which the overarching goal is communication. Students will engage in conversations, present information to an audience, and interpret culturally authentic materials in the target language. Students will also use the language to connect with other content areas, to make comparisons with their own language and culture, and to participate in communities beyond the classroom. Whether weighted or AP, students should perform at intermediate-mid to intermediate-high proficiency by the end of the year, with the exception of other LOTE that follow different proficiency targets. Exclusive use of the target language by both teacher and student is expected at this fourth stage of language learning. Students study more advanced grammatical concepts as appropriate and delve even deeper into the analysis of the products, practices and perspectives of the target culture(s). At this level, it is crucial that students are exposed to a wide array of authentic materials such as audio and video resources as well as written and literary texts. The curriculum is based on guidelines from the College Board which advocates for advanced placement best practices and strategies that will prepare students for college and career. In May, students may opt to take the College Board Advanced Placement examination in their target language. These exams provide a measure of a student's ability to communicate in the target language via tasks that allow them to demonstrate their skills in the interpretive, interpersonal and presentational modes of communication. The exam also assesses a student's familiarity with the target culture. An incentive for taking the exam is the potential for receiving a sufficient score that will grant college credit hours. In general, these exams are taken at the end of the level IV course, although some students may wait until the fifth year of language study to take the examination.

Credit: 1.0 (LOTE)

Grades: 9-12

Prerequisites: Level III of LOTE or appropriate Credit by Exam (CBE) or district-approved placement test.

Language	Course Number
ARABIC	2424.H000.Y
ASL	2040.H000.Y
CHINESE	2464.P000.Y
FRENCH	2043.P000.Y
GERMAN	2143.P000.Y
JAPANESE	2474.P000.Y
KOREAN	2543.H000.Y
LATIN	2243.P000.Y
SPANISH	2343.P000.Y

Languages Other than English, Level V A

Note: All Level V LOTE courses receive weighted credit.

Description: Level V of Languages Other than English continues to deliver world language instruction of which the overarching goal is communication. Students will engage in conversations, present information to an audience, and interpret culturally authentic materials in the target language. Students will also use the language to connect with other content areas, to make comparisons with their own language and culture, and to participate in communities beyond the classroom. Whether weighted or AP, students should perform at intermediate-high to advanced-mid proficiency by the end of the year, with the exception of other LOTEs that follow different proficiency targets. Exclusive use of the target language by both teacher and student is expected at this fifth stage of language learning. Students study and investigate real world topics of interest and delve even deeper into the analysis of the products, practices and perspectives of the target culture(s) to make meaningful connections with their own culture. Students are exposed to a wide array of authentic materials such as audio and video resources as well as written and contemporary texts. Although Spanish is the only language with a College Board Advanced Placement exam aligned with Level V course content, students may wait and choose to take the appropriate Level IV AP exam at the end of the Level V course. The exam also assesses a student's familiarity with the target culture(s) that are addressed in the literary selections. An incentive for taking the exam is the potential for receiving a sufficient score that will grant college credit hours.

Credit: 1.0 (LOTE)

Grades: 9-12

Prerequisites: Level IV of LOTE or appropriate district-approved placement test.

Language	Course Number
CHINESE	2665.H000.Y
FRENCH	2053.H000.Y
GERMAN	2153.H000.Y
JAPANESE	2475.H000.Y
LATIN	2253.H000.Y
SPANISH	2353.H000.Y
SPANISH DUAL LANGUAGE PRE-AP	2353.HoDL.Y

Additional LOTE Courses

Course	AP SPANISH LITERATURE AND CULTURE V A
Course number	2356.P000.Y
Credit	1.0 LOTE credit
Grade level	9-12
Description	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.
Prerequisites	AP Spanish Language and Culture IV or appropriate district-approved placement test.

Courses	AMERICAN SIGN LANGUAGE, Advanced Independent Study A
Course number	XXXX.Rooo.Y
Credit	1.0 LOTE credit
Grade level	9-12
Description	Using age-appropriate activities, students in ASL Advanced Independent Study expand their ability to perform intermediate-to-advanced tasks and develop their ability to perform the tasks of the advanced language learner. The advanced language learner, when dealing with everyday topics, should understand ASL phrases receptively and respond expressively with learned material at an intermediate-to-advanced proficiency level; sign learned words, concepts, phrases, and sentences at an advanced proficiency level; apply acquired knowledge of Deaf cultural norms to the development of extensive communication skills; and apply knowledge of the components of ASL to increase accuracy of expression. Students use expressive and receptive skills for comprehension. This course can be taken up to three times for state credit.
Prerequisites	ASL IV or appropriate district-approved placement test

Courses	SEMINAR IN MODERN LANGUAGES OTHER THAN ENGLISH, Advanced A
Course info	XXXX.Hooo.X (0.5 LOTE credits) XXXX.Hooo.Y (1 LOTE credit)
Grade level	9-12
Description	This is a post AP seminar course where students will focus on a specialized area of study such as the work of a particular author, genre, or topic. The student will speak, write, read, and listen, as appropriate, in the target language for a variety of audiences and purposes. The student is expected to plan, draft, and complete written compositions as well as oral presentations on a regular basis and carefully examine his or her papers and presentations for clarity, engaging language, and the correct use of the conventions and mechanics of the target language as applicable. The student may take this course with different course content for a maximum of three credits. The course shall be conducted in the target language.
Prerequisites	A minimum performance level of intermediate-mid to advanced-high as determined by the recommending teacher.

Courses	SEMINAR IN CLASSICAL LANGUAGES OTHER THAN ENGLISH, Advanced A
Course info	XXXX.Hooo.X (0.5 LOTE credits) XXXX.Hooo.Y (1 LOTE credit)
Grade level	9-12
Description	This is a post AP seminar course where students will focus on a specialized area of study such as the work of a particular author, genre, or topic. The student will speak, write, read, or listen, as appropriate, in the target language for a variety of audiences and purposes. The student is expected to plan, draft, and complete written compositions as well as oral presentations on a regular basis and carefully examine his or her papers and presentations for clarity, engaging language, and the correct use of conventions and mechanics as applicable. The student may take this course with different course content for a maximum of three credits. The course need not be conducted entirely in the target language.
Prerequisites	A minimum proficiency level of advanced-mid in reading and novice-high in listening, speaking, and writing as determined by the recommending teacher.

Course	SPECIAL TOPICS IN LANGUAGE AND CULTURE
Course number	2599.LSoo.Y
Credit	1.0 elective credit
Grade level	9-12
Description	The Special Topics in Language and Culture course is designed as a substitution course available for students to use toward their Level II credit for LOTE. However, the decision for this course to count toward Level II credit can be made only through the process as described in the district regulation. Counselors will have information on how to evoke this option. Note that this is a non-sequential LOTE course and thus cannot be considered as part of the coherent sequence of language courses toward an endorsement. Students in Special Topics will have ample opportunities to engage with the language using the three modes of communication while also exploring the five major strands of the standards for language learning: communication, cultures, connections, comparisons and communities.
Prerequisites	Committee approval for use of this substitution course is required.

Course	DISCOVERING LANGUAGES AND CULTURES
Course info	2499.R000.X (0.5 elective credits) 2499.R000.Y (1.0 elective credits)
Grade level	9-12
Description	This is a non-sequential elective course where students explore a variety of aspects of one or more languages and cultures and develop basic language learning and communicative skills using age-level appropriate and culturally authentic resources. In such discovery courses, students will also develop effective language study skills. Although languages may vary by campus, more attention is given to those languages currently taught in AISD schools. In some cases, special discovery courses in Spanish may be offered for students to explore the multiple regions where Spanish is spoken. NOTE: This is a new LOTE course intended to replace the former course titled Exploratory Languages.
Prerequisites	None

Health Education

Course	HEALTH EDUCATION
Course number	6931.R000.X
Credit	0.5 health credit
Grade level	9-12
Description	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.
Prerequisites	None

Course	PERSONAL HEALTH/HYGIENE I-VII
Course info	6931.W000.X (0.5 health credit) 6932.W000.X (0.5 local credit) 6933.W000.X (0.5 local credit) 6934.W000.X (0.5 local credit) 6935.W000.X (0.5 local credit) 6936.W000.X (0.5 local credit) 6937.W000.X (0.5 local credit)
Grade level	9-12
Description	The course will relate individual health and hygiene practices to issues of wellness, disease prevention, interpersonal skill enhancement, and the obtainment and maintenance of employment. Students will examine the concepts of human growth and development, diet, exercise, emergency and first aid, and daily hygiene practices as each is related to the healthy lifestyle. Students will define the possible consequences of failing to adhere to these health and hygiene practices. Students may take this course with different content.
Prerequisites	Placement by ARD; students must have an IEP goal for any locally developed special education course.

Physical Education

General Physical Education Courses

- One (1.0) credit of physical education is required to meet state graduation requirements. General Physical Education courses must only be taken once. Students may be exempt from physical activity (EHAA Legal), but not their physical education class.
- Documentation from a member of the healing arts licensed to practice in Texas must be provided to exempt a student from various types of physical activities. Forms may be obtained from the district physical education office.
- Additional PE credits may be taken for state elective credit. A maximum of four PE credits may be earned through any combination of general PE or PE substitutions
- Students may be enrolled in one PE course per semester (ROTC is the exception).
- All students enrolled in a PE course or PE substitution must be assessed on their physical fitness based on their physical education classification using the FITNESSGRAM Assessment.

Course	FOUNDATIONS OF PERSONAL FITNESS
Course number	6011.R000.X
Credit	0.5 physical education credit
Grade level	9-12
Description	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 and staying fit. The concept of wellness, striving to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives—students designing their own personal fitness program.
Prerequisites	None

Course	AEROBIC AND CONDITIONING
Course number	6012.R000.Y
Credit	1.0 physical education credit
Grade level	9-12
Description	Students in Aerobic and Conditioning are exposed to a wide variety of activities including circuit training, Pilates, Plyometrics, resistance training, basic yoga, and walk/jog activities to promote health and fitness. Students will have the opportunity to experience workouts using various equipment such as Swiss Balls, resistance bands, free weights, medicine balls, and jump ropes during the year. A major project for this course is for the student to design a personal fitness program based on the above aerobic activities.
Prerequisites	None

Course	INDIVIDUAL SPORTS
Course number	6021.R000.Y
Credit	1.0 physical education credit
Grade level	9-12
Description	Students enrolled in Individual Sports will improve their health and fitness while developing competency in badminton, golf, and weight training in the first semester and bowling, tennis and disc golf in the second semester. Individual Sports focuses on incorporating wellness into an active lifestyle beyond high school. Students will use nutrition and activity journals, goals setting sheets, and activity reflection sheets to track their fitness progress throughout the year. A major project for this course is for the students to complete an individual portfolio including a personal fitness program based on the above sports.
Prerequisites	None

Course	TEAM SPORTS
Course number	6022.R000.Y
Credit	1.0 physical education credit
Grade level	9-12
Description	Students enrolled in Team Sports will improve their health and fitness while developing competency in and an appreciation for teamwork and fair play through basketball and flag football in the first semester and soccer, softball and volleyball in the second semester. Team Sports focuses on incorporating wellness into an active lifestyle beyond high school. Students will use nutrition and activity journals, goals setting sheets, and activity reflection sheets to track their fitness progress throughout the year. A major project for this course is for the students to complete an individual portfolio including a personal fitness program based on the above sports.
Prerequisites	None

General PE classes with an Emphasis on Dance

Course	Aerobic Dance I
Course number	6565.R000.X
Credit	0.5 physical education credit
Grade level	9-12
Description	Students in Aerobic Dance I are exposed to a variety of exercises that support their dancing skills and promote their health and fitness. Students will learn various dances as well as participate in circuit training, Pilates, basic yoga and walk/jog activities. A major expectation of this course is for the student to design a personal fitness program to support their dancing skills. *This course is like Aerobics and Conditioning I with a dance emphasis.
Prerequisites	None

Course	Aerobic Dance II
Course number	6566.R000.X
Credit	0.5 physical education credit
Grade level	9-12
Description	Students in Aerobic Dance II will explore a variety of exercises that promote health and fitness and support their dancing skills. Students will participate in basic aerobic routines, circuit training, exercise bands, and exercise balls along with a variety of dances. The student will design a personal fitness program based on the above activities to improve their overall fitness for dancing. Students may repeat this course as a local credit to satisfy the additional 0.5 AISD PE credit. Course number is 6566.RL00X. It is also tied to the same PEIMS number. *This course is like Aerobics and Conditioning II with a dance emphasis.
Prerequisites	Aerobic Dance I

Physical Education Substitutions

Athletics

Description: Physical Education substitutions allow a student to use approved physical activities to meet the state physical education graduation requirement. Students must earn 1.0 Physical Education graduation credit by participating in various physical education substitutions. These courses may be taken multiple times provided that a different TEA number is used in sequence each time. No more than 4.0 PE substitution credits may be earned through any combination of allowable substitutions for state credit. Students may earn additional elective credits through Physical Education based on their graduation plan.

Credits: 0.5/1.0 (Physical Education)

Grades: 9-12

Prerequisites: Approved by the athletic coach

Athletics Course Subject	Course Number
WRESTLING	6901.R000.X/R000.Y
BASEBALL	6911.R000.X/R000.Y
BASKETBALL	6912.R000.X/R000.Y
TRACK/FIELD (spring)	6913.R000.X/R000.Y
CROSS COUNTRY (fall)	6914.R000.X/R000.Y
VOLLEYBALL	6915.R000.X/R000.Y
GOLF	6916.R000.X/R000.Y
SWIMMING	6918.R000.X/R000.Y
TENNIS	6919.R000.X/R000.Y
FOOTBALL	6923.R000.X/R000.Y
SOCCER	6924.R000.X/R000.Y
SOFTBALL	6925.R000.X/R000.Y

Off-campus P.E. Program

The Off-Campus Physical Education Program is an athletic/training program that students may participate in by using a commercial or private agency that has been approved by the District Physical Education Office. These courses may be used to substitute a 0.5 unit of Physical Education credit per semester. A student may earn up to 4.0 credits towards graduation requirement for Physical Education if he/she is approved for Category 1. A student in Category II may earn up to 1.0 credit. Examples of approved activities are: swimming, diving, dancing, rowing, rock climbing, fencing, equestrian riding, gymnastics, martial arts, and club team such as Lacrosse and Ultimate Frisbee. Students will earn a numerical grade, which is also included in his/her grade point average.

The Off-Campus Physical Education Program packets may be obtained through the counselor's office or on the [AISD website](#). Students may only choose agencies that are listed on the "AUSTIN ISD 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 student's grade. AISD is not responsible for providing transportation to the approved agencies.

Course	Category 1: Athletic/Training Program, National or Professional Ranking or Olympic Competition
Course number	(1st time taken) 6951.R010.X (2nd time taken) 6951.R020.X (3rd time taken) 6951.R030.X (4th time taken) 6951.R040.X (5th time taken) 6951.R050.X (6th time taken) 6951.R060.X (7th time taken) 6951.R070.X (8th time taken) 6951.R080.X
Credit	0.5 physical education credit
Grade level	9-12
Description	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.
Prerequisites	Approved application by district physical education coordinator and campus guidance counselor

Course	Category 2: A Private or Commercially-sponsored Physical Activity or Training Program
Course number	(1st time taken) 6952.R010.X (2nd time taken) 6952.R020.X (3rd time taken) 6952.R030.X
Credit	0.5 physical education credit
Grade level	9-12
Description	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.
Prerequisites	Approved application by district physical education coordinator

Activity-based Courses for Physical Education Substitutions

A student taking Cheerleading, Marching Band, or Drill Team may earn a combination of up to 1.0 state PE credit. Additional local credits may be earned (local credit does not count towards state graduation requirement).

Course	MARCHING BAND/COLOR GUARD (FALL ONLY)
Course number	6331.R000.X
Credit	0.5 physical education credit
Grade level	9-12
Description	n/a
Prerequisites	Approved by marching band director

Course	CHEERLEADING
Course info	6921.R010.X (0.5 physical education credit) 6921.R000.Y (1.0 physical education credit)
Grade level	9-12
Description	Students may earn PE substitution credit in both the fall and spring semesters.
Prerequisites	Approved by campus cheerleading sponsor

Course	DRILL TEAM
Course info	6922.R010.X (0.5 physical education credit) 6922.R000.Y (1.0 physical education credit)
Grade level	9-12
Description	Students may earn PE substitution credit in both the fall and spring semesters.
Prerequisites	Approved by drill team sponsor

Course	JROTC P
Course info	6013.R000.Y (1.0 physical education credit) 9013.R000.Y (1.0 elective credit)
Grade level	9-12
Description	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 the 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.
Prerequisites	None

Technology Applications

Course	FUNDAMENTALS OF COMPUTER SCIENCE S D
Course number	3802.R000.Y/H000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	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 design, implement, debug, and present solutions to real-world situations. 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. Ethical implications for the misuse of technology will be discussed regarding its effects on systems and societies.
Prerequisites	Proficiency in the knowledge and skills relating to Technology Applications, grades six through eight

Course	COMPUTER SCIENCE I S D
Course number	3803.H000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	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 a variety of formats to a diverse audience. Ethical implications for the misuse of technology will be discussed regarding its effects on systems and societies.
Prerequisites	Algebra I

Course	COMPUTER SCIENCE II S
Course number	3804.H000.Y
Credit	1.0 elective credit
Grade level	11-12
Description	In Computer Science II students will continue their study of technological applications. Students will extend best practices regarding 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 various formats to a diverse audience. Ethical implications for the misuse of technology will be discussed regarding its effects on systems and societies.
Prerequisites	Algebra I and Computer Science I

Course	COMPUTER SCIENCE III S
Course number	3805.H000.Y
Credit	1.0 elective credit
Grade level	11-12
Description	In Computer Science III students will further their study of technological applications. Students will build upon best practices regarding 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. Ethical implications for the misuse of technology will be discussed regarding its effects on systems and societies.
Prerequisites	Computer Science II, Advanced Placement (AP) Computer Science A, or International Baccalaureate (IB) Computer Science

Course	AP COMPUTER SCIENCE A S
Course info	3803.P000.Y (1.0 mathematics/elective credit) 3803.P200.Y (1.0 LOTE/elective credit)
Grade level	10-12
Description	This course prepares students to design and implement solutions to problems by writing, running, and debugging computer programs. It emphasizes programming methodology, procedural abstraction, and in-depth study of algorithms, data structures, and data abstractions. Students code fluently in an object-oriented paradigm using Java.
Prerequisites	Recommended: Computer Science I, Algebra II, or a student should be comfortable with functions and the concepts found in the uses of functional notation such as $f(x) = x + 2$ and $f(x) = g(h(x))$

Course	AP COMPUTER SCIENCE PRINCIPLES S
Course info	3804.P000.Y
Credit	1.0 elective credit
Grade level	10-12
Description	AP Computer Science Principles is designed to attract a greater diversity of students to the field, focusing on creative problem-solving, computational practices, programming, the internet and real-world applications to better prepare them for college and career. Students will collaborate to build creative applications such as mobile apps, digital music files and animations. This course is designed to support students' interest in a variety of careers fields such as graphic design, medicine, political science, engineering and other STEAM fields. Students do not need previous computer science experience to take this course.
Prerequisites	Recommended: Algebra 1

Course	DIGITAL FORENSICS S
Course number	3806.R000.Y
Credit	1.0 elective credit
Grade level	11-12
Description	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.
Prerequisites	Algebra II

Course	GAME PROGRAMMING AND DESIGN S
Course number	3808.R000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	Game Programming and Design fosters student creativity and innovation by presenting students with opportunities to design, implement, debug, and present meaningful programs through a variety of media through collaboration with others to solve gaming problems. Students 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 create a computer game that is presented to an evaluation panel. Students learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Ethical implications for the misuse of technology are discussed regarding its effects on systems and societies.
Prerequisites	Algebra I

Course	MOBILE APPLICATION DEVELOPMENT S
Course number	3809.R000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	Mobile Application Development fosters students' creativity and innovation by presenting opportunities to design, implement, debug, and deliver meaningful projects using mobile computing devices through problem solving and collaboration. Students 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 identify task requirements, plan search strategies, and use software development concepts to access, analyze, and evaluate information needed to program mobile devices. Students learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Ethical implications for the misuse of technology are discussed regarding its effects on systems and societies.
Prerequisites	Proficiency in the knowledge and skills relating to Technology Applications, grades six through eight, and Algebra I

Course	ROBOTICS PROGRAMMING AND DESIGN S
Course number	3810.R000.Y
Credit	1.0 mathematics/elective credit
Grade level	9-12
Description	Robotics Programming and Design fosters students' creativity and innovation by presenting opportunities to design, implement, and present meaningful robotic programs through a variety of media. Students collaborate with one another, their instructor, and various electronic communities to solve problems in designing and programming robots. Ultimately, students gain an understanding of the principles of robotics through the study of physics, robotics, automation, and engineering design concepts. Students discuss and learn about the effects that robots will have on the job market, economy and society.
Prerequisites	Proficiency in the knowledge and skills relating to Technology Applications, grades six through eight

Course	DIGITAL DESIGN AND MEDIA PRODUCTION B
Course number	8750.R000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	Digital Design and Media Production allows students to demonstrate creative thinking, develop innovative strategies, and use communication tools to work effectively with others as well as independently. Students problem-solve to gather information electronically and make informed decisions regarding media projects. The course includes a focus on digital citizenship and digital design principles that are transferable to other disciplines and real-world applications. Students discuss the implications of fake news, Photoshop-ing of the human image and more with regard to how consumers can determine what is true and what is a lie.
Prerequisites	Proficiency in the knowledge and skills relating to Technology Applications, six through eight

Course	DIGITAL ART AND ANIMATION B
Course number	8752.R000.Y
Credit	1.0 fine arts/elective credit
Grade level	9-12
Description	Digital Art and Animation fosters student learning in the use of computer images and animations created with digital imaging software. Students in this course produce various real-world projects and animations. Through this foundation, student learning can be applied in many careers, with topics such as graphic design, advertising, web design, animation, corporate communications, illustration, character development, script writing, storyboarding, directing, producing, inking, project management, editing. This course satisfies the high school fine arts graduation requirement.
Prerequisites	Proficiency in the knowledge and skills relating to Technology Applications, grades six through eight. Recommended: Art, Level I

Course	3-D MODELING AND ANIMATION B
Course number	8753.R000.Y
Credit	1.0 fine arts/elective credit
Grade level	9-12
Description	3-D Modeling and Animation provides students with opportunities to create computer images in a virtual three-dimensional (3-D) environment. Through this foundation, student learning can be applied in many careers, including criminal justice, crime scene, and legal applications; construction and architecture; engineering and design; and the movie and game industries. This course satisfies the high school fine arts graduation requirement.
Prerequisites	Proficiency in the knowledge and skills relating to Technology Applications, grades six through eight. Recommended: Art, Level I

Course	DIGITAL COMMUNICATIONS IN THE 21ST CENTURY B
Course number	8754.R000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	Digital Communications in the 21st Century prepares students for the societal demands of increased civic literacy, independent working environments, global awareness, and the mastery of effective products based on well-researched issues to thoughtfully propose suggested solutions to authoritative stakeholders. Student use of the process-and-product approach provides 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. Students discuss the implications of fake news, Photoshop-ing of the human image and more with regard to how consumers can determine what is true and what is a lie.
Prerequisites	Proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8.

