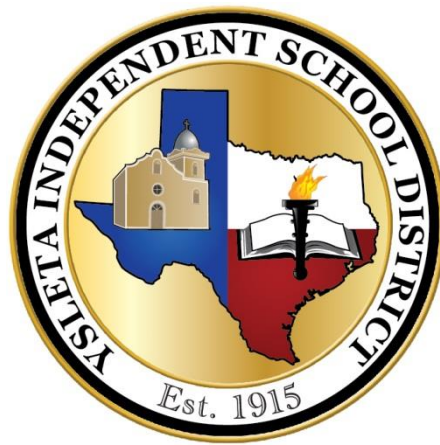


Ysleta Independent School District

Course Code Catalog Descriptions

For

**Middle School
2020-2021**



Dr. Xavier De La Torre
Superintendent

Dr. Catherine Kennedy
Associate Superintendent

Celina Muñoz
Director, Guidance, Counseling, and Student Advocacy Services



Ysleta Independent School District

All students who enroll in our schools will graduate from high school, fluent in two or more languages, prepared and inspired to continue their education in a four-year college, university or institution of higher education so that they become successful citizens in their community.

Executive Cabinet

Dr. Xavier De La Torre – Superintendent

Board of Trustees

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Ysleta Independent School District does not discriminate on the basis of race, color, national origin, sex, religion, disability, genetic information, or age in its programs, activities or employment.

El Distrito Escolar Independiente de Ysleta no discrimina en base a raza, color, nacionalidad, sexo, religión, discapacidad, la información genética y/o edad, en sus programas, actividades o empleo.

2020-2021

Course Code Listing Catalog

The Ysleta Independent School District is committed to ensuring that all students will graduate from high school under the Foundation High School Program Distinguished Level of Achievement to include at least one Endorsement. In order to achieve this vision, the Course Code Catalog Descriptions 2020-2021 Edition is provided to help inform and guide users with the most current course listings that meet district and state guidelines.

Through the leadership of the Guidance and Counseling Department, the Course Code Catalog is edited yearly and updated to reflect current course listings that meet the standards required by the Texas Essential Knowledge and Skills. If you have questions or need more information, please contact Celina Muñoz, Director of Guidance and Counseling.

Catherine Kennedy, Ed.D.
Associate Superintendent

Introduction to the Course Code Listing Catalog

The ***Course Code Catalog Descriptions*** is designed to provide information for administrators, counselors, master schedule designers, teachers, and others responsible for providing a program of instruction which meets state and district guidelines.

In an effort to conserve our resources, the **2010-2011** edition was the first edition to be offered online. The ***Course Code Catalog Descriptions*** is divided into three sections: Basic Program of Instruction, Course Code Descriptions for Middle School and Course Code Descriptions for High School. In each of the respective Middle and High School sections, links are provided for accessing the latest version of the Master Course Code Listing Files in PDF format. Course numbers and titles are to be used at the campus level as printed in this catalog in order to meet the standards required by the **Texas Essential Knowledge and Skills** requirements.

The Basic Program on Instruction section contains pertinent information as stated in state and district policy. The ***Course Code Catalog Descriptions*** includes links for users to access current district legal and local policies. Users are urged to refer to this ***Course Code Catalog Descriptions*** as an initial step in reviewing policies and requirements related to curriculum and graduation.

As updates in policy at both the state and district levels occur, changes will be incorporated into the online version of the ***Course Code Catalog Descriptions***. For this reason, it is important for users to frequently visit the Ysleta Guidance and Counseling Department website and review the ***Course Code Catalog Descriptions*** contents.

For questions not answered in this version of the catalog, please contact the appropriate individuals in the specific department in question. All suggested changes, deletions, or corrections should be addressed to the **Director of Guidance and Counseling, Celina Muñoz**.

Additional information will be incorporated as federal, state, and district mandates dictate. Campuses are encouraged to maintain at least one hard copy of the ***Course Code Catalog Descriptions*** for use by administration and counselors to facilitate the scheduling process for students.

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BOARD POLICY AND REGULATIONS

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To access information, click on links below.

YISD Board Policy Manual*

- [Introduction](#)
- [Help Page](#)
- **LEGAL** policies compile federal law, state law, and court decisions, providing the statutory context in which all other policies should be read.
- **LOCAL** policies reflect decisions made by the Board of Trustess of the Ysleta Independent School District.

YISD Regulations

***Note: Copyright and Disclaimer**

"This online presentation of Ysleta ISD's policies is an electronic representation of the district's currently adopted policy manual as reflected in TASB Policy Service records. It does not reflect updating activities in progress. The official copy of the manual is available for inspection in the office of the superintendent. [See [BF\(LOCAL\)](#).] In no event shall TASB, Inc. act as custodian of the district's records for purposes of the Texas Public Information Act."

YISD Regulations

GRADE CLASSIFICATIONS

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Begins with students entering in 1996-97 Freshman class:

Freshman	0-5.5	Credits
Sophomore	6-11.5	Credits
Junior	12-17.5	Credits
Senior	18-22/26	Credits

[Graduation Requirements](#) (Follow Link)

[YISD Graduation Plan](#) (Follow link)

**2020-2021 TEA-UIL Side by Side*
ACADEMIC REQUIREMENTS (No Pass, No Play)**

COVID UPDATE FOR 20-21 SCHOOL YEAR ONLY: <https://www.uil texas.org/covid-19-information>

As schools prepare for a variety of learning options for the coming school year, UIL is providing the following information related to those options and UIL student eligibility.

- **Students participating in remote learning offered by their school district, whether synchronous or asynchronous (as defined by TEA), may participate in UIL activities if they meet all other UIL eligibility requirements.** Students must be enrolled in remote learning options through the school the student will represent. Schools may develop local policies with additional requirements for participation. You can find more information related to the full-time student rule in the UIL Constitution and Contest Rules.
- **Schools should develop grading policies for remote learning options that outline the criteria for determining if a student is passing all courses at the end of grading and evaluation periods.** Days when school is not in session should be treated as school holidays for purposes of determining academic eligibility for both remote and in-person learning. All students are academically eligible when school is not in session for a full calendar week or more. More information related to no pass-no play can be found in the TEA-UIL Side by Side Manual.
- For the 2020-2021 school year, **UIL eligibility requirements for the first six weeks of school have been modified to allow a student to be eligible for the first six weeks if they accumulated at least two and a half credits since the start of the 2019-2020 school year.** Schools may impose additional requirements.

*Please note the UIL information above is the most current at the time of publishing. The information will be updated as it becomes available.

DISTINGUISHED LEVEL OF ACHIEVEMENT

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Distinguished Level of Achievement Graduation Requirements 26 Credit Minimum

A student may earn a distinguished level of achievement by successfully completing the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement required by the Texas Education Code (TEC), §28.025(b-15), including four credits in science and four credits in mathematics to include Algebra II.

A school district shall clearly indicate the distinguished level of achievement under the Foundation High School Program, an endorsement, and a performance acknowledgment on the transcript or academic achievement record (AAR) of a student who satisfies the applicable requirements.

Performance Acknowledgments

Dual Credit:

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

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

Bilingualism and Biliteracy:

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 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:
 - I. a score of 3 or higher on a College Board Advanced Placement examination for a language other than English; or
 - II. a score of 4 or higher on an International Baccalaureate examination for a higher-level languages other than English course; or
 - III. 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 of paragraph (1) of this subsection, 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).

College Board Advanced Placement Test:

A student may earn a performance acknowledgment on the student's transcript for outstanding performance on a College Board Advanced Placement test by earning:

- (1) a score of 3 or above on a College Board Advanced Placement examination

Nationally Norm-Referenced College Preliminary/Admissions Assessment:

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:

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

- (3) earning scores of at least 410 on the evidence-based reading section and 520 on the mathematics section of the SAT®; or
- (4) earning a composite score on the ACT® examination of 28 (excluding the writing subscore).

Business or Industry Certification Recognized by State, Nationally, or Internationally:

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

(1) A student may earn a performance acknowledgment with:

- (A) performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
- (B) performance on an examination 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) a state agency or other government entity; or
- (C) a 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.

AP/Pre-AP Program Guidelines

AP/ Pre-AP instruction requires a differentiated curriculum by content depth and performance assessed on the bases of higher level thinking skills (analysis, synthesis, and evaluation.) AP/Pre-AP instruction emphasizes skill development for various disciplines while maintaining content appropriate to age and grade level. AP instruction will follow guidelines developed by The College Board in the appropriate ***AP Course Description Book and Teacher's Guide***. Vertical Teams have been established in the five core subject areas (English, Mathematics, Science, Social Studies and LOTE) and Pre-AP instruction will follow the guidelines developed by these teams to provide sequential preparation for the appropriate AP course.

Instruction

- Pre-AP courses only exist if they lead directly to an Advanced Placement Course as recognized by the College Board and the Texas Essential Knowledge & Skills (TEKS), which, in turn, lead to a recognized AP exam.
- AP/ Pre-AP instruction will be available to students on all high school campuses in English, Mathematics Science, Social Studies and LOTE. In addition, the AP program provides a variety of other course offerings available at district high schools.
- Pre-AP instruction will be available to students on all middle school campuses in English and Mathematics. Pre-AP instruction in Science, Social Studies and LOTE is strongly encouraged. The Vertical Teams should always include middle school teachers to help prepare students for the culminating AP course.
- Pre-AP instruction should be accomplished through:
 - **Homogeneous grouping:** After receiving information regarding the appropriate Pre-AP curriculum syllabus and signing a Pre-AP contract, students are designated as Pre-AP students and are scheduled in a separate class. (Preferred)
 - **Heterogeneous grouping:** After receiving information regarding the appropriate Pre-AP curriculum syllabus and signing the Pre-AP contract, students are designated as Pre-AP students and are placed in the same classroom with regular students.

All Pre-AP and AP instructors must attend the appropriate Advanced Placement Summer Institute sponsored by College Board prior to teaching the course; or within one year if extenuating circumstances. All AP courses must have a College Board approved syllabus prior to start of instruction.

Entrance Into/Exit from Program

Entrance into the AP/ Pre-AP program will be open to all YISD students where courses are offered. A student must meet normal prerequisites for each course; however, prerequisites need not be AP/ Pre-AP courses nor are there restrictions based on designated levels of past achievement. Entry into the program may begin at any grade level. A student may request to drop a Pre-AP/AP class during the first three weeks of the course or at the completion of any grading period. Grades in progress will transfer.

Grade point average (GPA) bonus:

See tables related to GPA bonus points located in **Class Ranking EIC** located in Board Policy as listed above.

74.25. High School Credit for College Courses

- (a) A school district board of trustees may adopt a policy that allows a student to be awarded credit toward high school graduation for completing a college-level course. The course must be provided only by an institution of higher education that is accredited by one of the following regional accrediting associations:
1. Southern Association of Colleges and Schools;
 2. Middle States Association of Colleges and Schools;
 3. New England Association of Schools and Colleges;
 4. North Central Association of Colleges and Schools;
 5. Western Association of Schools and Colleges; or
 6. Northwest Association of Schools and Colleges.
- a. To be eligible to enroll and be awarded credit toward state graduation requirements, a student must have the approval of the high school principal or other school official designated by the school district. The course for which credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course.