Course	DIGITAL VIDEO AND AUDIO DESIGN B
Course number	8755.R000.Y
Credit	1.0 elective credit
Grade level	11-12
Description	Digital Video and Audio design supports student learning with the application of academic knowledge and skills in audio and video projects. Students analyze and summarize the history and evolution of audio and video production fields. Students 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 are studied.
Prerequisites	n/a

Course	WEB COMMUNICATIONS B
Course number	8740.R000.X
Credit	0.5 elective credit
Grade level	9
Description	Web Communications provides students with the opportunity to analyze and implement the proper and acceptable use of digital/virtual communications technologies and apply decisions regarding the selection, acquisition and sharing of web resources. During this analysis, students will practice the incorporation of real-world applications including taking into consideration quality, appropriateness and effectiveness; examination of the ethical and legal issues surrounding acquisition of digital information; and identification and discussion of the impact of emerging technologies.
Prerequisites	n/a

Course	WEB DESIGN B
Course number	8741.R000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	Web Design provides 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 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 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.
Prerequisites	n/a

Course	WEB GAME DEVELOPMENT B
Course number	8742.H000.Y
Credit	1.0 elective credit
Grade level	11-12
Description	Web Game Development provides students with opportunities to use digital media and environments to research, evaluate, and create web forms for database processing. During this course, students 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 also investigate career opportunities in programming, gaming, art, design, business, and marketing; develop and create a gaming storyboard and script; implement graphic and game design elements.
Prerequisites	Recommended: Web Design

Course	INDEPENDENT STUDY IN TECHNOLOGY APPLICATIONS S
Course number	8758.H000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	Independent Study in Technology Applications allows students to study technology applications foundations, such as technology-related terms, concepts, and data input strategies to communicate information in different formats to diverse audiences using a variety of technologies. Students practice making informed decisions 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 are utilized to access, analyze, and evaluate the acquired information. Individuals and groups solve problems, select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. This course may be taken up to three times for state elective credit.
Prerequisites	Completion of a high school technology applications course and permission of the instructor/mentor for Independent Study in Technology Applications.

Course	INDEPENDENT STUDY IN EVOLVING/EMERGING TECHNOLOGIES B
Course number	8759.H000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	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 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 demonstrate efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access, analyze, and evaluate the acquired information. This course may be taken up to three times for state elective credit.
Prerequisites	Completion of a high school technology applications course and permission of the instructor/mentor for Independent Study in Evolving/Emerging Technologies.

Innovative Courses and Office Aide

AVID

Advancement Via Individual Determination (AVID) is a series of academic, regularly scheduled elective classes that use writing as a tool for learning, inquiry, and collaboration. The three main components of the AVID elective course 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. This course cannot be taken as pass/fail.

Course	AVID I-IV
Course number	9413.R000.Y 9415.R000.Y 9416.R000.Y 9417.R000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	The AVID course is an elective class for students who want to be college bound. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. The AVID class addresses key elements in college preparation: academic survival skills, college entry skills, tutorials, motivational activities, and career and college exploration. Additionally, students will improve their oral communication skills through presentation and Socratic seminar, participate in writing to learn activities, including note taking, learning logs, and essay writing, prepare for college entrance examinations, including the SAT and ACT.
Prerequisites	GPA between 2.0 and 3.0; average or above-average standardized test scores; student interview; high motivation; positive attitude; parent contract; application and acceptance into the AVID Program; simultaneous enrollment in at least one of the following: AP, dual credit, or OnRamps.

Course	AVID I-DUAL LANGUAGE
Course number	9413.RoDL.Y
Credit	1.0 elective credit
Grade level	9-12
Description	The AVID course is an elective class for students who want to be college bound. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. The AVID class addresses key elements in college preparation: academic survival skills, college entry skills, tutorials, motivational activities, and career and college exploration. Additionally, students will improve their oral communication skills through presentation and Socratic seminar, participate in writing to learn activities, including note taking, learning logs, and essay writing, prepare for college entrance examinations, including the SAT and ACT. This course is not offered at every dual language campus, please check with your school's office about availability.
Prerequisites	GPA between 2.0 and 3.0; average or above-average standardized test scores; student interview; high motivation; positive attitude; parent contract; application and acceptance into the AVID Program; simultaneous enrollment in at least one of the following: AP, dual credit, or OnRamps.

Course	COLLEGE TRANSITION
Course number	8930.R000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	College Transition is a high school course designed to equip students with the knowledge, skills and abilities necessary to be active and successful learners both in high school and in college.
Prerequisites	None

Course	G/T INDEPENDENT STUDY MENTORSHIP I-IV
Course number	8931.H000.X/H000.Y 8932.H000.X/H000.Y 8933.H000.X/H000.Y 8934.H000.X/H000.Y
Credit	For the .X course numbers, 0.5 elective credit; for the .Y course numbers, 1.0 elective credit
Grade level	9-12
Description	This course, based on the Exit Level Texas Performance Standards Project (TPSP) for gifted/talented (G/T) students, offers a non-traditional learning experience to those students who have the ability to create innovative products or performances.
Prerequisites	None

Course	GENERAL EMPLOYABILITY SKILLS
Course number	8912.RCoC.Y
Credit	1.0 elective credit
Grade level	9-12
Description	This course will provide instruction in general employability skills as well as the prerequisite skills for general employability. Employability skills are the skills and attitudes that allow employees to get along with their co-workers, make important work-related decisions and become strong members of the work team
Prerequisites	None

Course	LINEAR ALGEBRA
Course number	3625.H000.X
Credit	0.5 elective credit
Grade level	9-12
Description	Students are introduced to linear algebra, a subject that has widespread applications in other areas of mathematics such as probability theory, multivariable calculus, differential equations, in the physical and social sciences, and engineering.
Prerequisites	None

Course	METHODOLOGY FOR ACADEMIC AND PERSONAL SUCCESS (MAPS)
Course number	9432.R000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	The course focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world to establish both immediate and long-range personal goals.
Prerequisites	None

Course	MODERN PHYSICS
Course number	4429.H000.X/H000.Y
Credit	For the .X course number, 0.5 elective credit; for the .Y course number, 1.0 elective credit
Grade level	9-12
Description	Students will gain an understanding of how science works; what motivates it, how initially promising ideas are refuted by continued research, and the consequences of science on other fields and society in general.
Prerequisites	None

Course	MULTIVARIABLE CALCULUS
Course number	3646.H000.X/H000.Y
Credit	For the .X course, 0.5 elective credit; for the .Y course, 1.0 elective credit
Grade level	9-12
Description	Multivariable Calculus takes the concepts learned in the single variable calculus course and extends them to multiple dimensions.
Prerequisites	Recommended: Completed AP Calculus BC

Course	NUMBER THEORY
Course info	3463.H000.X
Credit	0.5 elective credit
Grade level	9-12
Description	The topics of study contribute to the student's enhanced understanding of historical developments, proofs and discoveries of mathematical numerical relationships.
Prerequisites	None

Course	NEWCOMERS ENGLISH LANGUAGE DEVELOPMENT A/B
Course info	1351.E000.Y 1352.E000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	The Newcomers English Language Development courses are designed to provide instructional opportunities for secondary level recent immigrant students with little or no English proficiency. The development of communicative competence occurs through targeted lessons based on students' needs.
Prerequisites	None

Course	ORGANIC CHEMISTRY
Course info	4301.H000.X/H000.Y
Credit	For the .X course number, 0.5 elective credit; for the .Y course number, 1.0 elective credit
Grade level	9-12
Description	Organic Chemistry is an introductory course that is designed for the student who intends to continue future study in the sciences. The student will learn the concepts and applications of organic chemistry
Prerequisites	None

Course	PEACEMAKERS I-II
Course info	9420.R000.Y 9421.R000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	This course is a curriculum-based, peer mediation program offering selected middle and high school students the opportunity to work in a field experience practicum where they become trained mediators for their peers on their own campus or on feeder school campuses.
Prerequisites	Campuses may use these courses only with the approval of the owning organization. All requirements of the owning organization must be met. Contact the owning organization directly for these requirements. PaxUnited, Cary Trout is the contact for this course.

Course	PLANET EARTH
Course info	4206.H000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	Planet Earth focuses on the complex, dynamic relationship between the planet and its life, tracing it through the Earth's geologic history. Portions of the course include the emerging, integrative science now being referred to as Geobiology at the college level.
Prerequisites	None

Course	PEERS ACCEPTING LEARNING & SHARING (PRALS) I
Course info	9343.R000.X
Credit	0.5 elective credit
Grade level	11-12
Description	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.
Prerequisites	Campuses may use these courses only with the approval of the owning organization. All requirements of the owning organization must be met. Contact the owning organization directly for these requirements. Prevention Education Associates serrano@educating.org is the contact for this course.

Course	PEERS ACCEPTING LEARNING & SHARING (PRALS) II
Course info	9353.R000.X
Credit	0.5 elective credit
Grade level	11-12
Description	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.
Prerequisites	Peers Accepting Learning & Sharing (PRALS) I. Campuses may use these courses only with the approval of the owning organization. All requirements of the owning organization must be met. Contact the owning organization directly for these requirements. Prevention Education Associates serrano@educating.org is the contact for this course.

Course	SPORTS MEDICINE I-III
Course info	8048.R000.Y 8049.R000.Y 8050.H000.Y
Credit	1.0 elective credit
Grade level	10-12
Description	Sports Medicine I provides opportunity to study and apply components of sports medicine. Sports Medicine II involves outside-of-class time homework and time required working with athletes and athletic teams. Sports Medicine III will provide a logical progression for students that have advanced through the sports medicine courses. This course will provide opportunities for advanced students to research, investigate, prepare, and present article reviews, case studies, research projects, visual poster presentations, and multimedia presentations on instructor-approved topics.
Prerequisites	Campuses may use these courses only with the approval of the owning organization. All requirements of the owning organization must be met. Contact the owning organization directly for these requirements. Texas State Athletic Trainer's Association (TSATA) www.tsata.com is the contact for this course.

Course	TEEN LEADERSHIP
Course info	9361.R000.X
Credit	0.5 elective credit
Grade level	9-12
Description	Teen Leadership is a course in which students develop leadership, professional, and business skills. They learn to develop a healthy self-concept, healthy relationships, and learn to understand the concept of personal responsibility.
Prerequisites	Campuses may use these courses only with the approval of the owning organization. All requirements of the owning organization must be met. Contact the owning organization directly for these requirements. The Flippen Group www.flippengroup.com is the contact for this course.

Course	STUDENT LEADERSHIP
Course info	9363.R000.X/R000.Y
Credit	For the .X course number, 0.5 elective credit; for the .Y course number, 1.0 elective credit
Grade level	9-12
Description	This course provides an opportunity to study, practice, and develop group and individual leadership and organizational skills. These skills include the structure of leadership, organization and managerial skills, citizenship, goal setting, group processes, and communication.
Prerequisites	Campuses may use these courses only with the approval of the owning organization. All requirements of the owning organization must be met. Contact the owning organization directly for these requirements. Texas Association of Secondary School Principals (TASSP), Tom Leyden at tom@tassp.org www.tassp.org is the contact for this course.

Course	STUDENT LEADERSHIP DUAL LANGUAGE
Course info	9363.RoDL.Y
Credit	1.0 elective credit
Grade level	9-12
Description	This course provides an opportunity to study, practice, and develop group and individual leadership and organizational skills. These skills include the structure of leadership, organization and managerial skills, citizenship, goal setting, group processes, and communication. This course is designed for students participating in the dual language program and is taught primarily in Spanish with English vocabulary reinforcement. This course is not offered at every dual language campus, please check with your school's office about availability.
Prerequisites	Campuses may use these courses only with the approval of the owning organization. All requirements of the owning organization must be met. Contact the owning organization directly for these requirements. Texas Association of Secondary School Principals (TASSP), Tom Leyden at tom@tassp.org www.tassp.org is the contact for this course.

Course	OFFICE AIDE I
Course info	0831.R000.X
Credit	0.5 local credit
Grade level	9-12
Description	Cannot be used as a CTE 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.
Prerequisites	Touch System Data Entry, concurrent enrollment in BIM I.

Course	OFFICE AIDE II
Course info	0832.R000.X
Credit	0.5 local credit
Grade level	9-12
Description	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.
Prerequisites	Office Aide I. Cannot be used as a career/technology program sequence course.

Course	PATH-COLLEGE/CAREER PREP I-IV
Course info	8940.R000.Y 8941.R000.Y 8942.R000.Y 8943.R000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	All students deserve academic and social support to help prepare them for the challenges they must face after high school graduation. The Path-College/Career Prep courses are the final stage of the multi-level College/Career Readiness System of Study (CCR-SOS) implemented district-wide that advances intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas.
Prerequisites	None

Course	PRINCIPLES OF CYBERSECURITY D S
Course info	8813.RCoC.Y
Credit	1.0 elective credit
Grade level	9-12
Description	This course develops the knowledge and skills needed to master fundamental concepts of cybersecurity. Students in the course will develop a basic foundation for continuing their cybersecurity education and choosing a career in the cybersecurity field. Students will explore the challenges facing information security professionals related to ethics, system security, network security, and application security. Students will conduct risk assessments and develop and implement security policies to mitigate those risks. Students will examine trends in cyber-attacks, common vulnerabilities, and the emergence of cyber terrorism.
Prerequisites	None

Course	AP SEMINAR
Course info	8945.P000.Y
Credit	1.0 elective credit
Grade level	9-12
Description	AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision to craft and communicate evidence-based arguments.
Prerequisites	None

Course	AP RESEARCH
Course info	8946.P000.Y
Credit	1.0 elective credit
Grade level	11-12
Description	AP Research allows students to explore deeply an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In AP Research, students further their skills acquired in AP Seminar by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.
Prerequisites	Students must have successfully completed the AP Seminar course.

Locally Developed Courses Serving Students with Disabilities

Course	OCCUPATIONAL PREPARATION I
Course info	9941.V000.Y/W000.Y
Credit	1.0 local credit
Grade level	9-12
Description	Occupational Preparation 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.
Prerequisites	Placement by ARD; students must have an IEP goal for any locally developed special education course.

Course	OCCUPATIONAL PREPARATION II
Course info	9942.V000.Y/W000.Y
Credit	1.0 local credit
Grade level	9-12
Description	Concepts 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.
Prerequisites	Placement by ARD; Occupational Prep. 1; students must have an IEP goal for any locally developed special education course.

Course	OCCUPATIONAL PREPARATION III – FOOD AND NUTRITION
Course info	9943.V000.Y/W000.Y
Credit	1.0 local credit
Grade level	9-12
Description	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.
Prerequisites	Placement by ARD committee. Students must have an IEP goal for any locally developed special education course.

Course	OCCUPATIONAL PREPARATION IV – CHILD DEVELOPMENT
Course info	9944.V000.Y/W000.Y
Credit	1.0 local credit
Grade level	9-12
Description	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.
Prerequisites	Placement by ARD committee. Students must have an IEP goal for any locally developed special education course.

Course	VOCATIONAL EXPERIENCE I-IV
Course info	9931.V000.Y/W000.Y 9932.V000.Y/W000.Y 9933.V000.Y 9934.V000.Y
Credit	1.0 local credit
Grade level	9-12
Description	Vocational Experience is developed to assist students in making a smooth transition from academic pursuits to employment. Students will examine the relationship between what has been learned in the classroom and how these skills are applied on the job. Self-discipline is explored in the context of interpersonal skill development and self-awareness. Self-initiative, follow through, and best efforts are skills applied in the process of a positive work experience. Students are supported in reaching levels of independence in the work place.
Prerequisites	Placement by ARD; students must have an IEP goal for any locally developed special education course.

Course	BASIC STUDY SKILLS I-IV
Course info	1451.V000.X 1452.V000.X 1453.V000.X 1454.V000.X
Credit	0.5 local credit
Grade level	9-12
Description	Basic Study Skills 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. The focus of this course is learning to apply these strategies in a systemic manner.
Prerequisites	Placement by ARD; students must have an IEP goal for any locally developed special education course.

Course	Applied Study Skills I-IV
Course info	1451.W000.X 1452.W000.X 1453.W000.X 1454.W000.X
Credit	0.5 local credit
Grade level	9-12
Description	The applied study skills course is designed to assist students with strategies that will aid the student's successes in classroom, community and/or work settings. Students will practice skills associated with on task behaviors, task completion, organization, time management, and self-responsibility. Consistent application of skills across settings will be reinforced.
Prerequisites	n/a

Course	COMMUNITY SKILLS I-VII
Course info	9961.W000.Y 9962.W000.Y 9963.W000.Y 9964.W000.Y 9965.W000.Y 9966.W000.Y 9967.W000.Y
Credit	1.0 local credit
Grade level	9-12
Description	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.
Prerequisites	Placement by ARD; students must have an IEP goal for any locally developed special education course.

Course	LEISURE EDUCATION I
Course info	9950.W000.Y
Credit	0.5-1.0 local credit
Grade level	9-12
Description	This course introduces skills necessary to prepare the student to appropriately manage free time in a whole variety of school and community environments. Includes age-appropriate instruction in commercial games, arts and crafts, gardening, and nature/outdoor activities. The availability of recreational opportunities that use these skills in the community will be examined.
Prerequisites	Placement by ARD; students must have an IEP goal for any locally developed special education course.

Course	LEISURE EDUCATION II
Course info	9951.W000.Y
Credit	0.5-1.0 local credit
Grade level	9-12
Description	This course prepares the student to appropriately manage free time in a wide variety of school and community environments. Exposure to recreation/leisure activities and the healthy use of free time, including building friendships, will be the focus. This course includes instruction in recreational sports, dance, aerobic and fitness activities and community practice of these skills.
Prerequisites	Placement by ARD; students must have an IEP goal for any locally developed special education course.

Course	LEISURE AWARENESS
Course info	9952.W000.X
Credit	0.5-1.0 local credit
Grade level	10-12
Description	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.
Prerequisites	Leisure Education I and II; placement by ARD; students must have an IEP goal for any locally developed special education course.

Course	LEISURE APPLICATIONS I-II
Course info	9953.W000.X 9954.W000.X
Credit	0.5 local credit
Grade level	11-12
Description	This course in leisure applications assists students to apply leisure skills and attain personal goals. Students will develop leisure goals and an activity calendar. They will apply recreation/leisure skills by planning and attending activities and events in the community. The student will monitor and reevaluate Recreation/Leisure goals as interests and needs change. Includes instruction in commercial games, dance, music, gardening, and arts and crafts.
Prerequisites	Leisure Awareness and placement by ARD; students must have an IEP goal for any locally developed special education course.