Dual Credit:

Dual credit is a process by which a high school student enrolls in a college or university course and receives simultaneous academic credit for the course from both the college and the high school. While dual credit courses are often taught on the secondary school campus to high school students only, applicable sections of these rules (sec.5.262(a), 5.262(a), (b), (g), (h), (i), and 5.263) also apply when a high school student takes a course on the university campus and receives both high school and college credit. Eligible courses must be in the approved course inventory of the public university. Classes taken under this option count toward high school graduation and the grade is averaged into the high school GPA. Students will not be charged tuition for enrollment in EPCC Dual Credit courses. In most cases, the course is offered on the student's high school campus or may be offered online.

In order to take dual credit courses, a student must:

- Pass the appropriate Texas Success Initiative Assessment (TSIA), which includes taking the Pre-Assessment Activity Module (PAAM) prior to the TSIA
- Complete an application for admission
- Submit a request for early admission, signed by parent and high school principal, indicating which specific courses can be taken at EPCC and the current high school load
- Submit an official copy of high school transcript
- Take the Alternative Test and EPCC assessment tests, if required
- Register for no more than two courses per term
- Attend a New Student Orientation session
- Not enroll in any college development level courses

Dual Enrollment:

OnRamps is an innovative dual-enrollment program coordinated by The University of Texas at Austin. *OnRamps* works through a dual-enrollment model. Using a hybrid delivery approach, students meet rigorous university-level college readiness standards and have the opportunity to earn UT Austin credit from a UT faculty member and high school credit from their local teacher. Students receive separate grades – one for college credit and one for high school credit. All *OnRamps* courses can be applied to the Texas Common Core and are guaranteed to transfer to any public institution in Texas. Students will not be charged tuition.

In order to take Dual Enrollment courses, a student must:

- Register for no more than two courses per term
- Complete coursework
- At conclusion of first semester, students achieving a college grade of “D” or higher will enroll in the University of Texas at Austin. Students who receive a college grade of “F” will need to provide Texas Success Initiative Assessment (TSIA) eligibility to continue with the college work of the course. Students who receive a college grade of “F” and have not passed the TSIA will remain in the course for the college course experience, but will only receive the high school credit.
- At the conclusion of the Spring semester, students who enrolled in the course will make a decision to either accept or decline the college credit. The university advisor will help them make this decision based upon future college plans.

HIGH SCHOOL CPA CONVERSION TABLES[Back to Top](#)**HIGH SCHOOL GPA CONVERSION TABLES FOR COLLEGES & UNIVERSITIES****Conversion Formulas**

IF HS AVERAGE=	GPA CONVERSION	IF GPA =	HS AVERAGE CONVERSION
85 - 100	$\leq (\text{Average} - 85) \div 15 > + 3$	3.0 – 4.0	$(15 \times \text{GPA}) + 40$
77 - 84	$\leq (\text{Average} - 77) \div 8 > + 2$	2.0 – 2.9	$(8 \times \text{GPA}) + 61$
70 - 76	$\leq (\text{Average} - 72) \div 5 > + 1$	0.0 – 1.9	$(5 \times \text{GPA}) + 67$

Conversion from 100 Point to 4.0 GPA Scale

HS Average	GPA	HS Average	GPA
100	4.00	84	2.88
99	3.93	83	2.75
98	3.87	82	2.63
97	3.80	81	2.50
96	3.73	80	2.38
95	3.67	79	2.25
94	3.60	78	2.13
93	3.53	77	2.00
92	3.47	76	1.80
91	3.40	75	1.60
90	3.33	74	1.40
89	3.27	73	1.20
88	3.20	72	1.00
87	3.13	71	0.80
86	3.07	70	0.60
85	3.00		

Conversion Scale for Transfer Student with Letter Grades

LETTER GRADE	NUMERICAL GRADE
A range	90-100
A+	98
A	95
A-	92
B range	80-89
B+	88
B	85
B-	82
C range	75-79
C+	79
C	77
C-	75
D range	70-74
D+	74
D	72
D-	70
F	69 and Below

EVALUATION OF FOREIGN TRANSCRIPTS

A designee from the Division of Academics will evaluate all foreign transcripts for high school credit (grades 7 – 12), regardless of the country from which the student is entering YISD. All documentation related to grades and credit shall be submitted within ten (10) school days to the District designee upon registration.

INITIAL HIGH SCHOOL GRADE LEVEL PLACEMENT

For the purpose of expediting a student's initial placement, the campus counselor will temporarily place an out-of-country student in grade 9. The placement shall be noted as temporary on the Audit sheet. Upon evaluating all submitted academic documents, the Division of Academics will award credit and make a formal grade level placement recommendation through the Credit Equivalency form. This form must be signed by the District designee and returned to the receiving campus to be kept in the blue LEP file in the student's cumulative folder.

Upon completion of the transcript evaluation, the student's actual grade placement shall be adjusted within five (5) school days to reflect his/her years in high school and earned credits.

DOCUMENTATION OF EVALUATION RESULTS

The Division of Academics shall create a YISD Credit Equivalency form with the name of the school(s) where the credit was earned, the title of the course from the foreign country, the title and course number for the equivalent YISD course, the equivalent United States grade level, the amount of credit earned, and the grade(s) earned.

Credit equivalency analyses of Mexican academic documents shall be completed within 48 business hours barring any extenuating circumstances with the student documents provided to the Division of Academics.

Educational records from countries other than Mexico may take more than forty-eight (48) business hours to research and ascertain the appropriate course credit equivalencies.

The evaluation of any student's out-of-country educational records shall be completed within twenty (20) school days from the date of the student's enrollment.

Registrars may **enter** information resulting from the evaluation of a transcript into a student's course history as indicated on the YISD Credit Equivalency Form (includes total credits awarded and grade placement recommendation), however registrars **CANNOT** and **MUST NOT** evaluate transcripts.

The campus counselor must verify the timely and accurate entry of the credit equivalency information and grade level assignment (found in the Credit Equivalency form provided by the Division of Academics into the student's course history.

Transcript evaluations and class schedules for students entering YISD from foreign schools must *be shared* with the campus Language Proficiency and Assessment Committee (LPAC).

GRADE LEVEL PLACEMENT BASED ON YEARS IN SCHOOL AND CREDITS EARNED

The Division of Academics will not create an arbitrary minimum or maximum of credits that may be accepted from Mexico, another country, or another state.

When registering a student in a YISD high school who has attended grade 9 or higher in a U.S. school, a Mexican secundaria, preparatoria or another out-of-country school, the receiving YISD high school shall submit all documentation, including the U.S. and out-of-country school report cards/transcripts to the Division of Academics for evaluation.

YISD will honor the credit awarded by U.S. schools for any courses which meet Texas graduation requirements. YISD will also award credit for foreign courses that meet Texas graduation requirements even if not recognized by a previous U.S. school. YISD is not required to accept the credits awarded by another state if such credits do not meet Texas graduation requirements.

The Division of Academics will make a grade level placement recommendation based solely on years in school and earned credits (in grades 7 through 12). No other measures will be imposed.

GUIDELINES FOR GRANTING COURSE CREDIT AND GRADES FROM MEXICO

YISD will award high school credit for graduation for established equivalent courses successfully completed during the three (3) years of secundaria (grades 7, 8 and 9).

1. Spanish I graduation credit is given for Español I taken and passed in the first year of secundaria (grade 7).
2. Spanish II graduation credit is given for Español II taken and passed in the second year of secundaria (grade 8).
3. Spanish III graduation credit is given for Español III taken in the third year of secundaria (grade 9).
4. Integrated Physics and Chemistry (IPC) - A graduation credit is given for Ciencias II taken and passed in the second year of secundaria (grade 8).
5. IPC- B graduation credit is given for Ciencias III taken and passed in the third year of secundaria (grade 9).
6. Algebra I graduation credit is given for Matemáticas III taken and passed in the third year of secundaria (grade 9).
7. A corresponding Fine Arts graduation credit is given for Artes taken and passed in the third year of secundaria (grade 9).
8. Team Sports I graduation credit is given for Educación Física III taken and passed in the third year of secundaria (grade 9).

A student who completed the third year of secundaria (grade 9) and has been awarded less than 5.5 credits will be considered a repeat 9th grader. A student who completed the third year of secundaria (grade 9) and has been awarded 6 to 11.5 credits will be considered a 1st year 10th grader.

1. Credits awarded are based on successful completion of a **complete academic year** and are to be reduced accordingly for partial year enrollment.
 - a) 0.5 credits may be awarded for single semester attendance if there is a YISD course into which the student may matriculate and complete the credit.
 - b) *In progress* grades can be taken from Mexican report cards when a student enters a YISD school mid-semester.
2. Students in Mexico receive grades on a 10-point scale with 10 being perfect and 6 being the lowest passing grade.
3. Grades of 7.0 – 10.0 are to be multiplied by 10 to generate an equivalent YISD grade.
4. Grades between 6.0 and 6.9 are to be granted credit with a grade of “P” or pass. This is consistent with credit and grade awards from other U.S. states where 60 is the lowest passing grade.

If a student has been awarded a credit through an earned grade, we do not have the authority to selectively determine whether to award or not to award the credit.

1. It is strongly recommended that students with core subject area grades below an “8” be referred immediately for additional academic support. Students with low grades both in Spanish and in another core area will need targeted support in both language acquisition and the academic area(s) with low grades.
2. Failed courses and failing grades from foreign countries are not transferred to the student’s course history.

MEXICAN COURSE EQUIVALENCIES FROM ESCUELAS SECUNDARIAS (GRADES 7 THROUGH 9)

The following course equivalencies are based on research by the University of Texas (UT) in conjunction with the Secretaría de Educación Pública de México (SEP) as well as work done by Texas State University on curriculum correlations between Texas and Mexican courses and credit award recommendations.

UT’s Project LUCHA program has evaluated the Mexican national curriculum and the TEKS to determine which courses are comparable. Courses receiving 70% or higher are calculated as part of a student’s grade point average (GPA) and class rank. This provides a strong foundation for the student and prepares him/her to be successful in the classroom and on state assessments.

1. Art and Physical Education accrue only 0.5 credits per year as these classes meet only about half the time that core classes meet.
2. *Geografía Mundial* and *Historia Mundial* at the secundaria level receive **no** credit. These courses have lower than 70% correlation to the TEKS.
3. Grades for Spanish I and II are from boletas (report cards) for 1st and 2nd year of secundaria, equivalent to 7th and 8th grade in YISD. If no boletas are available, the credits may be granted with a “P” (pass) if Español from the 3rd year of secundaria (grade 9) has been successfully completed. This is in accordance with YISD regulation EHAC-R.
4. English credit *cannot* be awarded for *ingles*. English as a foreign language taught in a non-English speaking country and English Language Arts or even English for Speakers of Other Languages (ESOL) are not equivalent courses.
 - a) ESOL credit *may* be accepted from an identified bilingual, dual language, or international school whose curriculum is taught partially in English and the student is not identified as Limited English Proficient (LEP) by the receiving YISD high school using the District’s identification process.
 - b) The evaluation of the remaining student documents shall not be delayed due to the pending research and decision on the possible English course credit equivalency.
 - c) Students coded as LEP will not be eligible for English credit.