Career and Technical Education Course Descriptions

Career and Technical Education (CTE) programs offer a sequence of courses that provides students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

Career clusters will prepare students for an even more competitive global economy. Texas has adopted the U.S. Department of Education's Career Clusters System. Texas OnCourse 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, called a pathway, based on a student's personal interests and career goals. The idea is to connect what students learn in school every day to their career aspirations; thus, increasing their engagement in 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, and earning an industry recognized credential or certification.

CTE Cluster Areas:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, Audio/Video 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
- Career Preparation I, Career Preparation II
- Additional Career Related Courses

Students take the courses included in a program of study in a coherent sequence (introductory to intermediate to advanced) to maximize the effectiveness of the learning. Course sequences have been developed by each campus.

Endorsement Key

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

- S** Science, Technology, Engineering & Mathematics (STEM)
B Business & Industry
P Public Services
A Arts & Humanities
D Dual Credit

Agriculture, Food, and Natural Resources Cluster

**Sample Course Sequence*

Year 1	Year 2	Year 3	Year 4
Principles of Ag, Food & Natural Resources	Equine Science or Livestock Production or Small Animal Management or Wildlife, Fisheries, & Ecology Management	Veterinary Medical Applications and Advanced Animal Science	Practicum in Ag, Food & Natural Resources

**Sample Course Sequence*

Year 1	Year 2	Year 3	Year 4
Principles of Ag, Food & Natural Resources	Energy & Natural Resource Technology or Horticultural Science	Floral Design or Advanced Plant & Soil Science	Advanced Floral Design or Practicum in Ag, Food & Natural Resources

***Sample Course Sequence**

Year 1	Year 2	Year 3	Year 4
Principles of Ag, Food & Natural Resources	Ag Mechanics and Metal	Ag Structures Design & Fabrication	Practicum in Ag, Food & Natural Resources

The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

Course	PRINCIPLES OF AGRICULTURE, FOOD AND NATURAL RESOURCES B
Course number	8100.R(Y)
Credit	1.0 elective credit
Grade level	9-12
Description	Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture.
Prerequisites	Recommended: Touch System Data Entry or digital application skills assessment

Course	LIVESTOCK PRODUCTION B
Course number	8102.R(Y) 8102.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.
Prerequisites	Recommended: Principles of Agriculture, Food and Natural Resources.

Course	SMALL ANIMAL MANAGEMENT B
Course number	8104.R(X)
Credit	0.5 elective credit
Grade level	10-12
Description	In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.
Prerequisites	Recommended: Principles of Agriculture, Food and Natural Resources.

Course	VETERINARY MEDICAL APPLICATIONS B
Course number	8108.R(Y) 8108.H(Y)
Credit	1.0 elective credit
Grade level	11-12
Description	Veterinary Medical Applications covers topics relating to veterinary practices, including practices for large and small animal species. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.
Prerequisites	Livestock Production or Small Animal Management

Course	ADVANCED ANIMAL SCIENCE B
Course number	8110.H(Y)
Credit	1.0 science credit
Grade level	11-12
Description	Advanced Animal Science 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 prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. By Texas law this course must contain 40 percent lab and field investigations.
Prerequisites	Biology and Chemistry or Integrated Physics and Chemistry; Algebra I and Geometry; and either Small Animal Management, Equine Science or Livestock Production. Recommended Veterinary medical Applications.

Course	PROFESSIONAL STANDARDS IN AGRIBUSINESS B
Course number	8112.R(X)
Credit	0.5 elective credit
Grade level	10-12
Description	Professional Standards in Agribusiness primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness. To prepare for careers in agribusiness systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to leadership development and the workplace, and develop knowledge and skills regarding agricultural career opportunities, entry requirements, and industry expectations.
Prerequisites	Recommended: Principles of Agriculture, Food and Natural Resources

Course	AGRIBUSINESS MANAGEMENT AND MARKETING B
Course number	8114.R(Y) 8114.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	Agribusiness Management and Marketing 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, record keeping, finance, risk management, business law, marketing, and careers in agribusiness. To prepare for careers in agribusiness systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to agribusiness marketing and management and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.
Prerequisites	Recommended: Principles of Agriculture, Food and Natural Resources

Course	ENERGY AND NATURAL RESOURCE TECHNOLOGY B
Course number	8117.R(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	Energy and Natural Resource Technology examines the interrelatedness of environmental issues and production agriculture. Students will evaluate the environmental benefits provided by sustainable resources and green technologies. 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. To prepare for careers in environmental service systems, students must attain academic skills and knowledge, acquire advanced technical knowledge and skills related to environmental service systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.
Prerequisites	One credit from Principles of Agriculture, Food and Natural Resources cluster

Course	ADVANCED ENERGY AND NATURAL RESOURCE TECHNOLOGY B
Course number	8120.R(Y)
Credit	1.0 elective credit
Grade level	11-12
Description	Advanced Energy and Natural Resource Technology 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. To prepare for careers in the field of energy and natural resource systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to energy and natural resources and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations
Prerequisites	Energy and Natural Resources Technology and one credit from Agriculture, Food and Natural Resources cluster

Course	WILDLIFE, FISHERIES, AND ECOLOGY MANAGEMENT B
Course number	8122.R(Y) 8122.H(Y)
Credit	1.0 elective credit
Grade level	9-12
Description	Wildlife, Fisheries, and Ecology Management examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices. To prepare for careers in natural resource systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.
Prerequisites	Recommended: Principles of Agriculture, Food and Natural Resources

Course	FLORAL DESIGN B
Course number	8129.R(Y)
Credit	1.0 fine arts credit
Grade level	9-12
Description	Floral Design 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. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. To prepare for careers in floral design, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.
Prerequisites	Recommended: Principles of Agriculture, Food and Natural Resources

Course	ADVANCED FLORAL DESIGN B
Course number	8128.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	In this course, students build on the knowledge from Floral Design and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client.
Prerequisites	Floral Design

Course	LANDSCAPE DESIGN AND MANAGEMENT B
Course number	8148.R(Y)
Credit	0.5 elective credit
Grade level	10-12
Description	Landscape Design and Management is designed to develop an understanding of landscape design and management techniques and practices. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.
Prerequisites	Principles of Agriculture, Food and Natural Resources

Course	TURF GRASS MANAGEMENT B
Course number	8150.R(Y) 8150.H(Y)
Credit	0.5 elective credit
Grade level	10-12
Description	Turf Grass Management is designed to develop an understanding of turf grass management techniques and practices. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.
Prerequisites	Recommended: Principles of Agriculture, Food and Natural Resources

Course	HORTICULTURAL SCIENCE B
Course number	8132.R(Y) 8132.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.
Prerequisites	None

Course	GREENHOUSE OPERATION AND PRODUCTION B
Course number	8152.R(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	Greenhouse Operation and Production is designed to develop an understanding of greenhouse production techniques and practices. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.
Prerequisites	Recommended: Principles of Agriculture, Food and Natural Resources

Course	ADVANCED PLANT & SOIL SCIENCE B
Course number	8137.R(Y) 8137.H(Y)
Credit	1.0 science credit
Grade level	11-12
Description	Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. By Texas law this course must contain at least 40 percent lab and field investigations.
Prerequisites	Recommended Biology, Chemistry or Integrated Physics and Chemistry, or Physics and a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster

Course	AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES B
Course number	8138.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	Agricultural Mechanics and Metal Technologies 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. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.
Prerequisites	Principles of Agriculture, Food, and Natural Resources

Course	AGRICULTURAL STRUCTURES DESIGN AND FABRICATION B
Course number	8140.R(Y)
Credit	1.0 elective credit
Grade level	11-12
Description	In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication.
Prerequisites	Agricultural Mechanics and Metal Technologies

Course	AGRICULTURAL EQUIPMENT DESIGN AND FABRICATION B
Course number	8154.R(Y)
Credit	1.0 elective credit
Grade level	11-12
Description	In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural equipment design and fabrication.
Prerequisites	Agricultural Mechanics and Metal Technologies

Course	AGRICULTURAL POWER SYSTEMS B
Course number	8143.R(Y) 8143.H(Y)
Credit	2.0 elective credits
Grade level	10-12
Description	Agricultural Power Systems is designed to develop an understanding of power and control systems as related to energy sources, small and large power systems, and agricultural machinery. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the workplace; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.
Prerequisites	Principles of Agriculture, Food and Natural Resources

Course	PRACTICUM IN AGRICULTURE, FOOD, & NATURAL RESOURCES I B
Course number	8144.H(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories areas of specialized study could include Horticulture, Vet Med, Ag Mechanics. To prepare for careers in agriculture, food and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.
Prerequisites	One credit in the Agriculture, Food, and Natural Resources cluster, 16 years of age and instructor approval.

Course	PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES II B
Course number	8147.H(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories.
Prerequisites	Practicum in Agriculture, Food and Natural Resources I

Course	MATHEMATICAL APPLICATIONS IN AGRICULTURE, FOOD, AND NATURAL RESOURCES B
Course number	8116.H(Y)
Credit	1.0 mathematics credit
Grade level	11-12
Description	Students apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. To prepare for careers in agriculture, food, and natural resources, students must acquire technical knowledge in the discipline as well as apply academic skills in mathematics. The course may count as a math credit if taken before or concurrently with Algebra II.
Prerequisites	Algebra 1 and one credit in the Agriculture, Food, and Natural Resources cluster

Architecture and Construction Cluster

**Sample Course Sequence*

Year 1	Year 2	Year 3	Year 4
Principles of Construction	Construction Technology I	Construction Technology II	Practicum in Construction Technology

The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment.

Course	PRINCIPLES OF ARCHITECTURE B
Course number	8160.R(Y)
Credit	1.0 elective credit
Grade level	9-12
Description	This course introduces students to concepts and skills in architecture and construction fields. Students complete hands-on projects in a variety of areas, including architectural design, structures, computer-aided drafting (CAD), software applications, and careers in architecture and construction fields.
Prerequisites	Recommended: Touch System Data Entry or digital application skills assessment

Course	PRINCIPLES OF CONSTRUCTION B
Course number	8161.R(Y)
Credit	1.0 elective credit
Grade level	9-12
Description	This course introduces students to concepts, safety, and skills in construction fields. Students complete hands-on projects in a variety of areas, including construction drawings, measurement systems, hand and power tools for construction, and careers in architecture and construction fields.
Prerequisites	Recommended: Touch System Data Entry or digital application skills assessment

Course	CONSTRUCTION TECHNOLOGY I B
Course number	8198.R(Y) 8198.H(Y)
Credit	2.0 elective credits
Grade level	10-12
Description	In this course students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for postsecondary studies in construction management, architecture, or architectural engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, building codes, and framing.
Prerequisites	Recommended: Principles of Construction or Principles of Architecture. Touch System Data Entry or digital application skills assessment

Course	CONSTRUCTION TECHNOLOGY II B
Course number	8204.H(Y) 8204.R(Y)
Credit	2.0 elective credits
Grade level	10-12
Description	In this course students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for postsecondary study in construction management, architecture, or architectural engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills.
Prerequisites	Construction Technology I

Course	PRACTICUM IN CONSTRUCTION TECHNOLOGY B
Course number	8242.H(Y)
Credit	2.0 elective credits
Grade level	12
Description	In Extended Practicum in Construction Technology, students will be challenged with the application of gained knowledge and skills from Construction Technology I and II. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.
Prerequisites	Construction technology I & II and 16 years of age

Arts, Audio/Video Technology, and Communications Cluster

*Sample Course Sequence

Year 1	Year 2	Year 3	Year 4
Principles of Arts, A/V Technology & Communications	Audio Video Production I w/Lab	Audio Video Production II w/Lab or Digital Audio Technology I	Practicum in Audio Video Production I or Digital Audio Technology II

*Sample Course Sequence

Year 1	Year 2	Year 3	Year 4
Principles of Arts, A/V Technology & Communications	Graphic Design & Illustration I w/Lab or Digital Media I	Animation I or Graphic Design & Illustration II w/Lab or Commercial Photography I	Video Game Design or Animation II or Commercial Photography II or Practicum in Graphic Design & Illustration

The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Course	PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS B
Course number	8250.R(Y)
Credit	1.0 elective credit
Grade level	9
Description	Careers in the Arts, Audio/Video Technology, and Communications Career Cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Students will be provided an opportunity to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. This course allows students to develop knowledge and skills related to information management, presentation, animation, video technology, printing and desktop publishing.
Prerequisites	Recommended: Touch System Data Entry or digital application skills assessment

Course	ANIMATION I B
Course number	8252.R(Y) 8252.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	Careers in animation span all aspects of motion graphics. Within this context, 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 and prepares them for the capstone classes of their choice.
Prerequisites	Recommended: Art I or Principles of Art, Audio/Video Technology, and Communications. Touch System Data Entry or digital application skills assessment

Course	ANIMATION I/LAB
Course number	8254.R(Y) 8254.H(Y)
Credit	2.0 (1 blk) elective credits
Grade level	10-12
Description	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.
Prerequisites	Recommended: Art I or Principles of Art, Audio/video Technology, and Communications. Touch System Data Entry or digital application skills assessment

Course	ANIMATION II B
Course number	8259.R(Y) 8259.H(Y)
Credit	1.0 elective credit
Grade level	11-12
Description	Careers in animation span all aspects of motion graphics. Within this context, 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.
Prerequisites	Animation I or Animation I / Lab

Course	ANIMATION II/LAB B
Course number	8257.R(Y) 8257.H(Y)
Credit	2.0 (1 blk) elective credits
Grade level	11-12
Description	Careers in animation span all aspects of motion graphics. Within this context, 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.
Prerequisites	Animation I or Animation I / Lab

Course	VIDEO GAME DESIGN B
Course number	8316 R(Y) 8316.H(Y)
Credit	1.0 elective credit
Grade level	9-12
Description	Video Game Design will allow students to explore one of the largest industries in the global marketplace and the new emerging careers it provides in the field of technology. Students will learn gaming, computerized gaming, evolution of gaming, artistic aspects of perspective, design, animation, technical concepts of collision theory, and programming logic. Students will participate in a simulation of a real video game design team while developing technical proficiency in constructing an original game design.
Prerequisites	Recommended: Art I, and/or Principles of Art, Audio/Video Technology, and Communications.

Course	AUDIO/VIDEO PRODUCTION I/LAB B
Course number	8264.H(Y)
Credit	2.0 (1 blk) elective credits
Grade level	9-12
Description	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 products. Requiring a lab co-requisite for the course affords necessary time devoted specifically to the production and post-production process.
Prerequisites	Recommended: Principles of Art, Audio/Video Technology, and Communications.

Course	AUDIO/VIDEO PRODUCTION I/LAB DUAL LANGUAGE B
Course number	8264.HTDL.Y
Credit	2.0 (1 blk) elective credits
Grade	9-12
Description	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 products. Requiring a lab co-requisite for the course affords necessary time devoted specifically to the production and post-production process. This course is designed for students participating in the dual language program and is taught primarily in Spanish with English vocabulary reinforcement. This course is not offered at every dual language campus, please check with your school's office about availability.
Prerequisites	Recommended: Principles of Art, Audio/Video Technology, and Communications.

Course	AUDIO/VIDEO PRODUCTION II/LAB B
Course number	8270.H(Y)
Credit	2.0 (1 blk) elective credits
Grade level	10-12
Description	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 products.
Prerequisites	Audio/Video Production I or Audio/Video Production I/Lab

Course	PRACTICUM IN AUDIO/VIDEO PRODUCTION I B
Course number	8274.H(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	Building upon the concepts taught in Audio/Video Production II, 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 products in a professional environment.
Prerequisites	16 years of age

Course	PRACTICUM IN AUDIO/VIDEO PRODUCTION II B
Course number	8277.H(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	Building upon the concepts taught in Practicum Audio/Video Production II 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 products in a professional environment. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities
Prerequisites	Practicum in Audio/Video Production I

Course	GRAPHIC DESIGN AND ILLUSTRATION I/LAB B
Course number	8279.R(Y) 8279.H(Y)
Credit	2.0 (1 blk) elective credits
Grade level	10-12
Description	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.
Prerequisites	Recommended: Principles of Art, Audio/Video Technology, and Communications

Course	GRAPHIC DESIGN AND ILLUSTRATION II/LAB B
Course number	8283.R(Y) 8283.H(Y)
Credit	2.0 (1 blk) elective credits
Grade level	10-12
Description	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.
Prerequisites	Graphic Design and Illustration I or Graphic Design and Illustration I/Lab

Course	PRACTICUM IN GRAPHIC DESIGN AND ILLUSTRATION I B
Course number	8282.R(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	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 a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.
Prerequisites	Graphic Design and Illustration I & II or Graphic Design and Illustration I/Lab and Graphic Design and Illustration II/Lab, and 16 years of age

Course	PROFESSIONAL COMMUNICATIONS
Course number	8313.R(X)
Credit	0.5 elective credit
Grade level	9-12
Description	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.
Prerequisites	Recommended: Touch System Data Entry or digital application skills assessment.

Course	COMMERCIAL PHOTOGRAPHY I/LAB B
Course number	8285.R(Y) 8285.H(Y)
Credit	2.0 (1 blk) elective credit
Grade level	9-12
Description	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. 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.
Prerequisites	Recommended: Touch System Data Entry or digital application skills assessment

Course	COMMERCIAL PHOTOGRAPHY II/LAB B
Course number	8287.R(Y) 8287.H(Y)
Credit	2.0 (1 blk) elective credit
Grade level	10-12
Description	Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. 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.
Prerequisites	Commercial Photography I or Commercial Photography I/Lab

Course	PRINT AND IMAGING TECHNOLOGY I T
Course number	8300.R(Y) 8300.H(Y)
Credit	1.0 elective credit
Grade level	9-12
Description	Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. 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 printing industry with a focus on digital prepress and digital publishing such as yearbooks and newspapers.
Prerequisites	None

Business Management and Administration Cluster

*Sample Course Sequence

Year 1	Year 2	Year 3	Year 4
Principles of Business	Virtual Business and Global Business or Business Information Management	Business Information Management II	Business Management or Practicum in Business Management

The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Course	PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE B
Course number	8318.R(Y) 8318.H(Y)
Credit	1.0 elective credit
Grade level	9-11
Description	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.
Prerequisites	Recommended: Touch System Data Entry or digital application skills assessment

Course	BUSINESS INFORMATION MANAGEMENT I B
Course number	8322.R(Y) 8322.H(Y)
Credit	1.0 elective credit
Grade level	9-12
Description	In Business Information Management I, students put into use the ability to get along well with others, to strengthen individual performance at work and in the world, and to make successful changes in the workplace and in further education. Students apply abilities to do particular job-related tasks well), to address new business computer programs, and new technologies, to create word-processing documents, to create and edit spreadsheets, to create and edit databases, and to make electronic presentations using appropriate software.
Prerequisites	Touch System Data Entry or digital application skills assessment.

Course	BUSINESS INFORMATION MANAGEMENT II B
Course number	8326.R(Y) 8326.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. 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.
Prerequisites	Business Information Management I

Course	BUSINESS LAW B
Course number	8332.R(Y) 8332.H(Y)
Credit	1.0 elective credit
Grade level	11-12
Description	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.
Prerequisites	Recommended: Business Information Management I or Principles of Business, Marketing and Finance

Course	GLOBAL BUSINESS B
Course number	8334.R(X) 8334.H(Y)
Credit	0.5 elective credit
Grade level	10-12
Description	Global Business is designed for students to analyze global trade theories, international monetary systems, trade policies, politics, and laws relating to global business as well as cultural issues, logistics, and international human resource management.
Prerequisites	Recommended: Principles of Business, Marketing and Finance

Course	HUMAN RESOURCES MANAGEMENT B
Course number	8336.R(X) 8336.H(X)
Credit	0.5 elective credit
Grade level	11-12
Description	Human Resources Management is designed to familiarize students with the concepts related to human resource management, including legal requirements, recruitment and employee selection methods, and employee development and evaluation. Students will also become familiar with compensation and benefits programs as well as workplace safety, employee-management relations, and global impacts on human resources.
Prerequisites	Recommended: Principles of Business, Marketing and Finance.

Course	VIRTUAL BUSINESS B
Course number	8338.R(X) 8338.H(X)
Credit	0.5 elective credit
Grade level	10-12
Description	Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and showing project-management skills. Students will also show bookkeeping skills for a virtual business, maintain business records, and understand legal issues connected with a virtual business.
Prerequisites	Recommended: Touch System Data Entry or digital application skills assessment, Business Information Management I or Principles of Business, Marketing and Finance

Course	BUSINESS MANAGEMENT B
Course number	8340.H(Y) 8340.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	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.
Prerequisites	Recommended: Virtual Business, Global Business or Principles of Business, Marketing & Finance and Business Information Management I

Course	PRACTICUM IN BUSINESS MANAGEMENT I B
Course number	8344.H(Y)
Credit	2.0 elective credit
Grade level	11-12
Description	Practicum in Business Management 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 economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. 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.
Prerequisites	Recommended: Touch System Data Entry or digital application skills assessment and Business Management or Business Information Management II and 16 years of age

Education and Training Cluster

*Sample Course Sequence

Year 1	Year 2	Year 3	Year 4
Principles of Education & Training	Human Growth & Development	Instructional Practices	Practicum in Education & Training

The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.