MEXICAN COURSE EQUIVALENCIES FROM PREPARATORIA, BACHILLERATO, AND INSTITUTOS TECNICOS (GRADES 10 THROUGH 11 OR 12TH GRADE GRADUATION)

Mexican high school level curricula are not regulated by either a state or national agency. There are several different curricula in use in many different types of post secundaria education lasting from four to six semesters.

The District designee will consult with the District’s Guidance and Counseling Department as necessary on issues regarding students from non-accredited foreign schools enrolling in YISD schools.

CREDIT BY EXAM FROM MEXICO “EXAMEN EXTRAORDINARIO DE REGULARIZACION”

Students may reclaim credit for a failed course in Mexico by taking a credit by exam, titled Examen Extraordinario de Regularización or EER.

YISD accepts the EER scores in accordance with the YISD credit by exam policy, EEJA-R. Credit will be awarded for EER scores of 6 and above.

In order to consider the credit by exam score, the student must present the actual certificate for the exam with an official seal or have the EER score indicated on their official school records.

SUBMISSIONS OF EDUCATIONAL RECORDS FOR REVIEW

The receiving campus shall, within ten (10) school days, scan and upload all appropriate student academic documents to the District's internal document storage system or hand deliver the documents to the Division of Academics for research and review.

Credit equivalency analyses of Mexican academic documents shall be completed within 48 business hours barring any extenuating circumstances with the student documents provided to the Division of Academics

Educational records from countries other than Mexico may take more than 48 business hours to research and ascertain the appropriate course credit equivalencies.

The evaluation of any student's out-of-country educational records shall be completed within twenty (20) school days from the date of the student's enrollment.

The receiving campus IS NOT to submit a student's academic documents to an outside agency for evaluation. All transcript evaluations are completed in YISD or are completed with assistance of other agencies as determined by the Division of Academics.

DISTRICT REQUIREMENTS

Students from countries other than Mexico, whether living in the United States or visiting as a foreign exchange student, fall under all the same requirements as immigrant students from Mexico.

These students must fill out a home language survey form and be tested on the IPT and the Iowa Assessment as appropriate if they indicate a language other than English as the language they speak most of the time. The LPAC shall then determine appropriate program/class placement.

If designated LEP, student must participate in all state mandated assessments for LEP students and the appropriate paperwork (LPAC meeting minutes, etc.) maintained by the campus LPAC coordinator.

**MIDDLE SCHOOL GUIDELINES FOR PLACEMENT OF STUDENTS
IN LANGUAGES OTHER THAN ENGLISH (LOTE) COURSES****GENERAL PHILOSOPHY**

The ability to communicate in more than one language increases opportunities for individuals to be more marketable in society. Ysleta Independent School District embraces the need for producing multi-literate citizens. Therefore, it is imperative to foster an environment that creates opportunities for students to be challenged and successful at all levels of proficiency. It is also vital that students be placed in appropriate levels of instruction to build their proficiency to a level that would help meet the District's vision. Therefore, YISD has developed placement guidelines to meet the needs of all students in Languages Other than English (LOTE) courses.

PLACEMENT CRITERIA

The LOTE program provides an opportunity for students to develop proficiency in a language other than English. The YISD LOTE regulation, YISD EHAC-R states; "Students studying any LOTE may be placed into an upper level course without first taking the lower level course or a Credit by Examination (CBE) for the earlier level(s). Placement of students, including both level and native/non-native classification, is determined by both objective and subjective measures" in order to create the best placement decisions for students. Pathways developing high levels of language proficiency preparing native and non-native speakers for success on the AP exams must exist in all LOTE offerings.

LOTE offerings in YISD are based on ACTFL Progress Checkpoints and Texas TEKS for LOTE that represent different learning stages from Level 1 – Level 4. The criteria for placement shall be specific for proper student placement in order to facilitate the process and determine what is in the best interest of student success. For this purpose as well, it is best to define the student groups who will be impacted by these criteria:

Students studying LOTE include the following groups:

- Students in Dual language program
- Students acquiring a third language
- Students currently in or already exited from bilingual programs
- Students whose home language is something other than English
- Students new to LOTE

The criteria for placement of students in LOTE courses provides a continuum that supports the development of advanced-level proficiencies in alignment with the YISD vision statement. The following items shall be reviewed for student placement into the most appropriate LOTE level and section:

- Review of Student Records
- Teacher Recommendations
- Parent and Student Requests
- Assessment Tools – formal and informal
- Student work samples

Placement Into Spanish and Other LOTE Courses for Non-Natives

1. Students with a home language of English and no indicators of LOTE exposure or ability will be placed in Level I non-native of their requested LOTE, if at all possible.
Student/parent/guardian request should be honored whenever possible.
 - a. If students request placement in a Level I German, French, Japanese, w or Russian etc., then they are to be placed into their requested LOTE course if possible.
 - b. Bilingual Education denials and students with a home language of Spanish who had extended periods of time without instruction in Spanish may be enrolled in Spanish for non-natives if instructionally appropriate.
2. Third language students continuing from an elementary LOTE program and entering middle school are to be placed directly into Level II of that LOTE or ability, based on individual school records and third language teacher recommendations.
3. Students in any of the above categories who elect *not* to continue their language study from elementary, although highly encouraged to continue, are not required to do so and may be placed in Level I of their new LOTE course request.
4. Dual Language students not continuing at middle school need to provide a written letter from their parent/guardian requesting to discontinue dual language. A copy of the letter must be sent to the ALPs Department in order to update PEIMS coding.

Placement Into Spanish for Native Speakers

1. Students with a home language of Spanish and participation in a transitional bilingual program, dual language, and/or schooling in a Spanish speaking country are **not eligible** and **may not enroll in non-native** Spanish LOTE courses.
 - a. Bilingual denials and students with a home language of Spanish who had extended periods of time without instruction in Spanish may be enrolled in Spanish for non-natives if instructionally appropriate.
 - b. If students request placement in a Level I German, French, Japanese, Chinese or Russian etc., then they are to be placed into their requested LOTE course if possible.
2. Native speakers of Spanish and Dual language students continuing from an elementary dual language program and entering middle school are to be placed into Spanish II Native in 7th grade and Spanish III Pre-AP Language in 8th Grade (EHAC-R).

PEIMS VERIFICATION OF PROPER PLACEMENT IN LOTE COURSES

1. Whenever possible, a Spanish certified teacher should be present at the August registration to assist with placement of students. LOTE teachers are encouraged to meet with counselors and appropriate personnel, as determined by the campus, on a regular basis to discuss ways to facilitate LOTE course placement.

MIDDLE SCHOOL PLACEMENT PROCEDURE

The student placement procedures should begin *prior* to the spring registration process. The middle school LOTE department head/LOTE teacher and/or middle school counselors will make themselves available to assist the 6th grade teachers with the process of student identification

1. 6th grade classroom and LOTE teachers will make placement recommendations for all current LOTE students.
 - a. Any recommendation out of expected sequence **must have** supporting comments and documentation attached to the profile sheet including both objective and subjective measures including: parent/guardian and student consultation, review of student records, and formal/informal assessments.
 - b. Students should be highly encouraged to take a LOTE course in middle school.
2. The LOTE department head/teacher will work with the middle school counselor in relation to students requesting first-time LOTE course placement.
 - a. 6th grade classroom and LOTE teachers will provide appropriate academic and linguistic information to determine which students will be tested with a campus-determined language placement test.

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Middle School Curriculum

REQUIRED CURRICULUM FOR GRADES 6-8

1. Curriculum at the middle school level will include the prescribed Essential Knowledge and Skills in English language arts, mathematics, science, social studies, fine arts, health, physical education, technology applications, and to the extent possible, languages other than English.
2. In establishing schedules, campuses will ensure that sufficient time is provided for teachers to teach and for students to learn the essential elements in required and elective courses. Campuses will evaluate the impact of established schedules on student performance.
3. Campuses must adhere to the provisions of updated policy, relating to special education; updated policy, relating to gifted students and updated policy relating to Limited English proficient students.
4. Campuses may provide instruction in a variety of arrangements and settings including, but not limited to, mixed-age programs and integrated curriculums designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade level standards.
5. Each campus will provide both a foundation and an enrichment curriculum which includes:
 - a. Instruction for two entire school years which addresses the prescribed Texas Essential Knowledge and Skills of English language arts, mathematics, science and social studies.

- b. Instruction which addresses the prescribed Texas Essential Knowledge and Skills of health, fine arts, technology applications and to the extent possible, languages other than English. At a minimum, instruction in each discipline will be provided for one-half of one school year.
 - c. Campuses may provide instruction for both the foundation curriculum and the enrichment curriculum as discrete courses or in an integrated curriculum design. When a campus elects an integrated curriculum design, the campus must develop appropriate curriculum and assessment procedures to ensure that the essential knowledge and skills of the integrated disciplines are taught and learned.
 - d. The District shall require students in grades 6-8 to participate in physical education for at least four semesters as part of the District's physical education curriculum.
6. Students who do not pass any section of the State of Texas Assessments of Academic Readiness (STAAR) will be required to attend summer school in a prescribed course. Students who fail to attend summer school may not be promoted.

MIDDLE SCHOOL COURSE DESCRIPTIONS

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

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C690

6 AVID LOCAL

PEIMS# 85000XXX

Recommended Grade Placement: 6

Prerequisite: Application to and Acceptance in AVID program by Campus AVID Coordinator and enrollment in at least one advanced course (Pre-AP or AP Courses or other courses deemed appropriate by AVID Site Team).

Description: AVID elective courses at all grade levels are designed to prepare, in an academic context, students for entrance into four year colleges, with emphasis on analytical writing, preparation for college entrance and placement exams, college study skills and test taking, and research. AVID students are required to keep an AVID binder, work in depth on Cornell note-taking skills, using Costa's levels of questioning and SQ5R organization study skills, and writing domains. Students will develop teamwork skills and begin development of a portfolio. Community service is also a requirement of the course. Covers some career investigation objectives.

C790

7 AVID LOCAL

PEIMS# 85000XXX

Recommended Grade Placement: 7

Prerequisite: Application to and Acceptance in AVID program by Campus AVID Coordinator and enrollment in at least one advanced course (Pre-AP or AP Courses or other courses deemed appropriate by AVID Site Team).

Description: AVID elective courses at all grade levels are designed to prepare, in an academic context, students for entrance into four year colleges, with emphasis on analytical writing, preparation for college entrance and placement exams, college study skills and test taking, and research. AVID students are required to keep an AVID binder, work in depth on Cornell note-taking skills, using Costa's levels of questioning and SQ5R organization study skills, and writing domains. Students will develop teamwork skills and begin development of a portfolio. Community service is also a requirement of the course. Covers some career investigation objectives.

C890

8 AVID LOCAL

PEIMS# 85000XXX

Recommended Grade Placement: 8

Prerequisite: Application to and Acceptance in AVID program by Campus AVID Coordinator and enrollment in at least one advanced course (Pre-AP or AP Courses or other courses deemed appropriate by AVID Site Team).

Description: AVID elective courses at all grade levels are designed to prepare, in an academic context, students for entrance into four year colleges, with emphasis on analytical writing, preparation for college entrance and placement exams, college study skills and test taking, and research. Students will take the explore test. AVID students are required to keep an AVID binder, work in depth on Cornell note-taking skills, using Costa's levels of questioning and SQ5R organization study skills, and writing domains. Students will develop teamwork skills and begin development of a portfolio. Community service is also a requirement of the course. Covers some career investigation objectives.

6003**PEIMS# 03210520****6 SPANISH LANGUAGE ARTS****Recommended Grade Placement: 6****Prerequisite:** Bilingual/Dual Language Program Placement

Description: In Grade 6, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions. Sixth grade students analyze a speaker's persuasive techniques and credibility. Students evaluate a spoken message in terms of its content, credibility, and delivery. Sixth grade students continue to read widely in classic and contemporary selections and informational texts. Students use knowledge of Greek and Latin roots and prefixes and suffixes in reading. Students recognize how style, tone, and mood contribute to the effect of the text. Sixth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive. Sixth grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free compositions on a regular basis. Sixth grade students draw data from multiple primary and secondary sources for use in research reports and projects.

Note: For sixth grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

E611**PEIMS# 03200510****6 ENGLISH LANGUAGE ARTS AND READING****Recommended Grade Placement: 6****Prerequisite:** None

Description: In Grade 6, students refine and master previously learned knowledge and skills through various reading genres and integrating writing. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Foundational language skills, Comprehensions skills, Response skills, Multiple genres, Author's purpose and craft, Composition, and Inquiry and Research. Students read and understand a wide variety of literary and informational texts while engaged in listening, speaking, reading, writing, and thinking, as well as integrating the writing process in each of the genres.

E614**PEIMS# 03200510****6 PRE-AP LANGUAGE ARTS AND READING (YWLA ONLY)****Recommended Grade Placement: 6****Prerequisite:** Based on YISD PAP guidelines

Description: 6th grade Pre-AP English Language Arts / Reading for Young Women's Leadership Academy. Students refine and master previously learned knowledge and skills through various reading genres and integrating writing. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Foundational language skills, Comprehensions skills, Response skills, Multiple genres, Author's purpose and craft, Composition, and Inquiry and Research. Students read and understand a wide variety of literary and informational texts while engaged in listening, speaking, reading, writing, and thinking, as well as integrating the writing process in each of the genres. Content for this course also reflects preparation for the Advanced Placement Curriculum as prescribed in the College Board Publication for English. If a student who is identified as an English Learner and receiving English as a Second Language (ESL) program services is enrolled, then this course must be taught by an ESL certified teacher.

E616 **6 ADVANCED ENGLISH LANGUAGE ARTS**
PEIMS# 02800000 **Recommended Grade Placement: 6**

Prerequisite:

Description: In Grade 6, students refine and master previously learned knowledge and skills through various reading genres and integrating writing. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Foundational language skills, Comprehensions skills, Response skills, Multiple genres, Author's purpose and craft, Composition, and Inquiry and Research. Students read and understand a wide variety of literary and informational texts while engaged in listening, speaking, reading, writing, and thinking, as well as integrating the writing process in each of the genres. Content for this course also reflects preparation for the Advanced Placement Curriculum as prescribed in the College Board Publication for English. If a student who is identified as an English Learner and receiving English as a Second Language (ESL) program services is enrolled, then this course must be taught by an ESL certified teacher.

E621 **6 ENGLISH AS A SECOND LANGUAGE 1**
PEIMS# 03210530 **Recommended Grade Placement: 6**

Prerequisite: *Based on LPAC placement. Students who are at the beginning level of language proficiency should be in 6 ESL 1 and must be blocked with English Language Development and Acquisition.*

Description: In Grade 6, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions. Sixth grade students analyze a speaker's persuasive techniques and credibility. Students evaluate a spoken message in terms of its content, credibility, and delivery. Sixth grade students continue to read widely in classic and contemporary selections and informational texts. Students use knowledge of Greek and Latin roots and prefixes and suffixes in reading. Students recognize how style, tone, and mood contribute to the effect of the text. Sixth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive. Sixth grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Sixth grade students draw data from multiple primary and secondary sources for use in research reports and projects. *This course must be taught by a bilingual/ESL certified teacher.*

E622 **6 ENGLISH AS A SECOND LANGUAGE 2**
PEIMS# 03210530 **Recommended Grade Placement: 6**

Prerequisite: *Based on LPAC placement. Students who are at intermediate level of language proficiency should be in 6 ESL 2 and must be blocked with Reading 6 Sheltered.*

Description: In Grade 6, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions. Sixth grade students analyze a speaker's persuasive techniques and credibility. Students evaluate a spoken message in terms of its content, credibility, and delivery. Sixth grade students continue to read widely in classic and contemporary selections and informational texts. Students use knowledge of Greek and Latin roots and prefixes and suffixes in reading. Students recognize how style, tone, and mood contribute to the effect of the text. Sixth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive. Sixth grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Sixth grade students draw data from multiple primary and secondary sources for use in research reports and projects. *This course must be taught by a bilingual/ESL certified teacher.*

E623 **6 ENGLISH AS A SECOND LANGUAGE 3**
PEIMS# 03210530 **Recommended Grade Placement: 6**

Prerequisite: *Based on LPAC placement. Students who are at the advanced or advanced high level of language proficiency should be in 6 ESL 3 and must be blocked with Reading 6 Sheltered*

Description: In Grade 6, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions. Sixth grade students analyze a speaker's persuasive techniques and credibility. Students evaluate a spoken message in terms of its content, credibility, and delivery. Sixth grade students continue to read widely in classic and contemporary selections and informational texts. Students use knowledge of Greek and Latin roots and prefixes and suffixes in reading. Students recognize how style, tone, and mood contribute to the effect of the text. Sixth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive. Sixth grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Sixth grade students draw data from multiple primary and secondary sources for use in research reports and projects. *This course must be taught by a bilingual/ESL certified teacher.*

E712 **7 ENGLISH LANGUAGE ARTS AND READING**
PEIMS# 03200520 **Recommended Grade Placement: 7**

Prerequisite: None

Description: In Grade 7, students refine and master previously learned knowledge and skills through various reading genres and integrating writing. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Foundational language skills, Composition, and Inquiry and Research. Students read and understand a wide variety of literary and informational texts while engaged in listening, speaking, reading, writing, and thinking, as well as integrating the writing process in each of the genres.

E713 **7 ADV. M. S. ENG. LANG. ARTS AND RDG. (RMS REBEL ELITE PRG. ONLY)**
PEIMS# 03200520 **Recommended Grade Placement: 7**

Prerequisite: None

Description: This accelerated study of English Language Arts and Reading prepares students for a high school Pre-AP English I Course. Students refine and master previously learned knowledge and skills through various reading genres and integrating writing. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Foundational language skills, Composition, and Inquiry and Research. Students read and understand a wide variety of literary and informational texts while engaged in listening, speaking, reading, writing, and thinking, as well as integrating the writing process in each of the genres. The lesson delivery will be rigorous, inquiry-based, and apply process skills throughout the course. This innovative approach will offer students the opportunity to develop their critical-thinking and problem-solving skills, as well as create, collaborate, and communicate with one another in and outside the classroom. Content for this course also reflects preparation for the Advanced Placement Curriculum as prescribed in the College Board Publication for English. If a student who is identified as an English Learner and is receiving English as a Second Language (ESL) program services is enrolled, then this course must be taught by an ESL certified teacher.

E714 **7 PRE-AP ENG. LANG. ARTS AND RDG. (YWLA ONLY)**
PEIMS# 03200520 **Recommended Grade Placement: 7**

Prerequisite: Based on YISD PAP guidelines

Description: 7th grade Pre-AP English Language Arts and reading for Young Women's Leadership Academy. Students refine and master previously learned knowledge and skills through various reading genres and integrating writing. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Foundational language skills, Composition, and Inquiry and Research. Students read and understand a wide variety of literary and informational texts while engaged in listening, speaking, reading, writing, and thinking, as well as integrating the writing process in each of the genres. Content for this course also reflects preparation for the Advanced Placement Curriculum as prescribed in the College Board Publication for English. If a student who is identified as an English Learner and is receiving English as a Second Language (ESL) program services is enrolled, then this course must be taught by an ESL certified teacher.

E718 **7 ADVANCED ENG. LANG. ARTS AND RDG. (YWLA ONLY)**
PEIMS# 03200520 **Recommended Grade Placement: 7**

Prerequisite: None

Description: In Grade 7, students refine and master previously learned knowledge and skills through various reading genres and integrating writing. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Foundational language skills, Composition, and Inquiry and Research. Students read and understand a wide variety of literary and informational texts while engaged in listening, speaking, reading, writing, and thinking, as well as integrating the writing process in each of the genres. Content for this course also reflects preparation for the Advanced Placement Curriculum as prescribed in the College Board Publication for English. If a student who is identified as an English Learner and is receiving English as a Second Language (ESL) program services is enrolled, then this course must be taught by an ESL certified teacher.

E724 ENGLISH LEARNERS LANG. ARTS (ELLA) – LEVEL I – 7TH GRADE**PEIMS# 03200531 Recommended Grade Placement: 7**

Prerequisite: *Based LPAC placement. Students who are at the beginning level of language proficiency should be in 7 ELLA 1 and must be blocked with English Language Development and Acquisition.*

Description: The essential knowledge and skills as well as the student expectations for English Learners Language Arts (ELLA) Grade 7 are aligned to the knowledge and skills and student expectations in Texas Essential Knowledge and Skills for English Language Arts and Reading with additional expectations for English learners (ELs). All expectations apply to English Learners Language Arts (ELLA), Grade 7 students; in addition to fulfilling expectations, this course recognizes critical processes and features of second language acquisition and provides appropriate instruction to enable students to meet these standards. It is important to effectively integrate second language acquisition with quality content area education in order to ensure that ELs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with ELPS and the student's English proficiency levels to ensure the mastery of knowledge and skills. *This course must be taught by an ESL certified teacher.*

E725 ENGLISH LEARNERS LANG. ARTS (ELLA) – LEVEL II – 7TH GRADE**PEIMS# 03200531 Recommended Grade Placement: 7**

Prerequisite: *Based on LPAC placement. Students who are at the intermediate level of language proficiency should be in 7 ELLA 2 and must be blocked with Reading 7 Sheltered.*

Description: The essential knowledge and skills as well as the student expectations for English Learners Language Arts (ELLA) Grade 7 are aligned to the knowledge and skills and student expectations in Texas Essential Knowledge and Skills for English Language Arts and Reading with additional expectations for English learners (ELs). All expectations apply to English Learners Language Arts (ELLA), Grade 7 students; in addition to fulfilling expectations, this course recognizes critical processes and features of second language acquisition and provides appropriate instruction to enable students to meet these standards. It is important to effectively integrate second language acquisition with quality content area education in order to ensure that ELs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with ELPS and the student's English proficiency levels to ensure the mastery of knowledge and skills. *This course must be taught by an ESL certified teacher.*

E726 ENGLISH LEARNERS LANG. ARTS (ELLA) – LEVEL III – 7TH GRADE**PEIMS# 03200531 Recommended Grade Placement: 7**

Prerequisite: *Based LPAC Recommendation. Students who are at the advanced or advanced high level of language proficiency should be in 7 ELLA 3 and must be blocked with Reading 7 Sheltered.*

Description: The essential knowledge and skills as well as the student expectations for English Learners Language Arts (ELLA) Grade 7 are aligned to the knowledge and skills and student expectations in Texas Essential Knowledge and Skills for English Language Arts and Reading with additional expectations for English learners (ELs). All expectations apply to English Learners Language Arts (ELLA), Grade 7 students; in addition to fulfilling expectations, this course recognizes critical processes and features of second language acquisition and provides appropriate instruction to enable students to meet these standards. It is important to effectively integrate second language acquisition with quality content area education in order to ensure that ELs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with ELPS and the student's English proficiency levels to ensure the mastery of knowledge and skills. *This course must be taught by an ESL certified teacher.*

E811 **8 ENGLISH LANGUAGE ARTS AND READING**
PEIMS# 03200550 **Recommended Grade Placement: 8**

Prerequisite: None

Description: In Grade 8, students refine and master previously learned knowledge and skills through various reading genres and integrating writing. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Foundational language skills, Composition, and Inquiry and Research. Students read and understand a wide variety of literary and informational texts while engaged in listening, speaking, reading, writing, and thinking, as well as integrating the writing process in each of the genres.