Course	PRINCIPLES OF EDUCATION AND TRAINING P
Course number	8350.R(Y)
Credit	1.0 elective credit
Grade level	9-10
Description	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.
Prerequisites	Touch System Data Entry or digital application skills assessment.

Course	HUMAN GROWTH AND DEVELOPMENT P
Course number	8352.R(Y) 8352.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	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.
Prerequisites	Recommended: Principles of Education and Training, Touch System Data Entry or digital application skills assessment

Course	INSTRUCTIONAL PRACTICES P
Course number	8356.H(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	Instructional Practices is a field-based (practicum) 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, middle childhood, and adolescence 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.
Prerequisites	Recommended: Principles of Education, Human Growth and Development or Child Development. Additional Requirement: Prior to acceptance, students must undergo a criminal background check and must be clear of any misdemeanor or felony convictions and be 16 years of age.

Course	PRACTICUM IN EDUCATION AND TRAINING P
Course number	8358.H(Y)
Credit	2.0 elective credits
Grade level	12
Description	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.
Prerequisites	Instructional Practices. Additional requirements: Prior to acceptance, students must undergo a criminal background check, and must be clear of any misdemeanor or felony convictions; Instructor approval; 16 years of age.

Finance Cluster

*Sample Course Sequence

Year 1	Year 2	Year 3	Year 4
Principles of Business, Marketing & Finance	Money Matters	Accounting I	Accounting II

The Finance Career Cluster focuses on planning, services for financial and investment planning, banking, insurance, and business financial management.

Course	MONEY MATTERS B
Course number	8362.R(Y) 8362.H(Y)
Credit	1.0 elective credit
Grade level	9-12
Description	Students will investigate money management from a personal financial perspective. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals. Students will examine various methods of achieving short-term and long-term financial goals through various methods such as investing, tax planning, asset allocating, risk management, retirement planning, and estate planning.
Prerequisites	Recommended: Touch System Data Entry, Principles of Business, Marketing & Finance

Course	BANKING AND FINANCIAL SERVICES B
Course number	8364.R(X) 8364.H(X)
Credit	0.5 elective credit
Grade level	10-12
Description	Banking services are primarily concerned with accepting deposits, lending funds, and extending credit. Banking services include cash management, short-term investments, mortgages and other loans, credit cards, and bill payment. Banking services are delivered via several different institutions, from commercial banks (the largest group) and other traditional means (savings and loans associations, credit unions, and local banks) to newer ventures through insurance companies, brokerage houses, and the Internet.
Prerequisites	Recommended: Principles of Business, Marketing, and Finance, or Money Matters and Accounting I

Course	ACCOUNTING I B
Course number	8370.H(Y) 8370.R(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	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.
Prerequisites	Recommended: Principles of Business, Marketing, and Finance, and Touch System Data Entry.

Course	ACCOUNTING II B
Course number	8372.H(Y)
Credit	1.0 mathematics credit
Grade level	11-12
Description	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.
Prerequisites	Accounting I

Course	STATISTICS AND BUSINESS DECISION MAKING B
Course number	8376.H(Y)
Credit	1.0 mathematics credit
Grade level	11-12
Description	Statistics and Business Decision Making is an introduction to statistics and the application of statistics to business decision-making. Students will use statistics to make business decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid.
Prerequisites	Algebra II. Recommended: Accounting I.

Course	FINANCIAL MATHEMATICS B
Course number	8375.R(Y)
Credit	1.0 mathematics credit
Grade level	10-12
Description	Financial Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors.
Prerequisites	Algebra I

Government and Public Administration Cluster

The Government and Public Administration Career Cluster focuses on planning and performing governmental functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

Course	PRACTICUM IN LOCAL, STATE, AND FEDERAL GOVERNMENT P
Course number	8396.H(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	Students in the Practicum in Local, State, and Federal Government will concurrently learn advanced concepts of political science and government workings in the classroom setting and in the workplace. 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.
Prerequisites	Recommended: Instructor approval and 16 years of age, Touch System Data Entry or digital application skills assessment.

Health Science Cluster

*Sample Course Sequence

Year 1	Year 2	Year 3	Year 4
Principles of Health Science	Health Science Theory	Medical Terminology or Practicum in Health Science I or Anatomy & Physiology	Practicum in Health Science II or World Health Research

*Sample Course Sequence

Year 1	Year 2	Year 3	Year 4
Principles of Biomedical Services	Human Body Services	Medical Interventions I	Biomedical Innovation

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development.

Course	PRINCIPLES OF HEALTH SCIENCE P
Course number	8400.R(Y) 8400.H(Y)
Credit	1.0 health credit
Grade level	9-10
Description	Principles of Health Science is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.
Prerequisites	Recommended: Touch System Data Entry or digital application skills assessment.

Course	MEDICAL TERMINOLOGY P
Course number	8402.R(Y) 8402.H(Y)
Credit	1.0 elective credit
Grade level	9-12
Description	Medical Terminology is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. This course will create medical language literacy required for various healthcare fields.
Prerequisites	None

Course	HEALTH SCIENCE THEORY P
Course number	8404.R(Y) 8404.H(Y)
Credit	1.0 health credit
Grade level	11-12
Description	Health Science Theory is designed to advance the knowledge and skills required in a wide variety of health careers through simulated hands-on experiences.
Prerequisites	Biology. Recommended: Principles of Health Science.

Course	PRACTICUM IN HEALTH SCIENCE I P
Course number	8407.H(Y) Clinical Exp. 8408.H(Y) Phrm Tech 8413.H(Y) CNA 8411.H(Y) Fit Trainer/ADV 8412.H(Y) EMT 8414.H(Y) Med Asst.
Credit	2.0 elective credits
Grade level	11-12
Description	Practicum in Health Science is designed to give students real world application with the intent to gain a certification in a variety of health care careers. Students will have an opportunity to travel to various medical sites to enhance their previously acquired skills.
Prerequisites	Health Science Theory and Biology. Recommended: Principles of Health Science. Additional Requirement: Prior to acceptance, students must undergo a criminal background check and must be clear of any misdemeanor or felony convictions; 16 years of age.

Course	ANATOMY AND PHYSIOLOGY P
Course number	8426.H(Y) 8426.R(Y)
Credit	1.0 science credit
Grade level	10-12
Description	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 at least 40 percent lab and field investigations.
Prerequisites	Biology and a second science credit. Recommended: One course from Health and Science Career Cluster.

Course	MEDICAL MICROBIOLOGY P
Course number	8428.H(Y) 8428.R(Y)
Credit	1.0 science credit
Grade level	10-12
Description	Medical Microbiology is designed to 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 at least 40 percent lab and field investigations.
Prerequisites	Biology and Chemistry. Recommended: One course from Health and Science Career Cluster.

Course	PATHOPHYSIOLOGY P
Course number	8430.H(Y) 8430.R(Y)
Credit	1.0 science credit
Grade level	11-12
Description	Pathophysiology is designed for students to conduct laboratory and field investigations using the scientific process. Students will be able to make informed decisions using their critical thinking skills and problem-solving techniques. The students will study disease processes and their effects on the human body with a focus on prevention and treatment. Texas law requires 40 percent laboratory and fieldwork.
Prerequisites	Biology and Chemistry. Recommended: One course from Health and Science Career Cluster.

Course	WORLD HEALTH RESEARCH P
Course number	8432.R(Y)
Credit	1.0 elective credit
Grade level	9-12
Description	World Health Research is designed to examine major world health problems and emerging technologies as solutions to these medical concerns. It is designed to improve students' understanding of how culture, political choices, available and accessible services, educational opportunities, and technology affect the overall health of a society or culture.
Prerequisites	Biology and Chemistry

Course	PHARMACOLOGY P
Course number	8442.R(Y)
Credit	1.0 elective credit
Grade level	11-12
Description	Pharmacology is designed to provide an introduction to the rapidly changing pharmaceutical industry. Students learn how natural and synthetic chemical agents in drugs affect biological systems such as the human body, animal testing, and the environment in a therapeutic and nontherapeutic way.
Prerequisites	Biology and Chemistry. Recommended: One course from Health and Science Career Cluster.

Course	HEALTH INFORMATICS P
Course number	8443.R(Y)
Credit	1.0 elective credit
Grade level	11-12
Description	Health Informatics is designed to provide knowledge in the fast-growing field of healthcare information technology, such as electronic patient medical records, patient monitoring systems, and digital libraries using up to date technology. This career is geared toward students who are not interested in direct patient care.
Prerequisites	Business Information Management I and Medical Terminology

Course	MATHEMATICS FOR MEDICAL PROFESSIONALS P
Course number	8444.H(Y)
Credit	1.0 mathematics credit
Grade level	11-12
Description	In this course, students gain the medical math skills needed for anything from calculating dosages to using scientific formulas. This course will help students perform day-to-day math tasks quickly and easily in various medical careers.
Prerequisites	Geometry and Algebra II

Course	PRINCIPLES OF BIOMEDICAL SCIENCE (PLTW) P
Course number	8434.H(Y)
Credit	1.0 elective credit
Grade level	9-10
Description	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. After determining the factors responsible for the death of a fictional person, students investigate lifestyle choices and medical treatments that might have prolonged the person's life. 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.
Prerequisites	Touch System Data Entry or digital application skills assessment.

Course	HUMAN BODY SYSTEMS (PLTW) P
Course number	8436.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	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.
Prerequisites	Biology, Chemistry and Principles of Biomedical Science

Course	MEDICAL INTERVENTIONS (PLTW) P
Course number	8438.H(Y)
Credit	1.0 elective credit
Grade level	11-12
Description	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. 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.
Prerequisites	Human Body Systems

Course	BIOMEDICAL INNOVATION (PLTW) P
Course number	8440.H(Y)
Credit	1.0 elective credit
Grade level	12
Description	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.
Prerequisites	Medical Interventions

Hospitality and Tourism Cluster

*Sample Course Sequence

Year 1	Year 2	Year 3	Year 4
Principles of Hospitality & Tourism	Hospitality Management	Hospitality Services	Practicum in Hospitality Services

*Sample Course Sequence

Year 1	Year 2	Year 3	Year 4
Introduction to Culinary Arts	Culinary Arts	Advanced Culinary Arts	Practicum in Culinary Arts

The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services as well as lodging, attractions, recreation events, and travel-related services.

Course	PRINCIPLES OF HOSPITALITY AND TOURISM B
Course number	8446.R(Y)
Credit	1.0 elective credit
Grade level	9-11
Description	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.
Prerequisites	Recommended: Touch System Data Entry or digital application skills assessment

Course	INTRODUCTION TO CULINARY ARTS B
Course number	8450.R(Y) 8450.H(Y)
Credit	1.0 elective credit
Grade level	9-10
Description	Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management and hospitality.
Prerequisites	Touch System Data Entry or digital application skills assessment.

Course	CULINARY ARTS B
Course number	8454.H(Y)
Credit	2.0 elective credits
Grade level	10-12
Description	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.
Prerequisites	Principles of Hospitality and Tourism or Introduction to Culinary Arts

Course	ADVANCED CULINARY ARTS B
Course number	8455.R(Y)
Credit	2.0 elective credits
Grade level	10-12
Description	Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment.
Prerequisites	Culinary Arts

Course	PRACTICUM IN CULINARY ARTS B
Course number	8456.H(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	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.
Prerequisites	Culinary Arts and 16 years of age

Course	FOOD SCIENCE B
Course number	8474.R(Y)
Credit	1.0 science credit
Grade level	11-12
Description	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. Texas law requires at least 40 percent lab and field investigations.
Prerequisites	Three units of science including Biology and Chemistry

Course	HOTEL MANAGEMENT B
Course number	8448.R(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	Hotel Management focuses on the knowledge and skills needed to pursue staff and management positions available in the hotel industry. This in-depth study of the lodging industry includes departments within a hotel such as front desk, food and beverage, housekeeping, maintenance, human resources, and accounting. This course will focus on, but not be limited to, professional communication, leadership, management, human resources, technology and accounting.
Prerequisites	Principles of Hospitality and Tourism

Course	HOSPITALITY SERVICES B
Course number	8462.H(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	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. Instruction may be delivered through laboratory training or through internships, mentoring or job shadowing.
Prerequisites	Principles of Hospitality and Tourism, and/or Lifetime Nutrition and Wellness and Touch System Data Entry or digital application skills assessment.

Course	PRACTICUM IN HOSPITALITY SERVICES B
Course number	8468.H(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	Practicum in Hospitality Services is a unique practicum experience to provide 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. Students are taught employability skills, including job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Practicum in Hospitality Services is relevant and rigorous, supports student attainment of academic and technical standards, and effectively prepares students for college and career success.
Prerequisites	Hospitality Services and 16 years of age

Human Services Cluster

**Sample Course Sequence*

Year 1	Year 2	Year 3	Year 4
Principles of Human Services and Principles of Human Services	Lifetime Nutrition & Wellness and Interpersonal Studies or Child Development	Counseling & Mental Health or Family & Community Services	Practicum in Human Services or Child Guidance

**Sample Course Sequence*

Year 1	Year 2	Year 3	Year 4
Principles of Cosmetology	Introduction to Cosmetology	Cosmetology I	Cosmetology II

The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

Course	PRINCIPLES OF HUMAN SERVICES P
Course number	8476.R(Y)
Credit	1.0 elective credit
Grade level	9-12
Description	Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.
Prerequisites	Touch System Data Entry or digital application skills assessment.

Course	DOLLARS AND SENSE P
Course number	8478.R(X)
Credit	0.5 elective credit
Grade level	11-12
Description	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.
Prerequisites	Principles of Human Services

Course	INTERPERSONAL STUDIES P
Course number	8480.R(X)
Credit	0.5 elective credit
Grade level	9-12
Description	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.
Prerequisites	Recommended: Principles of Human Services and Touch System Data Entry or digital application skills assessment.

Course	LIFETIME NUTRITION AND WELLNESS P T
Course number	8482.R(X) 8482.H(X)
Credit	0.5 elective credit
Grade level	9-12
Description	Lifetime Nutrition and Wellness is a laboratory course that 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.
Prerequisites	Touch System Data Entry or digital application skills assessment

Course	COUNSELING AND MENTAL HEALTH P
Course number	8484.H(Y)
Credit	1.0 elective credit
Grade level	11-12
Description	In Counseling and Mental Health, 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.
Prerequisites	Principles of Human Services

Course	CHILD DEVELOPMENT P T
Course number	8488.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	This technical laboratory course addresses knowledge and skills related to a technical laboratory course that 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.
Prerequisites	Principles of Human Services, and Touch System Data Entry or digital application skills assessment.

Course	FAMILY AND COMMUNITY SERVICES P
Course number	8494.R(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service-learning experiences. Students are provided opportunities to interact with 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.
Prerequisites	Principles of Human Services

Course	PRACTICUM IN HUMAN SERVICES P
Course number	8496.R(H)
Credit	2.0 elective credits
Grade level	11-12
Description	Practicum in Human Services provides background knowledge and occupation-specific training that 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.
Prerequisites	Child Development or Counseling and Mental Health and 16 years of age

Course	INTRODUCTION TO COSMETOLOGY P
Course number	8502.R(Y)
Credit	1.0 elective credit
Grade level	10
Description	In Introduction to Cosmetology, students explore careers in the cosmetology industry. To prepare for success, students must have academic and technical knowledge and skills relative to the industry. Students may begin to earn hours toward state licensing requirements.
Prerequisites	Recommended: Touch System Data Entry or digital application skills assessment. Fees may be incurred for projects.

Course	COSMETOLOGY I P
Course number	8508.R(Y)
Credit	3.0 elective credits
Grade level	10-11
Description	In Cosmetology I, 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, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.
Prerequisites	Introduction to Cosmetology and completion of 125 clock hours. Fees may be incurred for projects.

Course	COSMETOLOGY II P
Course number	8514.R(H)
Credit	3.0 elective credits
Grade level	11-12
Description	In Cosmetology II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies and materials; and practical skills.
Prerequisites	Cosmetology I and completion of 625 clock hours. Fees may be incurred for projects.

Information Technology Cluster

*Sample Course Sequence

Year 1	Year 2	Year 3	Year 4
Principles of Information Technology	Computer Maintenance	Networking	Computer Technician Practicum

*Sample Course Sequence

Year 1	Year 2	Year 3	Year 4
Principles of Information Technology	Computer Programming I or Digital Media	Computer Programming II or Web Technologies	Practicum in Information Technology

The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

Course	PRINCIPLES OF INFORMATION TECHNOLOGY B
Course number	8526.H(Y)
Credit	1.0 elective credit
Grade level	9-10
Description	In Principles of Information Technology, students will develop computer abilities and skills to use existing and new technologies found in schools, and in the worldwide workplace. Students will learn to use skills to get along well with others, and to prepare for changes in workplace conditions. Students will improve reading, writing, math/calculating, communication, and thinking skills and apply them to better use computers and information technology in school, and in the workplace.
Prerequisites	Recommended: Touch System Data Entry

Course	COMPUTER MAINTENANCE B
Course number	8528.H(Y) 8528.R(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	In Computer Maintenance, students will acquire knowledge of computer maintenance and creating appropriate documentation. Students will analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer maintenance. Students will apply technical skills to address the IT industry and emerging technologies.
Prerequisites	Principles of Information Technology. Recommended: Touch System Data Entry

Course	NETWORKING B
Course number	8532.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	In Networking, students will develop knowledge of the concepts and skills related to data networking technologies and practices to apply them to personal or career development. To prepare for success, students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.
Prerequisites	Recommended: Principles of Information Technology and Computer Maintenance

Course	COMPUTER TECHNICIAN PRACTICUM I B
Course number	8538.H(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	Students gain knowledge and skills in 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.
Prerequisites	Computer Maintenance, Networking and 16 years of age

Course	COMPUTER PROGRAMMING I B T
Course number	8542.R(Y) 8542.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	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.
Prerequisites	Recommended: Principles of Information Technology and Algebra 1

Course	COMPUTER PROGRAMMING II B T
Course number	8544.R(Y) 8544.H(Y)
Credit	1.0 elective credit
Grade level	11-12
Description	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.
Prerequisites	Computer Programming I

Course	DIGITAL MEDIA B T
Course number	8548.H(Y)
Credit	1.0 elective credit
Grade level	9-12
Description	In Digital Media, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will 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 will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.
Prerequisites	Recommended: Touch System Data Entry

Course	WEB TECHNOLOGIES B T
Course number	8550.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	Through the study of web technologies, students learn to make informed decisions and apply the decisions to the field of information technology. In this course students demonstrate knowledge and appropriate use of hardware, software, and connectivity technologies; comply with practices and behaviors that meet legal and ethical responsibilities; evaluate electronic information, creates and modifies web and digital media designs, and demonstrates knowledge of Internet programming strategies and web administration to develop and maintain web applications; through the study of web technologies, students learn to make informed decisions and apply the decisions to the field of information technology.
Prerequisites	Recommended: Principles of Information Technology or Business Information Management I

Course	PRACTICUM IN INFORMATION TECHNOLOGY B
Course number	8554.H(Y)
Credit	2.0 elective credits
Grade level	12
Description	In Practicum in Information Technology students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. This capstone course includes knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation.
Prerequisites	Minimum of two Information Technology cluster courses. Recommended: 16 years of age

Law, Public Safety, Corrections, and Security Cluster

*Sample Course Sequence

Year 1	Year 2	Year 3	Year 4
Principles of Law, Public Safety, Corrections & Security	Law Enforcement I	Forensic Science	Law Enforcement II <i>or</i> Criminal Investigations

*Sample Course Sequence

Year 3	Year 4
Firefighter I	Firefighter II

The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.

Course	PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY P
Course number	8572.R(Y) 8572.H(Y)
Credit	1.0 elective credit
Grade level	9-12
Description	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.
Prerequisites	Touch System Data Entry or digital application skills assessment.

Course	LAW ENFORCEMENT I P
Course number	8574.R(Y) 8574.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	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.
Prerequisites	Principles of Law, Public Safety, Corrections and Security

Course	LAW ENFORCEMENT II P
Course number	8579.R(Y) 8579.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	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.
Prerequisites	Law Enforcement I

Course	FORENSIC SCIENCE P
Course number	8582.R(Y)
Credit	1.0 science credit
Grade level	11-12
Description	Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science. Texas law requires at least 40 percent lab and field investigations.
Prerequisites	Biology and Chemistry

Course	CRIMINAL INVESTIGATION P
Course number	8583.R(Y) 8583.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	Criminal Investigation is a course that introduces students to the profession of criminal investigations by introducing students will understand basic functions of criminal investigations and procedures how to investigate or follow up during investigations. Students will learn terminology and investigative procedures related to criminal investigation, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence and other types of evidence.
Prerequisites	Principles of Law, Public Safety, Corrections and Security

Course	COURT SYSTEMS AND PRACTICES P
Course number	8584.R(Y) 8584.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	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.
Prerequisites	Law Enforcement I

Course	CORRECTIONAL SERVICES P
Course number	8588.R(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	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; 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.
Prerequisites	Principles of Law, Public Safety, Corrections and Security. Additional Requirement: Prior to acceptance, students must undergo a criminal background check and must be clear of any misdemeanor or felony convictions.

Course	FEDERAL LAW ENFORCEMENT AND PROTECTIVE SERVICES P
Course number	8592.R(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	This course 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.
Prerequisites	Principles of Law, Public Safety, Corrections and Security

Course	FIREFIGHTER I P
Course number	8598.R(Y)
Credit	2.0 elective credits
Grade level	10-12
Description	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.
Prerequisites	Recommended: Principles of Law, Public Safety, Corrections and Security, Touch System Data Entry or digital application skills assessment.

Course	FIREFIGHTER II P
Course number	8600.R(Y) 8600.H(Y)
Credit	3.0 elective credits
Grade level	11-12
Description	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.
Prerequisites	Firefighter I completion with a grade of 75 or better. Recommended: Principles of Law, Public Safety, Corrections, and Security.

Course	PRACTICUM IN LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY P
Course number	8604.R(Y) 8604.H(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	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.
Prerequisites	Minimum of two Law, Public Safety, Corrections, and Security cluster courses and 16 years of age

Manufacturing Cluster

**Sample Course Sequence*

Year 1	Year 2	Year 3	Year 4
Principles of Manufacturing	Precision Metal Manufacturing I	Precision Metal Manufacturing II <i>or</i> Manufacturing Engineering I	Manufacturing Engineering II

The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

Course	PRINCIPLES OF MANUFACTURING B
Course number	8614.R(Y)
Credit	1.0 elective credit
Grade level	9-12
Description	Students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. Knowledge and skills in the proper application of principles of manufacturing, the design of technology, the efficient production of technology, and the assessment of the effects of manufacturing production technology prepare students for success in the modern world.
Prerequisites	Algebra 1 or Geometry, Touch System Data Entry or digital application skills assessment.

Course	PRECISION METAL MANUFACTURING I B T
Course number	8616.R(Y) 8616.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	Precision Metal Manufacturing I will provide the knowledge, skills, and technologies required for employment in precision machining. While the course is designed to provide necessary skills in machining, it also provides a real-world foundation for any engineering discipline. This course may address a variety of materials such as plastics, ceramics, and wood in addition to metal. Students will develop knowledge of the concepts and skills related to precision metal manufacturing to apply them to personal and career development. This course supports integration of academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for success. This course is designed to provide entry-level employment.
Prerequisites	Principles of Manufacturing

Course	PRECISION METAL MANUFACTURING II B T
Course number	8619.R(Y) 8619.H(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	Precision Metal Manufacturing II will provide students the knowledge, skills, and technologies required for employment in precision machining. While this course is designed to provide necessary skills in machining, it also provides a real-world foundation for any engineering discipline. This course addresses a variety of materials such as plastics, ceramics, and wood in addition to metal. Students will develop knowledge of the concepts and skills related to these systems to apply them to personal and career development. This course supports integration of academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for success. This course is designed to provide entry-level employment.
Prerequisites	Precision Metal Manufacturing I

Course	MANUFACTURING ENGINEERING TECHNOLOGY I B
Course number	8618.R(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	In Manufacturing Engineering Technology I, students will gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. Students will prepare for success in the global economy. The study of manufacturing engineering will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in a manufacturing setting.
Prerequisites	Recommended: Algebra 1

Course	MANUFACTURING ENGINEERING TECHNOLOGY II B
Course number	8617.R(Y)
Credit	1.0 mathematics level
Grade level	11-12
Description	In Manufacturing Engineering Technology II, students will gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. The study of Manufacturing Engineering Technology II will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.
Prerequisites	Manufacturing Engineering Technology I

Marketing Cluster

The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.

Course	ENTREPRENEURSHIP B
Course number	8654.H(Y) 8654.R(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	In Entrepreneurship, 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 will understand the capital required, the return on investment desired, and the potential for profit.
Prerequisites	Touch System Data Entry or digital application skills assessment. Recommended: Principles of Business, Marketing and Finance.

Science, Technology, Engineering and Mathematics (STEM) Cluster

*Sample Course Sequence

Year 1	Year 2	Year 3	Year 4
Principles of Applied Engineering	Biotechnology I or AC/DC Electronics or Robotics I or Engineering Design & Presentation I	Biotechnology II or Solid State Electronics or Robotics II or Engineering Design & Presentation II	Practicum in Science, Technology, Engineering, & Mathematics or Engineering Design & Problem Solving

*Sample Course Sequence

Year 1	Year 2	Year 3	Year 4
Introduction to Engineering Design	Principles of Engineering	Digital Electronics or Civil Engineering Architecture or Computer Integrated Manufacturing	Engineering Design & Problem Solving or Aerospace Engineering

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Course	PRINCIPLES OF APPLIED ENGINEERING S
Course number	8680.R(Y) 8680.H(Y)
Credit	1.0 elective credit
Grade level	9-10
Description	This course introduces students to concepts and skills in engineering design. Students explore the engineering design process using relevant hardware and software to complete hands-on and group projects in a variety of areas. Subjects may include robotics, electronics, mechanical design, computer-aided drafting (CAD), and careers opportunities.
Prerequisites	Recommended: Touch System Data Entry or digital application skills assessment.

Course	PRINCIPLES OF BIOSCIENCES S
Course number	8682.R(Y)
Credit	1.0 elective credit
Grade level	9-10
Description	Principles of Biosciences reinforces Biology content and provides an overview of biotechnology, bioengineering, and related fields. Topics include genetics, cell structure, proteins, nucleic acids, and the impact of immunological events in biotechnology. Students will further study the increasingly important agricultural, environmental, economic, and political roles of bioenergy and biological remediation; the roles of nanoscience and nanotechnology in biotechnology medical research; and future trends in biological science and biotechnology.
Prerequisites	Recommended: Touch System Data Entry or digital application skills assessment.

Course	BIOTECHNOLOGY I S
Course number	8686.R(Y) 8686.H(Y)
Credit	1.0 science credit
Grade level	11-12
Description	In Biotechnology I, students will apply science knowledge and skills to the fields of biotechnology such as agriculture, medical, and forensics. Students will use sophisticated laboratory equipment and practice quality-control techniques. Students will conduct investigations in the laboratory and in the field using scientific methods. Students in Biotechnology I will study a variety of topics that include structures and functions of cells, nucleic acids, proteins and genetics. Texas law requires at least 40 percent lab and field investigations.
Prerequisites	Biology, Chemistry, and Principles of Biosciences. Recommended: Touch System Data Entry or digital application skills assessment.

Course	BIOTECHNOLOGY II S
Course number	8687.R(Y) 8687.H(Y)
Credit	1.0 science credit
Grade level	11-12
Description	This course is the second course in the certificate program. It will focus on advanced skill techniques, protein assays and student designed research projects. It will also introduce students to industry standards and help in student employment or internship placements. Other activities will include industry speakers/field trips and collaboration with ACC and UT research projects. After taking this course, students should be prepared for entry-level lab technician jobs. Texas law requires at least 40 percent lab and field investigations.
Prerequisites	Biotechnology I and Chemistry.

Course	ENGINEERING DESIGN AND PRESENTATION I S
Course number	8688.R(Y) 8688.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	Students will have the opportunity to demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. 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.
Prerequisites	Algebra 1 and Principles of Applied Engineering. Recommended: Touch System Data Entry or digital application skills assessment.

Course	ENGINEERING DESIGN AND PRESENTATION II S
Course number	8693.H(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	Students continue to explore uses of drafting and design in industry. Students will learn technical sketching and computer-aided modeling using software such as AutoCAD, Inventor, and SolidWorks as they follow the engineering design process. Students complete a portfolio of work begun in the prior course and have the opportunity to receive industry certifications. This course further develops the process of engineering thought and application of the design process.
Prerequisites	Engineering Design and Presentation I or Principles of Applied Engineering, Algebra I and Geometry.

Course	ENGINEERING MATHEMATICS S
Course number	8699.R(Y)
Credit	1.0 mathematics credit
Grade level	11-12
Description	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.
Prerequisites	Algebra II

Course	AC/DC ELECTRONICS S
Course number	8702.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	AC/DC Electronics focuses on the basic electricity principles of alternating current/direct current (AC/DC) circuits. Students 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 will use a variety of computer hardware and software applications to complete assignments and projects. Additionally, students will explore career opportunities, employer expectations, and educational needs in the electronics industry.
Prerequisites	Principles of Applied Engineering

Course	SOLID STATE ELECTRONICS S
Course number	8706.H(Y)
Credit	1.0 elective credit
Grade level	11-12
Description	In Solid State Electronics, students will demonstrate knowledge and applications of advanced circuits, electrical measurement, and electrical implementation used in the electronics and computer industries. Students will transfer advanced academic skills to apply engineering principles and technical skills to troubleshoot, repair, and modify electronic components, equipment, and power electronic systems in a project-based environment. Additionally, students will explore career opportunities, employer expectations, and educational needs in the electronics industry.
Prerequisites	AC/DC Electronics

Course	ROBOTICS I S
Course number	8710.R(Y)
Credit	1.0 elective credit
Grade level	9-10
Description	In Robotics I, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry
Prerequisites	Principles of Applied Engineering

Course	ROBOTICS II S
Course number	8712.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	In this course students will explore artificial intelligence and programming in the robotic and automation industry. Students will develop project management skills as they work in teams to design and develop their own automated robotic systems using a variety of tools. This course satisfies a high school mathematics graduation requirement.
Prerequisites	Robotics I

Course	PRINCIPLES OF TECHNOLOGY S
Course number	8714.R(Y)
Credit	1.0 science credit
Grade level	10-12
Description	In Principles of Technology, students will 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. Students will apply physics concepts and perform laboratory experimentations for at least 40 percent of instructional time using safe practices. Texas law requires 40 percent lab and field investigations.
Prerequisites	One credit high school science and Algebra I

Course	SCIENTIFIC RESEARCH AND DESIGN I, II or III S D
Course number	8716.R(Y)/8716.H(Y) 8718.R(Y)/8718.H(Y) 8722.R(Y)/8722.H(Y) 8723.R(Y)/8723.H(Y)
Credit	1.0 science credit
Grade level	11-12
Description	Scientific Research and Design is designed to allow schools flexibility to develop local curriculum to supplement any program. The course has the components of any rigorous scientific or engineering program, such as problem identification, investigation design, data collection, data analysis, formulation and presentation of conclusions. All components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education. Texas law requires 40 percent laboratory and field investigations and satisfies a high school science graduation requirement.
Prerequisites	Biology, Chemistry, Integrated Physics and Chemistry (IPC), or Physics

Course	ENGINEERING DESIGN AND PROBLEM-SOLVING S
Course number	8730.R(Y) 8730.H(Y)
Credit	1.0 science credit
Grade level	11-12
Description	Students' complete hands-on, team-based projects across a variety of engineering fields that allow them to apply concepts learned in prior science and math courses with the engineering design process to explore how engineers design products for society. Possible projects could include aerodynamics, robotics, biotechnology, structural design and mechanical design. Texas law requires at least 40 percent lab and field investigations.
Prerequisites	Geometry and Algebra I. Recommended: Two STEM cluster credits

Course	PRACTICUM IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS S
Course number	8732.R(Y)
Credit	2.0 elective credits
Grade level	12
Description	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.
Prerequisites	Two STEM cluster credits and 16 years of age. Algebra I and Geometry

Course	INTRODUCTION TO ENGINEERING DESIGN (PLTW) S
Course number	8760.H(Y)
Credit	1.0 elective credit
Grade level	9-12
Description	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.
Prerequisites	Algebra I and Touch System Data Entry or digital application skills assessment.

Course	ENGINEERING SCIENCE (PRINCIPLES OF ENGINEERING) (PLTW) S
Course number	8762.H(Y)
Credit	1.0 science credit
Grade level	10-12
Description	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 about to answer the question, "Is a career in engineering or engineering technology for me?"
Prerequisites	Introduction to Engineering Design, Algebra I and Biology, Chemistry or Integrated Physics and Chemistry, Geometry.

Course	DIGITAL ELECTRONICS (PLTW) S
Course number	8764.H(Y)
Credit	1.0 mathematics credit
Grade level	10-12
Description	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
Prerequisites	Algebra I and Geometry. Recommended: Introduction to Engineering Design.

Course	COMPUTER INTEGRATED MANUFACTURING (PLTW) S
Course number	8770.H(Y)
Credit	1.0 elective credit
Grade level	11-12
Description	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.
Prerequisites	Introduction to Engineering Design and Engineering Science (Principles of Engineering)

Course	CIVIL ENGINEERING AND ARCHITECTURE (PLTW) S
Course number	8768.H(Y)
Credit	1.0 elective credit
Grade level	11-12
Description	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.
Prerequisites	Introduction to Engineering Design and Engineering Science (Principles of Engineering)

Course	AEROSPACE ENGINEERING (PLTW) S
Course number	8766.H(Y)
Credit	1.0 elective credit
Grade level	11-12
Description	Through hands-on engineering projects developed with NASA, students learn about aerodynamics, astronautics, space-life sciences, and systems engineering.
Prerequisites	Introduction to Engineering Design, Engineering Science (Principles of Engineering), and Digital Electronics

Course	BIOTECHNOLOGY ENGINEERING (PLTW) S
Course number	8771.H(Y)
Credit	1.0 elective credit
Grade level	11-12
Description	Through hands-on projects students engage in engineering design problems related to biomechanics, cardiovascular engineering, genetic engineering, tissue engineering, biomedical devices, forensics and bioethics. Students apply biological and engineering concepts to design materials and processes that directly measure, repair, improve and extend living systems.
Prerequisites	Introduction to Engineering Design and Engineering Science (Principles of Engineering)

Transportation, Distribution, and Logistics Cluster

*Sample Course Sequence

Year 1	Year 2	Year 3	Year 4
Principles of Transportation Systems	Automotive Basics	Automotive Technology I – Maintenance & Light Repair or Collision Repair	Automotive Technology II – Automotive Service or Paint & Refinishing or Practicum in Transportation Systems

The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

Course	PRINCIPLES OF TRANSPORTATION SYSTEMS B
Course number	8774.R(Y)
Credit	1.0 elective credit
Grade level	9-12
Description	Students will gain knowledge that includes the history, laws and regulations, and common practices used in the transportation industry. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.
Prerequisites	Recommended: Touch System Data Entry or digital application skills assessment

Course	ENERGY AND POWER OF TRANSPORTATION SYSTEMS B
Course number	8776.R(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	Energy and Power of Transportation Systems will prepare students to meet the expectations of employers in this industry and to interact and relate to others. Students will learn the technologies used to provide products and services in a timely manner. Students will need to understand the interaction between various vehicle systems, including engines, transmissions, brakes, fuel, cooling and electrical. Students will be prepared for career advancement opportunities.
Prerequisites	Principles of Transportation Systems. Recommended: Touch System Data Entry or digital application skills assessment.

Course	AUTOMOTIVE BASICS B
Course number	8777.R(Y) 8777.H(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	Automotive Basics includes knowledge of the automotive systems and the theory and principles of the components that make up each system and how to service [diagnosing and serving] these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics students will gain knowledge and skills in the repair, maintenance, and servicing [diagnosis] of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use and employability.
Prerequisites	Touch System Data Entry or digital application skills assessment.

Course	AUTOMOTIVE TECHNOLOGY I: MAINTENANCE AND LIGHT REPAIR B
Course number	8780.R(Y) 8780.H(Y)
Credit	2.0 elective credits
Grade level	9-12
Description	Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. Students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The focus of this course is to teach vehicle maintenance and light repair.
Prerequisites	Automotive Basics

Course	AUTOMOTIVE TECHNOLOGY II: AUTOMOTIVE SERVICE B
Course number	8782.H(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Service includes applicable safety and environmental rules and regulations. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course upon graduation is to prepare the students for entering the workforce.
Prerequisites	Automotive Technology I: Maintenance and Light Repair

Course	COLLISION REPAIR B
Course number	8788.R(Y) 8788.H(Y)
Credit	2.0 elective credits
Grade level	10-12
Description	Collision Repair includes 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.
Prerequisites	Automotive Basics

Course	PAINT AND REFINISHING B T
Course number	8790.R(Y) 8790.H(Y)
Credit	2.0 elective credits
Grade level	10-12
Description	Paint and Refinishing includes 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 paint [collision repair] and refinishing.
Prerequisites	Collision Repair

Course	SMALL ENGINE TECHNOLOGY I B
Course number	8794.R(Y)
Credit	1.0 elective credit
Grade level	9-12
Description	Small Engine Technology I includes knowledge of the function and maintenance, diagnosis, and service of the systems and components of all types of small engines such as outdoor power equipment, generators, and irrigation engines. This course is designed to provide training for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems (and small engine overhauls). In addition, the student will receive instruction in safety, academic, and leadership skills as well as career opportunities.
Prerequisites	None

Course	SMALL ENGINE TECHNOLOGY II B
Course number	8800.R(Y)
Credit	2.0 elective credit
Grade level	10-12
Description	Small Engine Technology II includes advanced knowledge of the function, diagnosis, and service of the systems and components of all types of small engines such as outdoor power equipment, motorcycles, generators, and irrigation engines. This course is designed to provide hands-on and practical application [advanced training] for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems and small engine overhauls. In addition, students will receive instruction in safety, academic, and leadership skills as well as career opportunities.
Prerequisites	Small Engine Technology I

Course	PRACTICUM IN TRANSPORTATION SYSTEMS B
Course number	8804.H(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	Practicum in Transportation Systems is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or worked based.
Prerequisites	Three credits in Transportation, Distribution and Logistics cluster courses and 16 years of age

Career Development

Course	CAREER PREPARATION I
Course number	8900.R(Y)
Credit	2.0 elective credit
Grade level	11-12
Description	Career Preparation I provides opportunities for students to participate in a learning experience combining 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, including 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 10 hours (two credits), five of which must be completed during the school week. This course is not offered as pass/fail.
Prerequisites	One credit in a Career and Technical Education course, 16 years of age and own transportation to training site

Course	PROJECT-BASED RESEARCH I, II or III
Course number	8920.H(Y)
Credit	1.0 elective credit
Grade level	11-12
Description	Project-Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in-depth research, 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 and skills in a variety of settings.
Prerequisites	None

Course	APPLIED MATHEMATICS FOR TECHNICAL PROFESSIONALS
Course number	8923.R(Y)
Credit	1.0 mathematics credit
Grade level	11-12
Description	Applied Mathematics for Technical Professionals uses problem-solving situations, hands-on activities, and technology to extend mathematical thinking and engage student reasoning. Situations relating to technical applications provide students opportunities to make connections with mathematics and the workplace. In addition, students will learn the skills necessary to communicate using mathematics. Hands-on activities will allow students to model, explore, and develop abstract concepts applicable to technical careers.
Prerequisites	Algebra 1 and Geometry

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.

Course	AEROSPACE SCIENCE I (AFJROTC 1) P
Course number	6013.R(Y) 9013.R(Y)
Credit	1.0 elective credit
Grade level	9-12
Description	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. This course focuses on the development of flight throughout the centuries. The emphasis on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. Leadership I introduces cadets to AFJROTC. It contains sections on cadet and Air Force organizational structure, uniform wear, customs, courtesies, other military traditions, and the importance of good citizenship. Instruction is given on military drill and ceremonies. The wellness program focuses on nutrition, exercise, and physical fitness.
Prerequisites	None

Course	AEROSPACE SCIENCE II (AFJROTC 2) P
Course number	9023.R(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	Advanced Aerospace Science courses acquaint students with the elements of aerospace and the aerospace environment. It introduces them to the principles of aircraft flight and navigation, human requirements of flight, cultural and global awareness, the space environment, space programs, space technology, rocketry, propulsion, the aerospace industry, and survival. Refer to specific campus syllabus for specific course information. Leadership II stresses communications skills and cadet corps activities. Information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Instruction is given on military drill and ceremonies. The wellness program focuses on nutrition, exercise, and physical fitness.
Prerequisites	AFJROTC I or senior aerospace science instructor (SASI) approval

Course	AEROSPACE SCIENCE III (AFJROTC 3) P
Course number	9033.R(Y)
Credit	1.0 elective credit
Grade level	10-12
Description	Advanced Aerospace Science courses acquaint students with the elements of aerospace and the aerospace environment. It introduces them to the principles of aircraft flight and navigation, human requirements of flight, cultural and global awareness, the space environment, space programs, space technology, rocketry, propulsion, the aerospace industry, and survival. Refer to specific campus syllabus for specific course information. Leadership III helps students decide which path to take after high school. Information is provided on job search and how to apply for admission to college or to a vocational or technical school. Financial planning is covered on how to save, invest, and spend money wisely. There is information on how to prepare a resumé and the importance of good interviewing skills. Instruction is given on military drill and ceremonies. The wellness program focuses on nutrition, exercise, and physical fitness.
Prerequisites	AFJROTC II or SASI approval

Course	AEROSPACE SCIENCE IV (AFJROTC 4) P
Course number	9043.R(Y)
Credit	1.0 elective credit
Grade level	12
Description	Advanced Aerospace Science courses acquaint students with the elements of aerospace and the aerospace environment. It introduces them to the principles of aircraft flight and navigation, human requirements of flight, cultural and global awareness, the space environment, space programs, space technology, rocketry, propulsion, the aerospace industry, and survival. Refer to specific campus syllabus for specific course information. Upper class cadets manage the entire corps under AFJROTC instructor supervision. Cadets are provided hands-on experience to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets. The Leadership IV course covers the fundamentals of management. Emphasis is placed on allowing the student to see himself/herself as a leader/manager. Instruction is given on military drill and ceremonies. The wellness program focuses on nutrition, exercise, and physical fitness.
Prerequisites	AFJROTC III or SASI approval

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 Career and Technical Education (CTE) center for students with disabilities. Each cluster follows a three-year course of study. Students interested in attending Clifton CDS must complete a student information packet and participate in an interview process

Hospitality

Year 1: Hospitality Services

Year 2: Practicum in Hospitality and Tourism Services I

Agriculture, Food, and Natural Resources

*Sample Course Sequence

Year 1	Year 2	Year 3
Landscape Design & Mgmt. CTED or Turf Grass Mgmt. CTED or Floral Design CTED	Horticultural Science CTED or Greenhouse Operation & Production CTED	Practicum in Ag, Food & Natural Resources I – Horticulture CTED

*Sample Course Sequence

Year 1	Year 2	Year 3
Livestock Production CTED and Ag Mechanics & Metal Technologies CTED	Ag Structures Design & Fabrication CTED and Ag Equipment Design & Fabrication CTED	Practicum in Ag, Food, & Natural Resources I – Ag Mech CTED

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.