E816 **8 ADVANCED ENG. LANG. ARTS AND READING**
PEIMS# 03200550 **Recommended Grade Placement: 8**

Prerequisite: None

Description: In Grade 8, students refine and master previously learned knowledge and skills through various reading genres and integrating writing. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Foundational language skills, Composition, and Inquiry and Research. Students read and understand a wide variety of literary and informational texts while engaged in listening, speaking, reading, writing, and thinking, as well as integrating the writing process in each of the genres. Content for this course also reflects preparation for the Advanced Placement Curriculum as prescribed in the College Board Publication for English. If a student who is identified as an English Learner and is receiving English as a Second Language (ESL) program services is enrolled, then this course must be taught by an ESL certified teacher.

E824 **ENGLISH LEARNERS LANG. ARTS (ELLA) – LEVEL I – 8TH GRADE**
PEIMS# 03200532 **Recommended Grade Placement: 8**

Prerequisite: *Based on LPAC placement. Students who are at the beginning level of language proficiency should be in 8 ELLA 1 and must be blocked with English Language Development and Acquisition.*

Description: The essential knowledge and skills as well as the student expectations for English Learners Language Arts (ELLA) Grade 8 are aligned to the knowledge and skills and student expectations in Texas Essential Knowledge and Skills for English Language Arts and Reading with additional expectations for English learners (ELs). All expectations apply to English Learners Language Arts (ELLA), Grade 8 students; in addition to fulfilling expectations, this course recognizes critical processes and features of second language acquisition and provides appropriate instruction to enable students to meet these standards. It is important to effectively integrate second language acquisition with quality content area education in order to ensure that ELs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with ELPS and the student's English proficiency levels to ensure the mastery of knowledge and skills. *This course must be taught by an ESL certified teacher.*

E825 **ENGLISH LEARNERS LANG. ARTS (ELLA) – LEVEL II – 8TH GRADE**
PEIMS# 03200532 **Recommended Grade Placement: 8**

Prerequisite: *Based on LPAC placement. Students who are at the intermediate level of language proficiency should be in 8 ELLA 2 and must be blocked with Reading 8 Sheltered.*

Description: The essential knowledge and skills as well as the student expectations for English Learners Language Arts (ELLA) Grade 8 are aligned to the knowledge and skills and student expectations in Texas Essential Knowledge and Skills for English Language Arts and Reading with additional expectations for English learners (ELs). All expectations apply to English Learners Language Arts (ELLA), Grade 8 students; in addition to fulfilling expectations, this course recognizes critical processes and features of second language acquisition and provides appropriate instruction to enable students to meet these standards. It is important to effectively integrate second language acquisition with quality content area education in order to ensure that ELs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with ELPS and the student's English proficiency levels to ensure the mastery of knowledge and skills. *This course must be taught by an ESL certified teacher.*

E826

ENGLISH LEARNERS LANG. ARTS (ELLA) – LEVEL III – 8TH GRADE

PEIMS# 03200532

Recommended Grade Placement: 8

Prerequisite: *Based on LPAC placement. Students who are the advanced or advanced high level of language proficiency should be in 8 ELLA 3 and must be blocked with Reading 8 Sheltered.*

Description: The essential knowledge and skills as well as the student expectations for English Learners Language Arts (ELLA) Grade 8 are aligned to the knowledge and skills and student expectations in Texas Essential Knowledge and Skills for English Language Arts and Reading with additional expectations for English learners (ELs). All expectations apply to English Learners Language Arts (ELLA), Grade 8 students; in addition to fulfilling expectations, this course recognizes critical processes and features of second language acquisition and provides appropriate instruction to enable students to meet these standards. It is important to effectively integrate second language acquisition with quality content area education in order to ensure that ELs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with ELPS and the student's English proficiency levels to ensure the mastery of knowledge and skills. *This course must be taught by an ESL certified teacher.*

READING[Back to Top](#)**6011****6 SPANISH READING****PEIMS# 02810000****Recommended Grade Placement: 6****Prerequisite:** Bilingual/Dual Language Program Placement

Description: Students learn and use a variety of word recognition strategies to comprehend and read text of increasing difficulty with fluency. Students acquire a more extensive vocabulary through systematic word study and reading. Students read varied genres of literature and analyze characteristics of each genre.

J622**6 READING****PEIMS# 02810000****Recommended Grade Placement: 6****Prerequisite:** None

Description: Students learn and use a variety of word recognition strategies to comprehend and read text of increasing difficulty with fluency. Students acquire a more extensive vocabulary through systematic word study and reading. Students read varied genres of literature and analyze characteristics of each genre.

J624**6 READING SHELTERED****PEIMS# 02810000****Recommended Grade Placement: 6****Prerequisite:** Based on LPAC placement. To be used as a double block class with ESL 2 and 3.

Description: Students learn and use a variety of word recognition strategies to comprehend and read text of increasing difficulty with fluency. Students acquire a more extensive vocabulary through systematic word study and reading. Students read varied genres of literature and analyze characteristics of each genre. *This course must be taught by an ESL certified teacher.*

J626**6 READING – DRD****PEIMS# 03273410****Recommended Grade Placement: 6****Prerequisite:** None

Description: This course is designed to follow the YISD approved curriculum for students with a DRD. Instruction is strategy oriented and addresses phonemic awareness, graphophonemic knowledge, reading proficiency, fluency, comprehension, vocabulary, and spelling through a multisensory approach. This course includes language structure instruction that encompasses morphology, semantics, syntax, and pragmatics.

J724**7 READING SHELTERED****PEIMS# 03273440 Recommended Grade Placement: 7****Prerequisite:** Based on LPAC placement. To be used as a double block class with 7 ELLA 2 and 3.

Description: Students learn and use a variety of word recognition strategies to comprehend and read text of increasing difficulty with fluency. Students acquire a more extensive vocabulary through systematic word study and reading. Students read varied genres of literature and analyze characteristics of each genre. *This course must be taught by an ESL certified teacher.*

J726**7 READING – DRD****PEIMS# 03273420****Recommended Grade Placement: 7****Prerequisite:** None

Description: This course is designed to follow the YISD approved curriculum for students with a DRD. Instruction is strategy oriented and addresses phonemic awareness, graphophonemic knowledge, reading proficiency, fluency, comprehension, vocabulary, and spelling through a multisensory approach. This course includes language structure instruction that encompasses morphology, semantics, syntax, and pragmatics.

J822 **8 READING**
PEIMS# 03273450 **Recommended Grade Placement: 8**

Prerequisite: None

Description: Students learn and use a variety of word recognition strategies to comprehend and read text of increasing difficulty with fluency. Students acquire a more extensive vocabulary through systematic word study and reading. Students read varied genres of literature and analyze characteristics of each.

J824 **8 READING SHELTERED**
PEIMS# 03273450 **Recommended Grade Placement: 8**

Prerequisite: *Based on LPAC placement. To be used as a double block class with 8 ELLA 2 and 3.*

Description: Students learn and use a variety of word recognition strategies to comprehend and read text of increasing difficulty with fluency. Students acquire a more extensive vocabulary through systematic word study and reading. Students read varied genres of literature and analyze characteristics of each. *This course must be taught by an ESL certified teacher.*

J826 **8 READING – DRD**
PEIMS# 03273430 **Recommended Grade Placement: 8**

Prerequisite: None

Description: This course is designed to follow the YISD approved curriculum for students with a DRD. Instruction is strategy oriented and addresses phonemic awareness, graph phonemic knowledge, reading proficiency, fluency, comprehension, vocabulary, and spelling through a multisensory approach. This course includes language structure instruction that encompasses morphology, semantics, syntax, and pragmatics.

L305 **ENGLISH LANGUAGE DEVELOPMENT AND ACQUISITION (ELDA)**
PEIMS# 85000XXX **Recommended Grade Placement: 6, 7, 8**

Prerequisite: *Based on LPAC placement. Students who score Level 1 or 2 on LAS Links in either Listening or Speaking or have a TELPAS Reading rating of Beginning*

The English Language Development and Acquisition (ELDA) course is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. These students have scored at the negligible/very limited academic language level of the state-approved English Oral language proficiency tests. This course enables students to become increasingly more proficient in English in all four language domains and addresses cognitive, linguistic, and affective needs. ELDA will validate a student's native language and culture as a valuable resource and as a foundation to attain the English language. Students will develop social language, survival vocabulary, and the basic building blocks of literacy.

SPEECH/COMMUNICATIONS APPLICATIONS/JOURNALISM

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J1850 COMMUNICATIONS APPLICATIONS HS CREDIT SEMESTER
PEIMS# 03241400 Recommended Grade Placement: 8 .5 state credit

Prerequisite: None

Description: Middle school students develop and apply skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic, and public formats.

J615 6 SPEECH (ELECTIVE)
PEIMS# 03243610 Recommended Grade Placement: 6

Prerequisite: None

Description: Middle school students develop and apply skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic, and public formats.

J601 6 JOURNALISM LOCAL
PEIMS# 84000006 Recommended Grade Placement: 6

Prerequisite: None

Description: Students learn and use a variety of word recognition strategies to comprehend and read with fluency text of increasing difficulty. Students acquire a more extensive vocabulary through systematic word study and reading. Students read varied genres of literature and analyze characteristics of each.

J701 7 JOURNALISM LOCAL
PEIMS# 85000XXX Recommended Grade Placement: 7

Prerequisite: None

Description: Students learn and use a variety of word recognition strategies to comprehend and read with fluency text of increasing difficulty. Students acquire a more extensive vocabulary through systematic word study and reading. Students read varied genres of literature and analyze characteristics of each.

J715 7 SPEECH (ELECTIVE)
PEIMS# 03243620 Recommended Grade Placement: 7

Prerequisite: None

Description: Middle school students develop and apply skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic, and public formats.

J801 8 JOURNALISM LOCAL
PEIMS# 85000XXX Recommended Grade Placement: 8

Prerequisite: None

Description: Students learn and use a variety of word recognition strategies to comprehend and read with fluency text of increasing difficulty. Students acquire a more extensive vocabulary through systematic word study and reading. Students read varied genres of literature and analyze characteristics of each.

J815 8 SPEECH (ELECTIVE)
PEIMS# 03243630 Recommended Grade Placement: 8

Prerequisite: None

Description: Middle school students develop and apply skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic, and public formats.

FINE ARTS

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D600 6 GRADE ELECTIVE WHEEL LOCAL **PEIMS# 85000XXX Recommended Grade Placement: 6**

Prerequisite: None

Description: The elective wheel provides an opportunity for students to survey the various fine arts available such as piano, theatre arts, choir and art. Students are encouraged to pursue the arts in their future course selections in the middle school.

D601 6 THEATER ARTS **PEIMS# 02540011 Recommended Grade Placement: 6**

Prerequisite: None

Description: Students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Study of basic theatre concepts as well as basic acting techniques including movement, vocal quality and character development.

D606 6 ART **PEIMS# 02510009 Recommended Grade Placement: 6**

Prerequisite: None

Description: Students use direct observation, imagination, and personal experiences as inspiration for artworks. For planning original works, students record visual ideas about their environment and experiences in a sketchbook, on film, or on a computer. Learners use concise vocabulary to compare and contrast the use of art elements and design principles in personal works and the works of others.

D610 6 THEATER ARTS (YWLA ONLY) **PEIMS# 03154140 Recommended Grade Placement: 6**

Prerequisite: None

Description: For Young Women's Leadership Academy only.

D640 6 MARIACHI (YWLA ONLY) **PEIMS# 03154133 Recommended Grade Placement: 6**

Prerequisite: None

Description: For Young Women's Leadership Academy only.

D715 7 ART **PEIMS# 03503001 Recommended Grade Placement: 7**

Prerequisite: None

Description: Students use direct observation, imagination, and personal experiences as inspiration for artworks. For planning original works, students record visual ideas about their environment and experiences in a sketchbook, on film, or on a computer. Learners use concise vocabulary to compare and contrast the use of art elements and design principles in personal works and the works of others.

D725 7 THEATER ARTS **PEIMS# 03253001 Recommended Grade Placement: 7**

Prerequisite: None

Description: Students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Study of basic theatre concepts as well as basic acting techniques including movement, vocal quality and character development.

- D726** **7 THEATER VIDEO ARTS LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 7**
Prerequisite: None
Description: Students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Study of basic theatre concepts as well as basic acting techniques including movement, vocal quality and character development
- D800** **8 ADVANCED ART**
PEIMS# 03503002 **Recommended Grade Placement: 8**
Prerequisite: None
Description: Students use direct observation, imagination, and personal experiences as inspiration for artworks. For planning original works, students record visual ideas about their environment and experiences in a sketchbook, on film, or on a computer. Learners use concise vocabulary to compare and contrast the use of art elements and design principles in personal works and the works of others.
- D806** **8 THEATER VIDEO ARTS LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 8**
Prerequisite: None
Description: Students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Study of basic theatre concepts as well as basic acting techniques including movement, vocal quality and character development
- D815** **8 ART**
PEIMS# 03503002 **Recommended Grade Placement: 8**
Prerequisite: None
Description: Students use direct observation, imagination, and personal experiences as inspiration for artworks. For planning original works, students record visual ideas about their environment and experiences in a sketchbook, on film, or on a computer. Learners use concise vocabulary to compare and contrast the use of art elements and design principles in personal works and the works of others.
- D825** **8 THEATER ARTS**
PEIMS# 03253002 **Recommended Grade Placement: 8**
Prerequisite: None
Description: Students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Study of basic theatre concepts as well as basic acting techniques including movement, vocal quality and character development.
- D925** **8 THEATER ARTS ADVANCED**
PEIMS# 03253002 **Recommended Grade Placement: 8**
Prerequisite: None
Description: Students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Study of basic theatre concepts as well as basic acting techniques including movement, vocal quality and character development.

I600 **6 BEGINNING BAND**
PEIMS# 02910000 **Recommended Grade Placement: 6**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I601 **6 BAND INTERMEDIATE**
PEIMS# 02910000 **Recommended Grade Placement: 6**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I602 **6 CHOIR**
PEIMS# 02920000 **Recommended Grade Placement: 6**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I603 **6 HONORS CHOIR**
PEIMS# 02920000 **Recommended Grade Placement: 6**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I604 **6 GENERAL MUSIC**
PEIMS# 02890000 **Recommended Grade Placement: 6**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I605 **6 CONCERT BAND**
PEIMS# 03154133 **Recommended Grade Placement: 6**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I606 **6 BAND**
PEIMS# 02910000 **Recommended Grade Placement: 6**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I607 **6 PERCUSSION BAND**
PEIMS# 02910000 **Recommended Grade Placement: 6**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I608 **6 ORCHESTRA**
PEIMS# 02930000 **Recommended Grade Placement: 6**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices

I609 **6 PIANO/GENERAL MUSIC**
PEIMS# 02890000 **Recommended Grade Placement: 6**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I610 **6 GUITAR/GENERAL MUSIC**
PEIMS# 02890000 **Recommended Grade Placement: 6**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I611 **6 DANCE**
PEIMS# 84500000 **Recommended Grade Placement: 6**
Prerequisite: None

Description: Students will broaden their knowledge and experience in the area of body movement. Rhythm structure, axial and locomotor movements, and dance history will be taught. These areas include axial movement, limbering techniques, and stretching techniques for dance.

I612 **6 DANCE FOLKLORICO**
PEIMS# 84500000 **Recommended Grade Placement: 6**
Prerequisite: None

Description: Students will broaden their knowledge and experience in the area of body movement. Rhythm structure, axial and locomotor movements, and dance history will be taught.

I614 **7 BAND**
PEIMS# 03154101 **Recommended Grade Placement: 7**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I615 **7 CONCERT BAND**
PEIMS# 03154501 **Recommended Grade Placement: 7**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I625 **7 HONORS BAND**
PEIMS# 03154101 **Recommended Grade Placement: 7**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I635 **7 JAZZ BAND**
PEIMS# 03154401 **Recommended Grade Placement: 7**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I645 **7 PERCUSSION BAND**
PEIMS# 03154101 **Recommended Grade Placement: 7**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I655 **7 SYMPHONIC BAND**
PEIMS# 03154501 **Recommended Grade Placement: 7**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I700 **7 BEGINNING BAND**
PEIMS# 03154130 **Recommended Grade Placement: 7**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I703 **7 PIANO/GENERAL MUSIC**
PEIMS# 03153001 **Recommended Grade Placement: 7**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I704 **7 GUITAR/GENERAL MUSIC**
PEIMS# 03153001 **Recommended Grade Placement: 7**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I705 **7 GENERAL MUSIC**
PEIMS# 03153001 **Recommended Grade Placement: 7**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I706 **7 DANCE**
PEIMS# 84500000 **Recommended Grade Placement: 7**
Prerequisite: None

Description: Students will broaden their knowledge and experience in the area of body movement. Rhythm structure, axial and locomotor movements, and dance history will be taught. These areas include axial movement, limbering techniques, and stretching techniques for dance.

I707 **7 DANCE FOLKLORICO**
PEIMS# 84500000 **Recommended Grade Placement: 7**
Prerequisite: None

Description: Students will broaden their knowledge and experience in the area of body movement. Rhythm structure, axial and locomotor movements, and dance history will be taught.

I708 **7 MARIACHI**
PEIMS# 03154201 **Recommended Grade Placement: 7**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I735 **7 ORCHESTRA**
PEIMS# 03154201 **Recommended Grade Placement: 7**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices

I736 **7 BEGINNING ORCHESTRA**
PEIMS# 03154201 **Recommended Grade Placement: 7**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I745 **7 CONCERT ORCHESTRA**
PEIMS# 03154201 **Recommended Grade Placement: 7**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices

I748 **7 STRING ORCHESTRA**
PEIMS# 03154201 **Recommended Grade Placement: 7**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices

I756 **7 SYMPHONIC ORCHESTRA**
PEIMS# 03154201 **Recommended Grade Placement: 7**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices

I775 **7 CHOIR**
PEIMS# 03154301 **Recommended Grade Placement: 7**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I785 **7 HONORS CHOIR**
PEIMS# 03154301 **Recommended Grade Placement: 7**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I800 **8 BEGINNING BAND**
PEIMS# 03154130 **Recommended Grade Placement: 8**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I802 **ADVANCED PIANO**
PEIMS# 03154502 **Recommended Grade Placement: 7-8**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I803 **8 PIANO/GENERAL MUSIC**
PEIMS# 03154502 **Recommended Grade Placement: 8**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I804 **8 GUITAR/GENERAL MUSIC**
PEIMS# 03154502 **Recommended Grade Placement: 8**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I805 **8 GENERAL MUSIC**
PEIMS# 03154502 **Recommended Grade Placement: 8**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I806 **8 DANCE**
PEIMS# 84500000 **Recommended Grade Placement: 8**
Prerequisite: None
Description: Students will broaden their knowledge and experience in the area of body movement. Rhythm structure, axial and locomotor movements, and dance history will be taught. These areas include axial movement, limbering techniques, and stretching techniques for dance.

I807 **8 DANCE FOLKLORICO**
PEIMS# 84500000 **Recommended Grade Placement: 8**
Prerequisite: None
Description: Students will broaden their knowledge and experience in the area of body movement. Rhythm structure, axial and locomotor movements, and dance history will be taught.

I808 **8 MARIACHI**
PEIMS# 03154502 **Recommended Grade Placement: 8**
Prerequisite: None
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I815 **8 BAND**
PEIMS# 03154503 **Recommended Grade Placement: 8**
Prerequisite: None
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I816 **8 CONCERT BAND**
PEIMS# 03154507 **Recommended Grade Placement: 8**
Prerequisite: None
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I817 **8 HONORS BAND**
PEIMS# 03154503 **Recommended Grade Placement: 8**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I818 **8 JAZZ BAND**
PEIMS# 03154506 **Recommended Grade Placement: 8**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I819 **8 PERCUSSION BAND**
PEIMS# 03154503 **Recommended Grade Placement: 8**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I820 **8 SYMPHONIC BAND**
PEIMS# 03154507 **Recommended Grade Placement: 8**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

1835 **8 ORCHESTRA**
PEIMS# 03154505 **Recommended Grade Placement: 8**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices

1836 **8 BEGINNING ORCHESTRA**
PEIMS# 03154505 **Recommended Grade Placement: 8**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices

1845 **8 CONCERT ORCHESTRA**
PEIMS# 03154505 **Recommended Grade Placement: 8**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices

1848 **8 STRING ORCHESTRA**
PEIMS# 03154505 **Recommended Grade Placement: 8**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choice

I856 **8 SYMPHONIC ORCHESTRA**
PEIMS# 03154505 **Recommended Grade Placement: 8**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices

I885 **8 CHOIR**
PEIMS# 03154504 **Recommended Grade Placement: 8**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I886 **8 HONORS CHOIR**
PEIMS# 03154504 **Recommended Grade Placement: 8**
Prerequisite: None

Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

HEALTH EDUCATION

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P4000

HEALTH EDUCATION HIGH SCHOOL CREDIT SEMESTER

PEIMS# 03810100

Recommended Grade Placement: 9-10

.5 state credit

Prerequisite: None

Description: A study of skeletal, muscle, first aid, nervous system, hygiene, family life education, infectious and noninfectious diseases, mental health and substance abuse.