Course	FLORAL DESIGN-CTED B
Course number	8129.V(X)
Credit	1.0 fine arts/elective credit
Grade level	9-12
Description	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 an approved or fine-arts-certified teacher.
Prerequisites	None

Course	LANDSCAPE DESIGN AND MANAGEMENT-CTED B
Course number	8148.V(X)
Credit	0.5 elective credit
Grade level	9-12
Description	This course is designed to develop an understanding of landscape and turf grass management techniques and practices. Students have the opportunity to earn articulated credit.
Prerequisites	Floral Design CTED

Course	TURF GRASS MANAGEMENT-CTED B
Course number	8150.V(X)
Credit	0.5 elective credit
Grade level	9-12
Description	This course is designed to develop an understanding of landscape and turf grass management techniques and practices. Students have the opportunity to earn articulated credit.
Prerequisites	Floral Design CTED

Course	HORTICULTURE SCIENCE-CTED B
Course number	8134.V(X)
Credit	1.0 elective credit
Grade level	10-11
Description	This course is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.
Prerequisites	Floral Design CTED

Course	GREENHOUSE OPERATION AND PRODUCTION-CTED B
Course number	8152.V(X)
Credit	1.0 elective credit
Grade level	10-11
Description	Greenhouse Operation and Production is designed to develop an understanding of greenhouse production techniques and practices. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.
Prerequisites	Floral Design CTED

Course	PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES I – HORTICULTURE-CTED B
Course number	8144.V(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	This course is a continuation of Horticulture Science.
Prerequisites	Horticulture Science CTED

Course	PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES II – HORTICULTURE-CTED B
Course number	8147.V(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	This course is a continuation of Horticulture. Students have the opportunity to earn articulated credit.
Prerequisites	Practicum in Agriculture, Food, and Natural Resources I – Horticulture CTED

Course	LIVESTOCK PRODUCTION-CTED B
Course number	8102.V(X)
Credit	1.0 elective credits
Grade level	9-12
Description	Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.
Prerequisites	None

Course	AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES-CTED B
Course number	8138.V(X)
Credit	1.0 elective credit
Grade level	9-12
Description	This course is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.
Prerequisites	None

Course	AGRICULTURE STRUCTURES DESIGN AND FABRICATION-CTED B
Course number	8140.V(X)
Credit	1.0 elective credit
Grade level	10-11
Description	In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.
Prerequisites	Agricultural Mechanics and Metal Technologies CTED

Course	AGRICULTURE EQUIPMENT DESIGN AND FABICATION-CTED B
Course number	8154.V(X)
Credit	1.0 elective credit
Grade level	10-11
Description	In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural equipment design and fabrication. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.
Prerequisites	Agricultural Mechanics and Metal Technologies CTED

Course	PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES I – AG MECHANICS-CTED B
Course number	8144.V(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	This course is a continuation of Agricultural Mechanics and Metal Technologies. Students have the opportunity to earn articulated credit.
Prerequisites	None

Course	PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES II – AG MECHANICS-CTED B
Course number	8147.V(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	This course is a continuation of Agricultural Mechanics and Metal Technologies. Students have the opportunity to earn articulated credit.
Prerequisites	Practicum in Agriculture, Food, and Natural Resources I – Ag Mechanics CTED

Hospitality and Tourism

**Sample Course Sequence*

Year 1	Year 2	Year 3
Culinary Arts CTED	Practicum in Culinary Arts I CTED	Practicum in Culinary Arts 2 CTED

**Sample Course Sequence*

Year 1	Year 2	Year 3
Hospitality Services CTED	Practicum in Hospitality Services I CTED	Practicum in Hospitality Services II CTED

This cluster includes the study of managing restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

Course	CULINARY ARTS-CTED B
Course number	8454.V(Y)
Credit	2.0 elective credits
Grade level	9-12
Description	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. Students have the opportunity to earn articulated credit.
Prerequisites	None

Course	PRACTICUM IN CULINARY ARTS I-CTED B
Course number	8456.V(Y)
Credit	2.0 elective credit
Grade level	10-12
Description	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.
Prerequisites	Culinary Arts CTED

Course	PRACTICUM IN CULINARY ARTS II-CTED B
Course number	8458.V(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	This course is a continuation of Practicum in Culinary Arts I.
Prerequisites	Practicum in Culinary Arts I CTED

Course	HOSPITALITY SERVICES-CTED B
Course number	8462.V(Y)
Credit	2.0 elective credits
Grade level	9-12
Description	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.
Prerequisites	None

Course	PRACTICUM IN HOSPITALITY AND TOURISM SERVICES I-CTED B
Course number	8468.V(Y)
Credit	2.0 elective credits
Grade level	10-12
Description	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.
Prerequisites	Hospitality Services CTED

Course	PRACTICUM IN HOSPITALITY AND TOURISM SERVICES II-CTED
Course number	8472.V(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	This course is a continuation of Practicum in Hospitality and Tourism Services I - CTED
Prerequisites	None

Human Services

**Sample Course Sequence*

Year 1	Year 2	Year 3
Child Guidance CTED	Practicum in Human Services I CTED	Practicum in Human Services II CTED

This cluster includes a study of providing for families and serving human needs.

Course	CHILD GUIDANCE CTED P
Course number	8490.V(Y)
Credit	2.0 elective credit
Grade level	9-12
Description	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.
Prerequisites	None

Course	PRACTICUM IN HUMAN SERVICES I-CTED P
Course number	8496.V(Y)
Credit	2.0 elective credit
Grade level	10-12
Description	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.
Prerequisites	One credit in Human Services cluster. Additional Requirement: Prior to acceptance, students must undergo a criminal background check and must be clear of any misdemeanor or felony convictions.

Course	PRACTICUM IN HUMAN SERVICES II-CTED P
Course number	8500.V(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	This course is a continuation of Practicum in Human Services I - CTED
Prerequisites	None

Health Science

*Sample Course Sequence

Year 1	Year 2	Year 3
Principles of Health Science CTED and Health Science Theory CTED	Practicum in Health Science I CTED	Practicum in Health Science II

This cluster includes the study of providing diagnostic and therapeutic services, health information, support services, and biotechnology research and development.

Course	PRINCIPLES OF HEALTH SCIENCE CTED
Course number	8400.V(X)
Credit	1.0 elective credit
Grade level	9-12
Description	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.
Prerequisites	None

Course	HEALTH SCIENCE THEORY-CTED P
Course number	8404.V(X)
Credit	1.0 elective credit
Grade level	9-12
Description	Health Science Theory is designed to advance the knowledge and skills required in a wide variety of health careers through simulated hands-on experiences.
Prerequisites	Principles of Health Science CTED and Biology

Course	PRACTICUM IN HEALTH SCIENCE I-CTED P
Course number	8407.V(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	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.
Prerequisites	Instructor approval, 16 years of age, Health Science Theory CTED, 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.

Course	PRACTICUM IN HEALTH SCIENCE II-CTED P
Course number	8415.V(Y)
Credit	2.0 elective credits
Grade level	11-12
Description	The course is a continuation of Practicum in Health Science I.
Prerequisites	Practicum in Health Science I CTED

Transportation, Distribution, and Logistics

*Sample Course Sequence

Year 1	Year 2
Automotive Technology I – Maintenance & Light Repair CTED	Automotive Technology II – Auto Services CTED

Course	AUTOMOTIVE TECHNOLOGY I: MAINTENANCE AND LIGHT REPAIR-CTED B
Course number	8780.V(Y)
Credit	2.0 elective credits
Grade level	9-12
Description	Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. Students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The focus of this course is to teach vehicle maintenance and light repair.
Prerequisites	Automotive Basics CTED

Course	AUTOMOTIVE TECHNOLOGY II: AUTOMOTIVE SERVICE-CTED B
Course number	8782.V(Y)
Credit	2.0 elective credits
Grade level	10-12
Description	Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Service includes applicable safety and environmental rules and regulations. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course upon graduation is to prepare the students for entering the workforce.
Prerequisites	Automotive Technology I CTED

Appendix A Grading Scale

The following scale is used to compute numerical grades into the mathematically computed score that is used to determine honor roll status, grade point average, and rank in class. The end of semester grade is recorded on the student's transcript, the student's permanent record.

The **INTEGRATED GRADING SCALE (IGS)** consists of three tiers:

- **TIER I WEIGHTED LEVEL COURSES** include Pre-advanced Placement, Advanced Placement, International Baccalaureate, dual credit, state articulated ACC Tech credit, magnet, and other TEA-approved and district-identified weighted courses.
- **TIER II GENERAL EDUCATION COURSES** include grade-level-TEKS courses. TIER II also includes courses completed with limited modifications.
- **TIER III PRESCRIBED COURSES** include locally-developed modified TEKS courses, exit-level state assessment tutorial courses, and student-aide courses.

Numerical Grade	TIER I (5.0 scale)	TIER II (4.0 scale)	TIER III (3.0 scale)
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
69 and below	0	0	0

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.

Honor Roll Level	Middle School GPA	High School GPA
First Honor Roll	3.875 and above	3.5000 and above
Second Honor Roll	3.3333 to 3.8749	2.9000 to 3.4999
Third Honor Roll	2.833 to 3.3332	2.4000 to 2.8999

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

Appendix B Approved Dual Credit Courses for Austin Community College

The following Austin Community College courses have been pre-approved for dual credit for the AISD courses listed below. In some cases, prerequisite courses may be required by ACC. If multiple courses are listed, all are necessary to meet the dual credit requirements. Students 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 transcribed, AISD will accept these alternative methods for meeting dual credit requirements. 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 have not been pre-approved by AISD and will not be accepted for dual credit.

English Language Arts

Three-semester sequence for English III and IV credit

The following is a three-semester sequence for English III and IV credit.

Note: Permission to teach these courses must be obtained from the High School Office due to the integrated curriculum.

Semesters one and two

AISD Course Number	AISD Course Title and PEIMS Service ID Number	AISD Credit	ACC Course Number	ACC Course Title	ACC Hours
1033.N000.Y	English III #03220300	1.0	ENGL 1301 and ENGL 1302	English Composition I and English Composition II	3 3

Semester three

Fall semester only; students must successfully complete year 1 prior to taking this course:

AISD Course Number	AISD Course Title and PEIMS Service ID Number	AISD Credit	ACC Course Number	ACC Course Title	ACC Hours
1043.N000.X**	English IV #03220400	1.0	ENGL 2322 or ENGL 2323	British Literature: Anglo-Saxon Through 18th Century or British Literature: 18th Century to Present	3

**Either British Literature: Anglo-Saxon through 18th Century or British Literature: 18th Century to Present completes the requirement for English IV credit.

Two-semester sequence for English IV credit only

AISD Course Number	AISD Course Title and PEIMS Service ID Number	AISD Credit	ACC Course Number	ACC Course Title	ACC Hours
1043.N000.Y	English IV #03220400	1.0	ENGL 1301 and ENGL 1302	English Composition I and English Composition II	3 3

Additional Language Arts courses

AISD Course Number	AISD Course Title and PEIMS Service ID Number	AISD Credit	ACC Course Number	ACC Course Title	ACC Hours
1435.N000.Y	Creative Writing #03221200	1.0	ENGL 2307***	Beginning Creative Writing Prerequisite: ENGL1301	3
1334.N000.X	College Readiness and Study Skills #03270100	0.5	EDUC 1300	Effective Learning Strategies for College Success	3
1445.N000.Y	Contemporary Media #03241401	1.0	COMM 2366	Introduction to Cinema	3
1525.N000.X	Communication Applications #03241400	0.5	SPCH 1315	Public Speaking	3
1525.N000.Y 8313.NC00.X	Communications Applications #03241400 OR Professional Communications #13009900	0.5	SPCH 1311	Introduction to Speech Communication	3
1439.N200.X	Humanities #03221600	1.0	HUMA 1301	Humanities: Prehistory to Renaissance	3
1439.N000.X	Humanities #03221600	1.0	HUMA 1302	Humanities: Renaissance to Present	3
1448.N000.X	Independent Study in English #03221800	1.0	ENGL 2342	Introduction to Literature	3

***Course is not part of the 2017-18 ACC Core Curriculum course list; and tuition is not waived.

Mathematics

AISD Course Number	AISD Course Title and PEIMS Service ID Number	AISD Credit	ACC Course Number	ACC Course Title	ACC Hours
3323.N000.Y	Algebra II #03100600	1.0	MATH 1314	College Algebra	3

AISD Course Number	AISD Course Title and PEIMS Service ID Number	AISD Credit	ACC Course Number	ACC Course Title	ACC Hours
3512.N000.X	Independent Study in Math #03102500	1.0	MATH 1342*	Elementary Statistics	3
3512.N300.X**	Independent Study in Math #03102500	1.0	Math 1314	College Algebra	3
3512.N400.X	Independent Study in Math #03102501	1.0	Math 2413	Calculus I	4
3513.N000.Y	Advanced Quantitative Reasoning	1.0	Math 1332*	College Mathematics	3
3633.N000.Y	Precalculus #03101100	1.0	MATH 1316 MATH 2412	Trigonometry and Precalculus	3 4

*Prerequisites: A satisfactory score on the ACC Mathematics Assessments Test prior to enrollment, completion of Algebra II, and completion of TSI requirements in mathematics.

**For students who have previously received credit for Algebra II, use Independent Study in Math (expires August 15, 2020).

Science

AISD Course Number	AISD Course Title and PEIMS Service ID Number	AISD Credit	ACC Course Number	ACC Course Title	ACC Hours
4239.N000.Y	Astronomy #03060100	1.0	ASTR 1303	Stellar Astronomy	3
4239.N000.Y	Astronomy #03060100	1.0	ASTR 1403	Stellar Astronomy w/ Lab	4
8426.NC00.Y	Anatomy and Physiology #013020600	1.0	BIOL 2404	Intro. to Anatomy and Physiology	4
8686.NC00.Y	Biotechnology I #013036400	1.0	BIOL 1414	Introduction to Biotechnology	4
4230.N000.Y	Environmental Systems #03020000	1.0	ENVR 1301	Intro to Environmental Science	3
4424.N000.Y	Physics #03050000	1.0	PHYS 1401 and PHYS 1402	General College Physics I and General College Physics II	4 4

Additionally, students may take *one* of the following two-course sequences (either ACC BIOL 1408 + 1409 *or* 1406 + 1407). They may not take *both* (that is, students may not take BIOL 1408 and 1406, etc.)

8723.NC00.A	Scientific Research and Design 3 #13037220	0.5	BIOL 1408	Biology for Non-science Majors I	4
8723.NC00.B	Scientific Research and Design 3 #13037220	0.5	BIOL 1409	Biology for Non-science Majors II	4

Or

8723.NC00.A	Scientific Research and Design 3 #13037220	0.5	BIOL 1406	Cellular and Molecular Biology	4
8723.NC00.B	Scientific Research and Design 3 #13037220	0.5	BIOL 1407	Structure and Function of Organisms	4

Social Studies

AISD Course Number	AISD Course Title and PEIMS Service ID Number	AISD Credit	ACC Course Number	ACC Course Title	ACC Hours
4733.N000.X	United States History #03340100	1.0	HIST 1302	U.S. History II	3
4939.N000.X	Economics/Free Enterprise #03310300	0.5	ECON 2302 or ECON 2301	Principles of Microeconomics or Principles of Macroeconomics	3
4841.N000.X	U.S. Government #03330100	0.5	GOVT 2305	U.S. 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
4932.N000.X	Special Topics In SS #03380002	0.5	GOVT 2306	Texas State and Local Government	3
4932.N200.X	Special Topics In SS #03380022	0.5	HIST 1301	U.S. History I	3
4932.N300.X	Special Topics In SS #03380032	0.5	HIST 2327	U.S. History Mexican-American History I	3
4932.N400.X	Special Topics In SS #03380042	0.5	HIST 2381	U.S. History African-American Emphasis to 1865	3

Fine Arts

Courses that may count as a high school fine arts elective credit

These courses will not satisfy the 1.0 fine arts credit required for graduation (See AISD Art Pre-Requisites).

AISD Course Number	AISD Course Title and PEIMS Service ID Number	AISD Credit	ACC Course Number	ACC Course Title	ACC Hours
5031.N000.Y*	Drawing I #03500500	1.0	ARTS 1316***	Drawing I	3
5032.N000.Y*	Drawing II #03501300	1.0	ARTS 1317***	Drawing II	3
5061.N000.Y*	Painting I #03500600	1.0	ARTS 2316***	Painting I	3

AISD Course Number	AISD Course Title and PEIMS Service ID Number	AISD Credit	ACC Course Number	ACC Course Title	ACC Hours
5062.Nooo.Y*	Painting II #03501400	1.0	ARTS 2317***	Painting II	3
5001.Nooo.Y*	Ceramics I #03500900	1.0	ARTS 2346***	Ceramics I	3
5002.Nooo.Y*	Ceramics II #03501800	1.0	ARTS 2347***	Ceramics II	3
5091.Nooo.Y*	Sculpture I #03501000	1.0	ARTS 2326***	Sculpture I	3
5092.Nooo.Y*	Sculpture II #03501900	1.0	ARTS 2327***	Sculpture II	3
5071.Nooo.Y*	Photography I #03501200	1.0	ARTS 2356***	Photography I	3

*Completion of AISD Fine Arts prerequisites is required prior to taking these courses.

*** Course is not part of the 2017-18 ACC Core Curriculum course list; and tuition is not waived.

Courses that may count as the 1.0 fine arts credit required for graduation

AISD Course Number	AISD Course Title and PEIMS Service ID Number	AISD Credit	ACC Course Number	ACC Course Title	ACC Hours
5611.Nooo.X	Theatre I #03250100	1.0	DRAM 1310	Intro to Theater	3
5094.Nooo.X	Art I, Art Appreciation, #03500110	1.0	ARTS 1301	Introduction to the Visual Arts	3

Languages Other than English

AISD Course Number	AISD Course Title and PEIMS Service ID Number	AISD Credit	ACC Course Number	ACC Course Title	ACC Hours
2010.Nooo.Y	American Sign Language, Level I #03980100	1.0	SGNL 1401	American Sign Language (ASL) I	4
2421.Nooo.Y	Arabic, Level I #03110100	1.0	ARAB 1411	Arabic I	4
2461.Nooo.Y	Chinese, Level I #03490100	1.0	CHIN 1411	Chinese I	4
2013.Nooo.Y	French, Level I #03410100	1.0	FREN 1411	French I	4
2113.Nooo.Y	German, Level I #03420100	1.0	GERM 1411	German I	4
2471.Nooo.Y	Japanese, Level I #03120100	1.0	JAPN 1411	Japanese I	4
2213.Nooo.Y	Latin, Level I #03430100	1.0	LATI 1411	Latin I	4
2413.Nooo.Y	Russian, Level I #03450100	1.0	RUSS 1411	Russian I	4
2313.Nooo.Y	Spanish, Level I #03440100	1.0	SPAN 1411	Spanish I	4
2020.Nooo.Y	American Sign Language, Level II #03980200	1.0	SGNL 1402	American Sign Language (ASL) II	4
2422.Nooo.Y	Arabic, Level II #03110200	1.0	ARAB 1412	Arabic II	4
2462.Nooo.Y	Chinese, Level II #03490200	1.0	CHIN 1412	Chinese II	4
2023.Nooo.Y	French, Level II #03410200	1.0	FREN 1412	French II	4
2123.Nooo.Y	German, Level II #03420200	1.0	GERM 1412	German II	4
2472.Nooo.Y	Japanese, Level II #03120200	1.0	JAPN 1412	Japanese II	4
2223.Nooo.Y	Latin, Level II #03430200	1.0	LATI 1412	Latin II	4
2414.Nooo.Y	Russian, Level II #03450200	1.0	RUSS 1412	Russian II	4
2323.Nooo.Y	Spanish, Level II #03440200	1.0	SPAN 1412	Spanish II	4
2030.Nooo.Y	American Sign Language, Level III #03980300	1.0	SGNL 2301	American Sign Language (ASL) III	3
2423.Nooo.Y	Arabic, Level III #03110300	1.0	ARAB 2311	Arabic III	3
2463.Nooo.Y	Chinese, Level III #03490300	1.0	CHIN 2311	Chinese III	3
2033.Nooo.Y	French, Level III #03410300	1.0	FREN 2311	French III	3
2133.Nooo.Y	German, Level III #03420300	1.0	GERM 2311	German III	3
2473.Nooo.Y	Japanese, Level III #03120300	1.0	JAPN 2311	Japanese III	3
2233.Nooo.Y	Latin, Level III #03430300	1.0	LATI 2311	Latin III	3
2415.Nooo.Y	Russian, Level III #03450300	1.0	RUSS 2311	Russian III	3
2333.Nooo.Y	Spanish, Level III #03440300	1.0	SPAN 2311	Spanish III	3
2040.Nooo.Y	American Sign Language, Level IV #03980400	1.0	SGNL 2302	American Sign Language (ASL) IV	3

Computer Courses

AISD Course Number	AISD Course Title and PEIMS Service ID Number	AISD Credit	ACC Course Number	ACC Course Title	ACC Hours
8322.NCoo.Y	Business Information Management #13011400	1.0	COSC 1301	Introduction to Computing	3
3803.Nooo.Y	Computer Science #03580200	1.0	COSC 1315	Fundamentals of Programming	3

Career and Technical Education Courses

Please check with your counselor as some of these courses may not be available.

AISD Course Number	AISD Course Title and PEIMS Service ID Number	AISD Credit	ACC Course Number	ACC Course Title	ACC Hours
8159.NCoA.X	Practicum in Ag II Ext #13002515	1.0	WLDG 1428	Intro to Shielded Arc Welding	4

AISD Course Number	AISD Course Title and PEIMS Service ID Number	AISD Credit	ACC Course Number	ACC Course Title	ACC Hours
8159.NCoB.X	Practicum in Ag II Ext #13002515	1.0	WLDG 1430	Intro to Gas Metal & Flux Cored Arc Welding (GMAW)	4
8159.NCoC.X	Practicum in Ag II Ext #13002515	1.0	WLDG 1434	Intro to Gas Tungsten Arc Welding	4
8204.NCoA.X	Construction Technology II #13005200	1.0	CNBT 1411	Construction Methods and Materials I	4
8204.NCoB.X	Construction Technology II #13005200	1.0	CNBT 1300	Residential and Light Commercial Blue Print Reading	4
8242.NCoA.X	Practicum in Construction Technology I #13005250	1.0	CRPT 1415	Conventional Wall Systems	4
8242.NCoB.X	Practicum in Construction Technology I #13005250	1.0	CRPT 1411	Conventional Roof Finish	4
8245.NCoA.X	Practicum in Construction Technology II #13005260	1.0	CRPT 1441	Conventional Exterior Finish Systems	4
8245.NCoB.X	Practicum in Construction Technology II #13005260	1.0	OSHT 1305	OSHA Regulations - Construction Industry	3
8246.NCoo.X	Practicum in Construction Technology II Ext #13005255	1.0	CRPT 1445	Conventional Interior	3
8252.NCoo.X	Animation I #13008300	1.0	ARTC 1302	Digital Imaging I	3
8259.NCoo.X	Animation II #13008400	1.0	ARTC 1403	Basic Animation	4
8262.NCoo.X	Audio Video Production I #13008500	1.0	RTVB 1305	Intro to Television Technology	3
8280.NCoo.X	Graphic Design and Illustration I #13008800	1.0	ARTC 1305	Basic Graphic Design	3
8281.NCoo.X	Graphic Design and Illustration II #13008900	1.0	GRPH 1359	Vector Graphics for Production	3
8286.NCoo.X	Commercial Photography I #13009100	1.0	PHTC 1311	Fundamentals of Photography	3
8294.NCoo.X	Digital Audio Technology II #13009960	1.0	MUSC 1327	Audio Engineering I	3
8316.NCoo.X	Video Game Design #13009970	1.0	GAME 1475	2D Design for Games	4
8318.NCoo.X	Principles of Business #13011200	1.0	BUSI 1301	Business Principles	3
8322.NCoo.X	Business Information Management I #13011400	1.0	COSC 1301	Intro to Computing	3
8326.NCoo.X	Business Information Management II #13011500	1.0	ITSW 1304	Intro to Spreadsheets	3
8332.NCoo.X	Business Law #13011700	1.0	BUSI 2301	Business Law I	3
8334.NCoo.X	Global Business #13011800	0.5	IBUS 1305	Intro to International Business and Trade	3
8338.NCoo.X	Virtual Business #13012000	0.5	ITNW 1337	Intro to the Internet	3
8340.NCoo.X	Business Management #13012100	1.0	BMGT 1327	Principles of Management	3
8358.NCoo.X	Instructional Practices #13014400	1.0	EDUC 1301	Intro to the Teaching Profession	3
8362.NCoo.X	Money Matters #13016200	1.0	BUSG 1304	Financial Literacy	3
8364.NCoo.X	Banking and Financial Services #13016300	0.5	BUSG 1303	Principles of Finance	3
8402.NCoo.X	Medical Terminology #13020300	1.0	HPRS 1206	Medical Terminology	1
8414.NCoA.X	Practicum in Health Science I #13020500	1.0	PHRA 1201	Intro to Pharmacy	2
8414.NCoB.X	Practicum in Health Science I #13020500	1.0	PHRA 1205	Drug Classification	2
8416.NCoA.X	Practicum in Health Science II Ext #13020515	1.0	PHRA 1313	Community Pharmacy Practice	3
8416.NCoB.X	Practicum in Health Science II Ext #13020515	1.0	PHRA 1349	Institutional Pharmacy Practice	3
8416.NCoC.X	Practicum in Health Science II Ext #13020515	1.0	PHRA 1345	Compounding Sterile Preparations and Aseptic Technique	3
8418.NCoo.X	Practicum in Health Science II Ext #13020515	1.0	EMSP 1160	Emergency Medical Technician	5
8419.NCoo.X	Practicum in Health Science II Ext #13020515	1.0	PLAB 1323	Phlebotomy	3
8442.NCoo.X	Pharmacology #13020950	1.0	PHRA 1441	Pharmacy Drug Therapy and Treatment	4
8444.NCoo.X	Math for Medical Professionals #13020970	1.0	PHRA 1309	Pharmaceutical Mathematics I	3
8452.NCoA.X	Practicum in Culinary Arts I #13022700	1.0	RSTO 2307	Catering	3
8452.NCoB.Y	Practicum in Culinary Arts I #13022700	1.0	CHEF 1205	Sanitation and Safety	2
8454.NCoA.X	Culinary Arts #13022600	1.0	CHEF 1301	Basic Food Preparation	3
8454.NCoB.X	Culinary Arts #13022660	1.0	PSTR 1301	Fundamentals of Baking	3
8462.NCoo.X	Hospitality Services #13022800	2.0	HAMG 1321	Intro to Hospitality Industry	3
8468.NCoo.X	Practicum in Hospitality Services I #13022000	1.0	HAMG 1313	Front Office Procedures	3
8482.NCoo.X	Lifetime Nutrition and Wellness #13024500	0.5	IFWA 1310	Nutrition and Meal Planning	3
8488.NCoo.X	Child Development #13024700	1.0	CDEC 1321	The Infant and Toddler	3
8526.NCoo.X	Principles of Information Technology #13027200	1.0	ITSC 1309	Integrated Software Applications I	3
8530.NCoo.X	Computer Maintenance #13027300	1.0	ITSC 1325	Personal Computer Hardware	3
8535.NCoA.X	Networking / Lab #13027410	1.0	ITNW 1325	Fundamentals of Networking Technologies	3
8535.NCoB.X	Networking / Lab #13027410	1.0	ITNW 2321	Networking with TCP / IP	3
8540.NCoA.X	Computer Technician Practicum I Ext #13027505	1.0	ITSC 2339	Personal Computer Help Desk	3
8540.NCoB.X	Computer Technician Practicum I Ext #13027505	1.0	ITSC 2335	Application Problem Solving: Support	3
8540.NCoC.X	Computer Technician Practicum I Ext #13027505	1.0	ITMT 1300	Implementing and Supporting Microsoft Windows XP	3

AISD Course Number	AISD Course Title and PEIMS Service ID Number	AISD Credit	ACC Course Number	ACC Course Title	ACC Hours
8541.NCoA.X	Computer Technician Practicum II Ext #13027515	1.0	ITNW 1354	Implementing and Supporting Servers: Window 2008	3
8541.NCoB.X	Computer Technician Practicum II Ext #13027515	1.0	ITSY 1300	Fundamental of Information Security	3
8541.NCoC.X	Computer Technician Practicum II Ext #13027515	1.0	ITNW 2312	Routers	3
8542.NCoo.X	Computer Programming I #13027600	1.0	ITSC 1311	Beginning Web Page Programming	3
8542.NCoA.X	Computer Programming I #13027600	1.0	COSC 1315	Fundamentals of Programming	3
8544.NCoo.X	Computer Programming II #13027700	1.0	COSC 1336	Programming Fundamentals I	3
8548.NCoo.X	Digital Media #13027800	1.0	ARTC 1302	Digital Imaging I	3
8550.NCoo.X	Web Technologies #13027900	1.0	ITSE 1301	Web Design Tools	3
8554.NCoo.X	Practicum in Information Technology I Ext #13028000	1.0	ITSE 2302	Intermediate Web Programming	3
8555.NCoA.X	Practicum in Information Technology I Ext #13028000	1.0	ITSE 1391	Special Topics in Computer Programming	3
8555.NCoB.X	Practicum in Information Technology I Ext #13028000	1.0	ITSE 1359	Introduction to Scripting Languages: Python	3
8555.NCoC.X	Practicum in Information Technology I Ext #13028000	1.0	ITSC 1307	Unix Operating System Programming	3
8556.NCoC.X	Practicum in Information Technology II Ext #13028050	1.0	ITSE 2302	Intermediate Web Programming	3
8574.NCoo.Y	Law Enforcement I #13029300	1.0	CRIJ 1301	Intro to Criminal Justice	3
8579.NCoo.X	Law Enforcement II #13029400	1.0	CRIJ 1310	Fundamentals of Criminal Law	3
8584.NCoo.Y	Court Systems and Practices #13029600	1.0	CRIJ 1306	Court Systems and Practices	3
8588.NCoo.X	Correctional Services #13029700	1.0	CRIJ 2313	Correctional Systems and Practices	3
8600.NCoo.X	Firefighter II #13030000	2.0	FIRT 1338	Fire Protection Systems	3
8654.NCoo.X	Entrepreneurship #13034400	1.0	BUSG 2309	Small Business Management	3
8670.NCoo.X	Accounting I #13016600	1.0	ACNT 1403	Intro to Accounting I	4
8680.NCoo.X	Principles of Applied Engineering #13036200	1.0	ENGR 1201	Introduction to Engineering	2
8688.NCoo.X	Engineering Design and Presentation I #13036500	1.0	DFTG 1405	Technical Drafting	4
8696.NCoo.X	Engineering Design and Presentation II #13036600	1.0	DFTG 2419	Intermediate Computer-aided Design	4
8702.NCoA.X	AC/DC Electronics #13036800	0.5	CETT 1403	DC Circuits	4
8702.NCoB.X	AC/DC Electronics #13036800	0.5	CETT 1405	AC Circuits	4
8706.NCoo.X	Solid State Electronics #13036900	1.0	CETT 1429	Solid State Devices	4
8764.NCoo.X	Digital Electronics #13037600	1.0	CETT 1425	Digital Fundamentals	4
8780.NCoo.A	Automotive Technology I #13039600	1.0	AUMT 1405	Intro to Automotive Technology	4
8782.NCoA.X	Automotive Technology II / Lab #13039710	1.0	AUMT 1407	Automotive Electrical Systems	4
8782.NCoB.X	Automotive Technology II / Lab #13039710	1.0	AUMT 1410	Automotive Brake Systems	4
8782.NCoC.X	Automotive Technology II / Lab #13039710	1.0	AUMT 1416	Automotive Suspension and Steering	4
8788.NCoA.X	Basic Collision Repair A #13039750	1.0	ABDR 1301	Auto Body Repair and Repainting	3
8788.NCoB.X	Collision Repair B #13039750	1.0	ABDR 1315	Vehicle Trim and Hardware	3
8790.NCoA.X	Painting and Refinishing / Lab #130139910	1.0	ABDR 1419	Basic Metal Repair	4
8790.NCoB.X	Painting and Refinishing / Lab #13039910	1.0	ABDR 1307	Auto Body Welding	3
8790.NCoC.X	Painting and Refinishing / Lab #13039910	1.0	ABDR 1431	Basic Refinishing	4
8808.NCoA.X	Practicum in Transportation Systems Ext #13040455	1.0	AUMT 1419	Automotive Engine Repair	4
8808.NCoB.X	Practicum in Transportation Systems Ext #13040455	1.0	AUMT 1445	Automotive Heating and Air Conditioning	4
8808.NCoC.X	Practicum in Transportation Systems Ext #13040455	1.0	AUMT 2417	Automotive Engine Performance Analysis	4
8912.NCoo.X	General Employability Skills #N1270153	1.0	HPRS 1171	Student Success for Health Professionals	1
8912.NCoA.X	General Employability Skills #N1270153	1.0	POFT 1171	College to Career Success	1

Appendix C Austin ISD Courses Articulated with Colleges, Universities, and Institutions

Austin ISD Courses Articulated with Austin Community College

ACC does not articulate with 11th and 12th graders.

ACC Program Area	AAS Degree (Six-year Plan)	Certificate Program (Six-year Plan)	Articulated High School Courses	College Course Equivalent
Accounting	- Accounting Specialist - Accounting Tax Specialist - Accounting Technician Full Charge Bookkeeper	- Accounting Tax Specialist Enrolled Agents Level 1 - Accounting Tax Specialist Level 1 - Accounting Technician Bookkeeper Level 1 - Accounting Technician QuickBooks Level 1	Accounting I 13016600	ACNT 1403 Introduction to Accounting 1
Allied Health Sciences	Medical Administrative Assistant	- Medical Administrative Assistant Level I - Medical Office Assistant Level I	Medical Terminology 13020300	HPRS 1206 Medical Terminology
Architectural and Engineering Computer-Aided Design	- Architectural Specialization - Civil Specialization - Electronic Graphics Specialization - Interdisciplinary Specialization - Mechanical Specialization	- Architectural and Engineering Computer Aided Design Specialization Level I - Architectural CAD/Building Information Modeling Specialization Level I - Civil CAD Specialization Level I - Computer Aided Design/Computer Aided Manufacturing (CAD/CAM) Level I - Computer Aided Design Foundation Level I	Engineering Design and Presentation I 13036500	DFTG 1405 Technical Drafting
Auto Collision	Auto Body Collision and Refinishing Technology	- Auto Body Collision Repair Level I - Auto Body Refinishing Level I	Basic Collision Repair and Refinishing 13039750 (Required Prerequisite: Energy, Power & Transportation or Automotive Basics)	ABDR 1301 Auto Body Repair & Repainting and BDR 1315 Vehicle Trim & Hardware
Automotive Technology	- Automotive Technology - Automotive Technology Honda Pact Specialization	- Basic Automotive Level I - Automotive Technology Honda Pact Specialization	Automotive Basics 13039500 Automotive Technology I: Maintenance and Light Repair 13039600 (Required Prerequisite: Automotive Basics)	AUMT 1405 Intro to Automotive Technology AUMT 1407 Automotive Electrical Systems
Biotechnology	Biotechnology	- Biotechnology Level I - Biotechnology Level 2 - Biotechnology Advanced Technical Certificate	Biotechnology I 13036400 Biotechnology II 13036450	BITC 1411 Intro to Biotechnology BITC 1402 Introductions to Biotechnology 2
Building Technology	Construction Management	- Construction Manager Level I - Carpentry Specialization Level I	Construction Technology I 13005100	CNBT 1300 Blue Print Reading and CNBT 1411 Construction Methods & Materials

ACC Program Area	AAS Degree (Six-year Plan)	Certificate Program (Six-year Plan)	Articulated High School Courses	College Course Equivalent
Child Care & Development	Child Development	- Child Development Level I - CDA Preparation Level I	Child Development 13024700 or Human Growth & Development 13014300	CDEC 1321 The Infant & Toddler
Computer Information Technology	- Computer Programming: Web Programming Specialization - Information Technology: Applications Specialization - Information Technology: User and Computer Support Specialization - Local Area Network Systems-Network Administration - Local Area Network Systems-Cyber Security Specialization	- Computer Programming C++ Track Level I - Computer Programming Java Track Level I - Computer Programming: Software Testing Level I - Information Technology: User and Computer Support Level I - Local Area Network Systems-Network Administration Level I - Web Developer Specialist Level I	Business Information Management I 13011400 Principles of Information Technology 13027200 Computer Maintenance with Lab 13027310 Computer Programming I 13027600	ITSC 1309 Integrated Software Applications I ITNW 1337 Intro to the Internet ITSC 1325 Personal Computer Hardware ITSE 1311 Beginning Web Page Programming
Criminal Justice	- Corrections - Law Enforcement - Texas Peace Officer Specialization - Emergency Management	- Texas Peace Officer Sequence Level I - Addictions Counseling in the Criminal Justice System	Principles of Law, Public Safety, Corrections, and Security 13029200 Law Enforcement I 13029300 (<i>Prerequisite: Principles of Law, Public Safety, Corrections, & Security</i>) Law Enforcement II 13029400 (<i>Prerequisite: Law Enforcement I</i>)	CRIJ 1301 Introduction to Criminal Justice and CJA 1348 Ethics in Criminal Justice CRIJ 1301 Introduction to Criminal Justice CJA 1348 Ethics in Criminal Justice
Culinary Arts	- Culinary Arts - Baking and Pastry	- Culinary Arts Level 2 - Pastry Arts Level 2	Lifetime Nutrition & Wellness 13024500 or Intro to Culinary Arts 13022500 Culinary Arts 13022600	IFWA 1318 Nutrition for the Food Service Professional CHEF 1301 Basic Food Preparation and CHEF 1205 Sanitation and Safety (with card)
Engineering	- Engineering - Chemical Engineering - Civil Engineering - Electrical Engineering - Mechanical Engineering	Not applicable	Principles of Applied Engineering 13036200 (Anderson Academy only)	ENGR 1201 Intro to Engineering
Fire Protection Technology	Fire Protection Technology	Firefighter Level I	Firefighter II 13030000 Prerequisite: Firefighter I Graduates of any Texas Fire Commission certified Basic Firefighter Academy who successfully pass the State Certification Exam and complete a minimum of three semester hours from Austin Community College toward the AAS Degree in Fire	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

ACC Program Area	AAS Degree (Six-year Plan)	Certificate Program (Six-year Plan)	Articulated High School Courses	College Course Equivalent
			Protection may be granted twelve semester hours credit.	FIRS 1429 Firefighter Certification VI and FIRS 1433 Firefighter Certification VII
Hospitality Management	- Baccalaureate Prep Specialization - Hotel and Restaurant Specialization - Travel & Tourism - Meeting & Events Planning Specialization	- Hospitality Management Level I - Travel & Tourism Level I - Meeting Planning Level I	Hospitality Services 13022800	HAMG 1321 Introduction to Hospitality Industry
International Business	- International Business - Logistics and Supply Chain Management	International Business Level 1	Global Business 13011800	IBUS 1305 International Business & Trade
Management	Management	- Administrative Management Level I - Management Specialties Leadership Level I - Retail Management Level I	Principles of Business, Marketing and Finance 13011200	BUSI 1301 Principles of Business
Marketing and Finance	- Fashion Marketing - Marketing	Not applicable	Money Matters 13012600	BUSG 1304 Financial Literacy
Radio, Television, and Film	Converging Media Production	- Film/Video Production Management Radio-Television-Film - Film/Video Production Radio-Television-Film	Audio/Video Production I with Lab 13008510	RTVB 1305 Intro to Television Technology
Visual Communication	- Graphic Arts Technology Specialization - Graphic Design Specialization - Game Art Specialization - Game Design Specialization - Motion Graphic Specialization	- Graphic Arts Technology Level 2 - Graphic Design Level 2 - Motion Graphics Level 2	Digital Media 13027800 or Graphic Design & Illustration I with Lab 13008810 or Animation I 13008310 Graphic Design & Illustration II with Lab 13008910	ARTC 1302 Digital Imaging I ARTC 1313 Digital Publishing
Welding Technology	- Code Welding - Welding Inspection - Architectural & Ornamental Metals: Blacksmithing Specialization - Architectural & Ornamental Metals: Metal Sculpture Specialization	Structural Welding Level I	Agricultural Mechanics & Metal Technologies 13002200	WLDG 1428 Intro to Shielded Metal Arc Welding

Austin ISD Courses Articulated with Colleges Other Than Austin Community College

Texas State University-San Marcos, College of Science

Major	Specialization	Articulated High School Courses	College Course Equivalent
Electrical Engineering	- Micro and Nano Devices and Systems Specialization - Networks and Communication Systems Specialization	Intro to Engineering Design (PLTW) N1303742	ENGR 1413 Engineering Design Graphics

Major	Specialization	Articulated High School Courses	College Course Equivalent
Industrial Engineering	Not applicable	Intro to Engineering Design (PLTW) N1303742	ENGR 1313 Engineering Design Graphics
Industrial Technology-Manufacturing Technology	Not applicable	Intro to Engineering Design (PLTW) N1303742	ENGR 1313 Engineering Design Graphics
Manufacturing Engineering	- General Manufacturing Concentration - Semiconductor Manufacturing Concentration	Intro to Engineering Design (PLTW) N1303742	ENGR 1313 Engineering Design Graphics
Engineering Technology	- Environmental Engineering Technology Specialization - Manufacturing Engineering Technology Specialization - Mechanical Engineering Technology Specialization	Intro to Engineering Design (PLTW) N1303742	ENGR 1313 Engineering Design Graphics
Engineering Technology	Electrical Engineering Technology Specialization	Intro to Engineering Design (PLTW) N1303742	ENGR 1313 Engineering Design Graphics

To receive credit for the above course, students must meet the following criteria:

- The high school PLTW program must have current certification from PLTW, granted through the Ingenuity Center or other representative PLTW body.
- In each course to be articulated, the student must achieve a course grade of at least 85 percent and a course final exam grade of 80 percent in each test section (A,B,C).