P610

6 HEALTH EDUCATION

PEIMS# 02860000

Recommended Grade Placement: 6

Prerequisite: None

Description: Topics covered include: ways to enhance and maintain personal health; ways that body structure and function relate to personal health; concepts relating to health functions and disease prevention; critical thinking skills to research, access, analyze, and use health information; concepts of behaviors that reduce health risks; physical and social environment factors that influence individual and community health; positive and negative relationship that influence individual, family, and community health; ways the media and technology influence individual and community health; social factors that impact personal, family, and community; communication skills that build and maintain healthy relationships; strategies to communicate consideration and respect for self, family, friends, and others; critical thinking, decision-making, goal setting, and problem solving skills to use for health promotion.

P710

7 HEALTH EDUCATION

PEIMS# 03813000

Recommended Grade Placement: 7

Prerequisite: None

Description: Topics covered include: ways to enhance and maintain personal health; ways that body structure and function relate to personal health; concepts relating to health functions and disease prevention; critical thinking skills to research, access, analyze, and use health information; concepts of behaviors that reduce health risks; physical and social environment factors that influence individual and community health; positive and negative relationship that influence individual, family, and community health; ways the media and technology influence individual and community health; social factors that impact personal, family, and community; communication skills that build and maintain healthy relationships; strategies to communicate consideration and respect for self, family, friends, and others; critical thinking, decision-making, goal setting, and problem solving skills to use for health promotion.

P810

8 HEALTH EDUCATION

PEIMS# 03813000

Recommended Grade Placement: 8

Prerequisite: None

Description: Topics covered include: ways to enhance and maintain personal health; ways that body structure and function relate to personal health; concepts relating to health functions and disease prevention; critical thinking skills to research, access, analyze, and use health information; concepts of behaviors that reduce health risks; physical and social environment factors that influence individual and community health; positive and negative relationship that influence individual, family, and community health; ways the media and technology influence individual and community health; social factors that impact personal, family, and community; communication skills that build and maintain healthy relationships; strategies to communicate consideration and respect for self, family, friends, and others; critical thinking, decision-making, goal setting, and problem solving skills to use for health promotion.

LANGUAGES OTHER THAN ENGLISH (LOTE)

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***NOTE: Per the C022 table a student may not receive more than one credit for the same level in the same language.** For example, a student may be awarded credit for Spanish for Spanish Speakers, Level I or LOTE, Level I – Spanish but not both.

F8100

AMERICAN SIGN LANGUAGE – LEVEL I

PEIMS# 03980100

Recommended Grade Placement: 7-12

1 state credit

Prerequisite: None

Description: Through the learning of ASL, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of ASL develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using ASL to participate in Deaf communities in Texas, in other states, and around the world.

W8100

AMERICAN SIGN LANGUAGE – LEVEL I ONLINE YWLA ONLY

PEIMS# 03980100

Recommended Grade Placement: 6-12

1 state credit

Prerequisite: None

Description: Through the learning of ASL, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of ASL develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using ASL to participate in Deaf communities in Texas, in other states, and around the world.

F8200

AMERICAN SIGN LANGUAGE – LEVEL II

PEIMS# 03980200

Recommended Grade Placement: 7-12

1 state credit

Prerequisite: 8100 or placement

Description: Through the learning of ASL, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of ASL develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using ASL to participate in Deaf communities in Texas, in other states, and around the world.

W8200

AMERICAN SIGN LANGUAGE – LEVEL II ONLINE YWLA ONLY

PEIMS# 03980200

Recommended Grade Placement: 6-12

1 state credit

Prerequisite: F8100/W8100 or placement

Description: Through the learning of ASL, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of ASL develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using ASL to participate in Deaf communities in Texas, in other states, and around the world.

F8300 PEIMS# 03980300	AMERICAN SIGN LANGUAGE – LEVEL III Recommended Grade Placement: 7-12	1 state credit
Prerequisite: 8200 or placement		
Description: Through the learning of ASL, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of ASL develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using ASL to participate in Deaf communities in Texas, in other states, and around the world.		
W8300 PEIMS# 03980300	AMERICAN SIGN LANGUAGE – LEVEL III ONLINE YWLA ONLY Recommended Grade Placement: 6-12	1 state credit
Prerequisite: F8200/W8200 or placement		
Description: Through the learning of ASL, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of ASL develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using ASL to participate in Deaf communities in Texas, in other states, and around the world.		
W8400 PEIMS# 03980400	AMERICAN SIGN LANGUAGE – LEVEL IV ONLINE YWLA ONLY Recommended Grade Placement: 6-12	1 state credit
Prerequisite: F8300/W8300 or placement		
Description: Through the learning of ASL, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of ASL develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using ASL to participate in Deaf communities in Texas, in other states, and around the world.		
6611 PEIMS# 02496000	6 CHINESE LOCAL Recommended Grade Placement: 6	
Prerequisite: None		
Description: Students begin developing oral and written communication skills in familiar contexts while building confidence in their language abilities and exploring the target culture. DOES NOT FULFILL THE LOTE GRADUATION REQUIREMENT.		
F1850 PEIMS# 03490100	CHINESE – LEVEL I Recommended Grade Placement: 7-12	1 state credit
Prerequisite: None		
Description: Students are introduced to the sounds and writing system of Chinese while developing oral and written communication skills in familiar contexts. Students will participate in cultural activities and gain confidence in the target language.		
W1860 PEIMS# 03490100	CHINESE – LEVEL I ONLINE YWLA ONLY Recommended Grade Placement: 6-12	1 state credit
Prerequisite: None		
Description: Students are introduced to the sounds and writing system of Chinese while developing oral and written communication skills in familiar contexts. Students will participate in cultural activities and gain confidence in the target language.		
F2850 PEIMS# 03490200	CHINESE – LEVEL II Recommended Grade Placement: 7-12	1 state credit

Prerequisite: F1850 or placement, 3rd language FLES

Description: Students further develop basic oral and written communication skills in the language through culturally authentic activities continuing to develop confidence and competence in the target language.

W2850

CHINESE – LEVEL II ONLINE YWLA ONLY

PEIMS# 03490200

Recommended Grade Placement: 6-12

1 state credit

Prerequisite: F1850/W1860 or placement, 3rd language FLES

Description: Students further develop basic oral and written communication skills in the language through culturally authentic activities continuing to develop confidence and competence in the target language.

F3850

CHINESE – LEVEL III

PEIMS# 03490300

Recommended Grade Placement: 8-12

1 state credit

Prerequisite: F2850 or placement

Description: Students continue developing and refining language proficiency with increasing accuracy in the areas of speaking, listening, reading, and writing. Students will learn how to effectively interact with speakers of the target language. Cultural appreciation is increased through study of literature, art and other aspects of target culture.

W3850

CHINESE – LEVEL III ONLINE YWLA ONLY

PEIMS# 03490300

Recommended Grade Placement: 6-12

1 state credit

Prerequisite: F2850/W2850 or placement

Description: Students continue developing and refining language proficiency with increasing accuracy in the areas of speaking, listening, reading, and writing. Students will learn how to effectively interact with speakers of the target language. Cultural appreciation is increased through study of literature, art and other aspects of target culture.

W4850

CHINESE – LEVEL IV ONLINE YWLA ONLY

PEIMS# 03490300

Recommended Grade Placement: 6-12

1 state credit

Prerequisite: F3850/W3850 or placement

Description: Students continue developing and refining language proficiency with increasing accuracy in the areas of speaking, listening, reading, and writing. Students will learn how to effectively interact with speakers of the target language. Cultural appreciation is increased through study of literature, art and other aspects of target culture.

F1010

FRENCH – LEVEL I

PEIMS# 03410100

Recommended Grade Placement: 7-12

1 state credit

Prerequisite: None

Description: Students begin developing oral and written communication skills in familiar contexts while building confidence in their language abilities and exploring the target culture.

F2010

FRENCH – LEVEL II

PEIMS# 03410200

Recommended Grade Placement: 7-12

1 state credit

Prerequisite: F1010 or placement, 3rd language FLES

Description: Students further develop basic oral and written communication skills in the language through culturally authentic activities continuing to develop confidence and competence in the target language.

- F3450 FRENCH – LEVEL III**
PEIMS# 03410300 Recommended Grade Placement: 8-12 1 state credit
Prerequisite: F2010 or placement
Description: Students continue developing and refining language proficiency with increasing accuracy in the areas of speaking, listening, reading, and writing. Students will learn how to effectively interact with speakers of the target language. Cultural appreciation is increased through study of literature, art and other aspects of target culture.
- F3650 PRE-AP FRENCH – LEVEL III LANGUAGE**
PEIMS# 03410300 Recommended Grade Placement: 8-12 1 state credit
Prerequisite: F2010 or placement
Description: Students strengthen their language skills in increasingly complex, authentic contexts in addition to reading and responding to works of modern and classical authors. Emphasis is placed on strengthening writing abilities and accuracy while preparing for the Advanced Placement exam.
- F1110 GERMAN – LEVEL I**
PEIMS# 03420100 Recommended Grade Placement: 7-12 1 state credit
Prerequisite: None
Description: Students begin developing oral and written communication skills in familiar contexts while building confidence in their language abilities and exploring the target culture.
- F2110 GERMAN – LEVEL II**
PEIMS# 03420200 Recommended Grade Placement: 7-12 1 state credit
Prerequisite: F1110 or placement, 3rd language FLES
Description: Students further develop basic oral and written communication skill in the language through culturally authentic activities, continuing to develop confidence and competence in the target language.
- F3470 GERMAN – LEVEL III**
PEIMS# 03420300 Recommended Grade Placement: 8-12 1 state credit
Prerequisite: F2110 or placement
Description: Students continue developing and refining language proficiency with increasing accuracy in the areas of speaking, listening, reading, and writing. Students will learn how to effectively interact with speakers of the target language. Cultural appreciation is increased through study of literature, art and other aspects of target culture.
- F3730 PRE-AP GERMAN – LEVEL III LANGUAGE**
PEIMS 03420300 Recommended Grade Placement: 8-12 1 state credit
Prerequisite: F2110 or placement
Description: Students strengthen their language skills in increasingly complex, authentic contexts in addition to reading and responding to works of modern and classical authors. Emphasis is placed on strengthening writing abilities and accuracy while preparing for the Advanced Placement exam.
- F1830 JAPANESE – LEVEL I**
PEIMS# 03120100 Recommended Grade Placement: 7-12 1 state credit
Prerequisite: None
Description: Students are introduced to the sounds and writing system of Japanese while developing oral and written communication skills in familiar contexts. Students will participate in cultural activities and gain confidence in the target language.