The Culinary Institute of America – New York

Program Area	AAS Degree (Six-year Plan)	Bachelor's Degree (Six-year Plan)	Articulated High School Courses	College Course Equivalent
Culinary Arts (Bowie High School Only)	Associate in Occupational Studies	Bachelor of Professional Studies Degree	Culinary Arts 13022600 and Practicum in Culinary Arts 13022700	Food Safety (ServSafe)

To receive credit for the above course, students must meet the following criteria:

- Students must meet all CIA admissions requirements.
- Students must successfully complete the Culinary Arts program at James Bowie High School.
- Students must submit a copy of "ServSafe" certification at least three weeks prior to enrollment in order to receive credit for the Food Safety course.
- To qualify for advanced standing with foodservice experience, students must submit a letter of recommendation from their Culinary Arts educator.
- Students must submit a copy of their high school transcript.
- Students must meet all other Culinary Institute of America admissions criteria and standards.
- The student agrees that if he/she is unable to maintain satisfactory academic progress in which the articulated credit is foundational, the student may be required to take the above-mentioned course.
- Qualifying students who apply and are admitted to the college will then be eligible for the first level of the CIA Merit Scholarship of \$2500.00 if they enroll within one year of graduation from high school.

University of Texas at Tyler, College of Engineering and Computer Science

Major	Articulated High School Courses	College Course Equivalent
- Civil Engineering - Construction Management	Intro to Engineering Design (PLTW) N1303742 and Engineering Science (Principles of Engineering [PLTW]) 13037500	ENGR 1204 Engineering Graphics
- Civil Engineering - Construction Management - Mechanical Engineering	Intro to Engineering Design (PLTW) N1303742 and Engineering Science (Principles of Engineering [PLTW]) 13037500 and Digital Electronics (PLTW) 13037600 or Aerospace Engineering (PLTW) N1303745 or Biotechnical Engineering (PLTW) N1303746 or Civil Engineering & Architecture (PLTW) N1303747 or Computer Integrated Manufacturing (PLTW) N1303748	ENGR 1201 Introduction to Engineering and ENGR 1204 Engineering Graphics I

To receive credit for the courses above, the student must satisfy the following criteria:

- The high school offering the PLTW courses must have current certification from PLTW, granted through the Ingenuity Center or other representative PLTW body.
- In each course to be articulated, the student must achieve each of the following:
 - Passing all End of Course exams with a stanine score of 7 or higher.
 - The student will submit copies of their PLTW Stanine scores, official high school transcript, payment in full, and the UT Tyler Request for Credit form.
 - Pay fee as determined by UT Tyler. (www.texaspltw.org/resources/college-credit)

Texas A&M University – Kingsville, College of Engineering

Major	Articulated High School Courses	College Course Equivalent
- Architectural Engineering - Environmental Engineering - Mechanical Engineering	Intro to Engineering Design (PLTW) N1303742 and Engineering Science (Principles of Engineering [PLTW]) 13037500	AEEN 1310 Computer Graphics & Applications or IMEN 1311 Technical CAD or MEEN 1310 Computer-Based Graphics & Design I
- Architectural Engineering - Computer Science - Environmental Engineering - Industrial Management & Technology - Mechanical Engineering	Intro to Engineering Design (PLTW) N1303742 and Engineering Science (Principles of Engineering [PLTW]) 13037500 and Digital Electronics (PLTW) 13037600 or Aerospace Engineering (PLTW) N1303745 or Biotechnical Engineering (PLTW) N1303746 or Civil Engineering & Architecture (PLTW) N1303747 or Computer Integrated Manufacturing (PLTW) N1303748 and Engineering Design & Development (PLTW) N1303749	UNIV 1101 Learning in a Global Context and UNIV 1102 Learning in a Global Context II and AEEN 1310 Computer Graphics & Applications or IMEN 1311 Technical CAD or MEEN 1310 Computer-Based Graphics & Design I

To receive credit for the courses above, the student must satisfy the following criteria:

- The high school offering the PLTW courses must have current certification from PLTW, granted through the Ingenuity Center or other representative PLTW body.
- In each course to be articulated, the student must achieve each of the following:
 - Course grade of at least 85 percent;
 - PLTW Summative Assessment stanine score of 6, 7, 8, or 9;
 - The student will submit copies of their PLTW Engineering Notebook and Portfolio to TAMUK College of Engineering showing evidence of the curriculum completed.

AISD Courses Articulated with Statewide Colleges

Various statewide community colleges accept credit for the following CTE courses. 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 is listed with available credit in parentheses.

Agriculture Mechanics and Metal Technology (1)
Horticulture Science (1)
Livestock Production (1)
Range Ecology and Management (1)
Landscape Design and Turf Grass Management (0.5 each)
Agribusiness Management and Marketing (1)
Equine Science (1)
Wildlife, Fisheries and Ecology Management (1)
Construction Technology I (2)
Construction Technology II (2)
Animation I or Animation I Lab (1-2)
Animation II or Animation II Lab (1-2)
Audio Video Production II or Audio Video Production II Lab (1-2)
Graphic Design and Illustration I or Graphics Design and Illustration I Lab (1-2)
Graphic Design and Illustration II or Graphics Design and Illustration II Lab (1-2)
Commercial Photography I or Commercial Photography I Lab (1-2)
Digital Audio Technology II (1)
Video Game Design (1)
Principles of Business, Marketing and Finance (1)
Business Information Management I (1)
Business Information Management II (1)
Business Law (1)
Business Management (1)
Global Business (0.5)
Human Resources Management (0.5)
Money Matters (1)
Accounting I (1)
Banking and Financial Services (0.5)
Principles of Health Science (1)
Health Science Theory (1)
Medical Terminology (1)
Lifetime Nutrition and Wellness (0.5)
Culinary Arts (2)
Hospitality Services (2)
Child Development (1)
Child Guidance (2)
Principles of Information Technology (1)
Computer Programming I (1)
Computer Programming II (1)
Digital Media (1)
Web Technologies (1)
Principles of Law, Public Safety, Corrections and Security (1)
Criminal Investigation (1)
Court Systems and Practices (1)
Entrepreneurship (1)
Biotechnology II (1)
Engineering Design and Presentation I (1)
AC/DC Electronics (1)
Automotive Technology II: Automotive Service (2)

Appendix D Austin ISD UIL Exempted Courses

Students in Grades Nine through 12

Courses must be weighted to be considered for exempt status. Weighted courses include Pre-AP, Advanced Placement, International Baccalaureate, dual credit, and some CTE articulated courses, TEA-approved and district-identified courses are listed below. Courses listed below are not necessarily offered by all AISD schools.

English/Language Arts

Pre-AP English I, II, and III	Public Speaking III
English IV	Humanities
Independent Study in English	Advanced Broadcast Journalism
Independent Study in Journalism	Advanced Journalism: Yearbook II and III
Independent Study in Speech	Advanced Journalism: Newspaper II and III
Creative Writing	Advanced Journalism: Literary Magazine II and III
Oral Interpretation III	Literary Genres
Debate III	Research/Technical Writing

Mathematics

Pre-AP Algebra I and II	Linear Algebra
Pre-AP Geometry	Multivariable Calculus
Advanced Quantitative Reasoning (AQR)	Discrete Math for Computer Science
Independent Study in Mathematics	Digital Electronics (CTE)
Precalculus (non-weighted and weighted)	Financial Mathematics (CTE)
Number Theory	

Science

Pre-AP Biology	Medical Microbiology (CTE)
Pre-AP Chemistry	Engineering Design and Problem Solving (CTE)
Pre-AP Physics	Biotechnology II (CTE)
IPC	Food Science (CTE)
Aquatic Science	Science Technology
Astronomy	Modern Physics
Advanced Plant and Soil (CTE)	Organic Chemistry
Scientific Research and Design (CTE)	Planet Earth
Anatomy and Physiology (CTE)	Sports Medicine III
Pathophysiology (CTE)	

Social Studies

Pre-AP World Geography	World Belief Systems
Pre-AP World History	Social Studies Advance Studies
Constitutional Law	Social Studies Research Methods
Contemporary Issues	Special Topics in Social Studies

Languages Other Than English

American Sign Language III and IV	Pre-AP Spanish III, Spanish IV, V, VI, and VII
Pre-AP Chinese III, Chinese IV, V, and VI	Spanish for Spanish Speakers III and IV
Pre-AP French III, French IV, V, VI, and VII	Arabic III, IV, V, VI, and VII
Pre-AP German III, Pre-AP German IV, German I, VI, and VII	Vietnamese III, IV, V, VI, and VII
Pre-AP Japanese III, Japanese IV, V, VI, and VII	Korean III, IV, V, VI, and VII
Pre-AP Latin III, Latin IV, V, VI, and VII	Computer Science I*, II*, and III*

*Foundation High School Program recognizes Computer Science as a Language Other than English

Dual Credit Courses

See Appendix B on page 163.

College Articulated Courses

See Appendix C on page 168.

AP and IB Courses

AP and IB Courses in all disciplines.

Students in Grades Seven and Eight

Weighted courses include Pre-AP, magnet, and IB Middle Years Program. Weighted and non-weighted high school level courses completed at the middle school level in the areas noted below are recognized as exempt courses in AISD. The course number at the middle school level may vary from the high school level course number. TEA-approved and district-identified courses are listed below. Courses listed below are not necessarily offered by all AISD schools.

English/Language Arts

Communication Applications
Professional Communications

Mathematics

Pre-AP Algebra I and II
Pre-AP Geometry
Precalculus (non-weighted and weighted)

Health

Health Education

Career and Technical Education

Business Information Management I
Touch System Data Entry
Principles of Information Technology
PLTW Gateway – Design, Modeling and Automation (PLTW)
PLTW Gateway – Applied Science and Technology (PLTW)

PLTW Gateway – Energy, Environment and Flight (PLTW)
PLTW Gateway – Architecture and Biomedical Sciences (PLTW)
Principles of Business, Marketing & Finance
Principles of Human Services

Languages Other Than English

American Sign Language I and II
Chinese I and II
French I and II
German I and II
Japanese I and II
Latin I and II

Spanish I, II, and III
Spanish for Spanish Speakers I, II, III, and IV
Arabic I and II
Vietnamese I and II
Korean I and II
Credit by exam, when taken in middle school

Appendix E STAAR/EOC Reporting Categories

Reading (STAAR) Grades 6, 7, 8

Reporting Category 1: Understanding/Analysis Across Genres
Reporting Category 2: Understanding/Analysis of Literary Texts
Reporting Category 3: Understanding/Analysis of Informational Texts

Writing (STAAR) Grade 7

Reporting Category 1: Composition
Reporting Category 2: Revision
Reporting Category 3: Editing

English I, II (EOC)

Reporting Category 1: Understanding/Analysis Across Genres (Reading)
Reporting Category 2: Understanding /Analysis of Literary Texts (Reading)
Reporting Category 3: Understanding/Analysis of Informational Texts (Reading)
Reporting Category 4: Composition (Writing)
Reporting Category 5: Revision (Writing)
Reporting Category 6: Editing (Writing)

Mathematics (STAAR) Grades 6, 7, 8

Reporting Category 1: Numbers, Operations, and Quantitative Reasoning
Reporting Category 2: Patterns, Relationships, and Algebraic Reasoning
Reporting Category 3: Geometry and Spatial Reasoning
Reporting Category 4: Measurement
Reporting Category 5: Probability and Statistics

Algebra I EOC

Reporting Category 1: Functional Relationships
Reporting Category 2: Properties and Attributes of Functions
Reporting Category 3: Linear Functions
Reporting Category 4: Linear Equations and Inequalities
Reporting Category 5: Quadratic and Other Nonlinear Functions

Science (STAAR) 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

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

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

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). For grades three through eight, the STAAR program assesses reading and math at all grade levels, writing at grades four and seven, science at grades five and eight, and social studies at grade eight. At the high school level, grade-specific assessments have been replaced with a series of five End-of-course (EOC) Assessments: Algebra I, English I, English II, Biology and U.S. History.

STAAR/EOC reporting categories consist of supporting standards and 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.

Appendix F Austin ISD Graduation Plans and STAAR/EOC Requirements for Students

Foundation High School Program Plan

Subject	Required Credits and Courses
English Language Arts	4 credits - English I (EOC) - English II (EOC) - English III - Advanced English class
Mathematics	3 credits - Algebra I (EOC) - Geometry - Advanced math class
Science	3 credits - Biology (EOC) - Advanced science class - Advanced science class
Social Studies	2.5 credits - World History or World Geography - U.S. History (EOC) - U.S. Government
Economics	0.5 credit
Languages Other than English	2 credits
Physical Education	1 credit
Health*	0.5 credit
Fine Arts	1 credit
Electives	4.5 credits
Total Credits	22

*The completion of 0.5 Health credits is a local district policy, [EIF\(EXHIBIT\)](#).

Foundation + Endorsement Plan

Subject	Required Credits and Courses
English Language Arts	4 credits: - English I (EOC) - English II (EOC) - English III - Advanced English class
Mathematics	4 credits - Algebra I (EOC) - Geometry - Advanced math class - Advanced math class
Science	4 credits - Biology (EOC) - Advanced science class - Advanced science class - Advanced science class
Social Studies	2.5 credits - World History or World Geography - U.S. History (EOC) - U.S. Government
Economics	0.5 credit
Languages Other than English	2 credits
Physical Education	1 credit
Health*	0.5 credit
Fine Arts	1 credit
Electives	6.5 credits
Total Credits	26

*The completion of 0.5 Health credits is a local district policy, [EIF\(EXHIBIT\)](#).

Distinguished Level of Achievement Plan

Subject	Required Credits and Courses
English Language Arts	4 credits: - English I (EOC) - English II (EOC) - English III - Advanced English class
Mathematics	4 credits - Algebra I (EOC) - Geometry - Algebra II - Advanced math class
Science	4 credits - Biology (EOC) - Advanced science class - Advanced science class - Advanced science class
Social Studies	2.5 credits - World History or World Geography - U.S. History (EOC) - U.S. Government
Economics	0.5 credit
Languages Other than English	2 credits
Physical Education	1 credit
Health*	0.5 credit
Fine Arts	1 credit
Electives	6.5 credits
Total Credits	26

*The completion of 0.5 Health credits is a local district policy, [EIF\(EXHIBIT\)](#).

Appendix G: Understanding Your Student's Class Rank

GPA Calculation Definitions:

Austin ISD uses a weighted 4.0 scale. Honors-level courses are given a higher grade point value.

Cumulative GPA (weighted 4.0 scale)

- Includes all high school courses taken for high school credit (cumulative).
- Honors level courses receive higher grade point value.
- Reported on student's high school transcript.
- Reported on student's report card.
- Called Weighted GPA in Naviance.

Unweighted GPA (4.0 scale)

- Includes all high school courses taken for high school credit (cumulative).
- Honors level courses *do not* receive higher grade point value.
- *Not* reported on student's high school transcript or report card.
- Called Cumulative GPA in Naviance.

Rank GPA (weighted 4.0 scale)

- Includes high school courses in the four course areas and foreign language that meet graduation requirements. See details below.
- Honors level courses receive higher grade point value.
- *Not* reported on student's high school transcript.
- Reported on student's report card (except for non-ranking high schools).
- Not listed in Naviance.

The purpose of the district's class rank policy is to promote rigorous academic standards and readiness for college, career, and life in a globally competitive economy. Class ranking shall be used to determine district honors and awards and will be submitted to colleges and universities.

Class rank is a snapshot of a fluid process of adding to and updating the high school transcript. Semester averages may change as teachers' gradebooks are updated, dual credits are added, and outside credits are completed. Even though transcripts are updated throughout the semester, once class rank is set for the semester, it remains unchanged until the next ranking period. AISD calculates class rank for students beginning the spring of their 10th grade year. Thereafter, students are ranked after the end of each semester. Current semester data is never used to calculate rank.

Beginning with the incoming ninth grade class of 2011-12, AISD phased in rank GPA calculation. This GPA calculation is used to determine class rank for each student. The calculation is closely aligned with the graduation requirements as mandated by the State of Texas. Rank GPA calculation considers all available final semester grades for the courses that satisfy the student's graduation plan in the following five curriculum areas:

- English Language Arts (ELA)
- Languages Other than English (LOTE)
- Mathematics
- Science
- Social Studies

Texas has one graduation plan: Foundation High School Program (see 19 TAC Chapter 74.11). Within that plan are three levels.

- 1) Foundation High School Program (FHSP)
- 2) Foundation High School Program plus Endorsements (FHSP + E)
- 3) Foundation High School Program plus Endorsement with Distinguished Level of Achievement (FHSP + E + D)

The following is a list of requirements in the four core course areas and LOTE that satisfy graduation requirements and how they are used in calculating Rank GPA.

English Language Arts (ELA): 4 credits

All students must earn four credits in ELA to including English I, II, III, and one full or two half credits of an advanced ELA course as defined by 19 TAC Chapter 74.12(b)(1). If more courses are taken than needed to satisfy the fourth ELA credit, then the two semesters with the highest grade point values that satisfy the fourth ELA credit, then the two semesters with the highest grade point values that satisfy the fourth ELA credit will be used in rank GPA calculations.

Social Studies (SS): 3 credits

All students must earn three credits in SS to include World Geography or World History, US History, Economics, and US Government as defined by 19 TAC Chapter 74.12(b)(4).

World Geography/World History:

- If a student earns one full credit in World Geography and one full credit in World History, the full credit with the highest grade point average will be used in rank GPA calculations.
- If a student earns one full credit in World Geography or World History and 0.5 credits in the other course, the course with the full credit will be used in rank GPA calculations.

Science: FHSP 3 credits; FHSP + E and FHSP + D 4 credits

Depending on the student's graduation plan, three or four science credits are required, and one credit must be Biology. If a student earns more science credits as listed in 19 TAC Chapter 74.12(b)(3), the semesters with the highest grade points will be used in rank GPA calculations. Biology semesters will be replaced with other science semesters if the other science has a higher grade.

Mathematics: FHSP 3 credits; FHSP + E and FHSP + D 4 credits

Depending on the student's graduation plan, three or four math credits are required, and two credits must be Algebra 1 and Geometry. If a student earns more math credits as listed in 19 TAC Chapter 74.12(b)(2), the semesters with the highest grade points will be used in rank GPA calculations. Algebra 1 and Geometry semesters will be replaced with other mathematics semesters with a higher grade.

Language Other than English (LOTE) 2 credits

All students must earn two credits in the same foreign language as defined by 19 TAC Chapter 74.12(b)(5). If a student earns more credits in the same language than are required, the four semesters with the highest grade points will be used in rank GPA calculations. If a student has more than two credits in more than one language, the language with the most credits will be used in rank GPA calculations.

Information as of May 2, 2019.

Austin Independent School District

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www.austinisd.org

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.

Austin ISD Mission Statement

In partnership with our families and our community, Austin ISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society.