F2830 **JAPANESE – LEVEL II**
PEIMS# 03120200 **Recommended Grade Placement: 7-12** **1 state credit**
Prerequisite: F1830 or placement, 3rd language FLES
Description: Students further develop basic oral and written communication skills in the language through culturally authentic activities continuing to develop confidence and competence in the target language.

F3890 **JAPANESE – LEVEL III**
PEIMS# 03120300 **Recommended Grade Placement: 8-12** **1 state credit**
Prerequisite: F2830 or placement
Description: Students continue developing and refining language proficiency with increasing accuracy in the areas of speaking, listening, reading, and writing. Students will learn how to effectively interact with speakers of the target language. Cultural appreciation is increased through study of literature, art and other aspects of target culture.

F3910 **PRE-AP JAPANESE – LEVEL III LANGUAGE**
PEIMS# 03120300 **Recommended Grade Placement: 8-12** **1 state credit**
Prerequisite: F2830 or placement
Description: Students continue developing and refining language proficiency with increasing accuracy in the areas of speaking, listening, reading, and writing. Students will learn how to effectively interact with speakers of the target language. Cultural appreciation is increased through study of literature, art and other aspects of target culture.

F130 **LATIN ASYN ENRICH (YWLA ONLY)**
PEIMS# 03433000 **Recommended Grade Placement: 6** **0 state credit**
Prerequisite: None
Description: Asynchronous Latin for enrichment for Young Women's Leadership Academy only.

F1870 **RUSSIAN – LEVEL I**
PEIMS# 03450100 **Recommended Grade Placement: 7-12** **1 state credit**
Prerequisite: None
Description: Students are introduced to the sounds and writing system of Russian while developing oral and written communication skills in familiar contexts. Students will participate in cultural activities and gain confidence in the target language.

F2870 **RUSSIAN – LEVEL II**
PEIMS# 03450200 **Recommended Grade Placement: 7-12** **1 state credit**
Prerequisite: F1870 or placement, 3rd language FLES
Description: Students further develop basic oral and written communication skills in the language through culturally authentic activities continuing to develop confidence and competence in the target language.

F3870 **RUSSIAN – LEVEL III**
PEIMS# 03450300 **Recommended Grade Placement: 8-12** **1 state credit**
Prerequisite: F2870 or placement
Description: Students continue developing and refining language proficiency with increasing accuracy in the areas of speaking, listening, reading, and writing. Students will learn how to effectively interact with speakers of the target language. Cultural appreciation is increased through study of literature, art and other aspects of target culture.

F1710 **SPANISH – LEVEL I**
PEIMS# 03440100 **Recommended Grade Placement: 6-12** **1 state credit**
Prerequisite: None
Description: Students begin developing oral and written communication skills in familiar contexts while building in their language abilities and exploring the target culture. (6th grade only offered at YWLA)

F1730 **SPANISH FOR SPANISH SPEAKERS – LEVEL I** **1 state credit**
PEIMS# 03440110 **Recommended Grade Placement: 7-12**
Prerequisite: None
Description: This course is designed for native speakers and those students who speak Spanish, but have not yet developed reading and writing skills. Students will continue the development of language structures, reading, writing, academic vocabulary and increase their proficiency level through the study of Hispanic writings and cultures.

F2710 **SPANISH – LEVEL II**
PEIMS# 03440200 **Recommended Grade Placement: 67-12** **1 state credit**
Prerequisite: F1710 or placement, 3rd language FLES - NN
Description: Students further develop basic oral and written communication skills in the language through culturally authentic activities continuing to develop confidence and competence in the target language. Upon the completion of this course, students have the option of continuing to Spanish 3 or Spanish 3 PreAP. (6th grade only offered at YWLA)

F2730 **SPANISH FOR SPANISH SPEAKERS – LEVEL II**
PEIMS# 03440220 **Recommended Grade Placement: 7-12** **1 state credit**
Prerequisite: F1730 or placement, 3rd language FLES - N

Description: Designed for native speakers and those students who speak Spanish but have not yet developed reading and writing skills. Instruction focuses on furthering the development of language structures, reading, writing, and academic vocabulary through the study of Hispanic writings and cultures. Upon completion of this course, it is recommended to continue with Spanish 3 PreAP.

F3670 **SPANISH FOR SPANISH SPEAKERS – LEVEL III**
PEIMS# 03440330 **Recommended Grade Placement: 8-12** **1 state credit**
Prerequisite: F2730 or placement

Description: Students continue developing and refining language proficiency with increasing accuracy in the areas of speaking, listening, reading, and writing. Students will learn how to effectively interact with speakers of the target language. Cultural appreciation is increased through the study of literature, art and other aspects of target culture.

F3750 **PRE-AP SPAN. FOR SPAN. SPEAKERS – LVL. III LANGUAGE**
PEIMS# 03440330 **Recommended Grade Placement: 7-12** **1 state credit**
Prerequisite: F2710 or F2730, placement, continuing FL student

Description: Students strengthen their language skills in increasingly complex, authentic contexts in addition to reading and responding to works of modern and classical authors. Emphasis is placed on strengthening writing abilities and accuracy while preparing for the Advanced Placement exam.

F4730 **PRE-AP SPANISH – LEVEL IV LANGUAGE**
PEIMS# A3440100 **Recommended Grade Placement: 8-12** **1 state credit**
Prerequisite: F3800, F3670, or F3750
Description: Students focus on honing their language skills with increasing accuracy in a variety of contexts and registers. Students will read and respond to a variety of works from both modern and classical authors. Emphasis is placed on strengthening writing abilities and accuracy while preparing for the Advanced Placement exam. All students take the AP exam in the spring semester.

F850 **DISCOVERING LANGUAGES AND CULTURES – GRADES 6-8**
PEIMS# 03994500 **Recommended Grade Placement: 6-8**
Prerequisite: None
Description: This course allows students the opportunity to learn languages and cultures of the world. The course is a non-sequential course that can be offered in the elementary, middle or high school. No credit is awarded at the elementary and middle school level. At the high school level, students are awarded half to one unit of credit for successful completion of a course. DOES NOT FULFILL THE LOTE GRADUATION REQUIREMENT, UNLESS DESIGNATED BY ARD COMMITTEE.

MATHEMATICS

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M1610 **PRE-AP ALGEBRA I**
PEIMS# 03100500 **Recommended Grade Placement: 8** **1 state credit**

Prerequisite: Mathematics, Grade 8 or its equivalent.

Description: All essential knowledge and skills in Algebra I are taught, plus: exploration of additional topics, extensive use and development of problem-solving strategies, opportunity for individual research and/or project development, and College Board guidelines in preparation for SAT Math testing.

Note: [Students enrolled in this course will take the Algebra I EOC only.](#)

M1615 **PRE-AP ALGEBRA I (YWLA ONLY)**
PEIMS# 03100500 **Recommended Grade Placement: 8** **1 state credit**

Prerequisite: Mathematics, Grade 8 or its equivalent.

Description: All essential knowledge and skills in Algebra I are taught, plus: exploration of additional topics, extensive use and development of problem-solving strategies, opportunity for individual research and/or project development, and College Board guidelines in preparation for SAT Math testing.

Note: [Students enrolled in this course will take the Algebra I EOC only.](#)

M1620 **ENRICHMENT COURSE I (YWLA ONLY)**
PEIMS# 85000XXX **Recommended Grade Placement: 8** **0 state credit**

Prerequisite: Mathematics, Grade 7 or its equivalent.

Description: In Mathematics Enrichment Course 1, students will continue to acquire and demonstrate mathematical understanding and reasoning that will deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of numerical representations, proportional relationships, equations and inequalities, algebraic representations, geometry and measurement, data analysis and financial literacy integrating the use of the graphing calculator.

M1625 **ENRICHMENT COURSE II (YWLA ONLY)**
PEIMS# 85000XXX **Recommended Grade Placement: 8** **0 state credit**

Prerequisite: Mathematics, Grade 8 or its equivalent.

Description: In Mathematics Enrichment Course 2, students will continue to acquire and demonstrate mathematical understanding and reasoning that will deepen a foundation for studies in subsequent mathematics courses and college readiness. Students will broaden their knowledge of number and Algebraic methods, linear, quadratic and exponential functions integrating the use of the graphing calculator.

M1850 **PRE-AP ALGEBRA I DUAL LANGUAGE**
PEIMS# 03100500 **Recommended Grade Placement: 8** **1 state credit**

Prerequisite: Mathematics, Grade 8 or its equivalent.

Description: All essential knowledge and skills in Algebra I are taught, plus: exploration of additional topics, extensive use and development of problem-solving strategies, opportunity for individual research and/or project development, and College Board guidelines in preparation for SAT Math testing. **This course is taught entirely in Spanish and is open to Dual Language Program participants.**

Note: [Students enrolled in this course will take the Algebra I EOC only.](#)

M611 **6 MATH**
PEIMS# 02820000 **Recommended Grade Placement: 6**

Prerequisite: None

Description: The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; measurement and data; and personal financial literacy. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations.

M614 **6 PRE-AP MATH (YWLA ONLY)**
PEIMS# 02820000 **Recommended Grade Placement: 6**

Prerequisite: Based on YISD PAP guidelines

Description: 6th grade

6th Grade Pre-AP Math compartmentalized for Young Women's Leadership Academy. The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; measurement and data; personal financial literacy. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations.

M616 **6 MATH ADVANCED**
PEIMS# 02820000 **Recommended Grade Placement: 6**

Prerequisite: Must satisfactorily meet the advanced mathematics option rubric requirements.

Description: This course includes all of 6th Grade Math and selected topics to the level of mastery of the 7th Grade Math course. As such, this course is fast paced and rigorous. The students will participate in Grade 6 STAAR. The student who takes this course is expected to continue into the 7th Grade Math Advanced Option.

M711 **7 MATH**
PEIMS# 03103000 **Recommended Grade Placement: 7**

Prerequisite: None

Description: The primary focal areas in Grade 7 are number and operations; proportionality; expressions, equations, and relationships; measurement and data; personal financial literacy. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations.

M714 **7 PRE-AP MATH (YWLA ONLY)**
PEIMS# 03103000 **Recommended Grade Placement: 7**

Prerequisite: Based on YISD PAP guidelines

Description: 7th grade Pre-Advanced Math for Young Women's Leadership Academy. The primary focal areas in Grade 7 are number and operations; proportionality; expressions, equations, and relationships; measurement and data; personal financial literacy. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations.

M716 **7 MATH ADVANCED**
PEIMS# 03103000 **Recommended Grade Placement: 7**

Prerequisite: Must satisfactorily meet Advanced Math Grade 7 rubric requirements.

Description: This course includes the remainder of the 7th grade Texas Essential Knowledge and Skills (TEKS) and all of the 8th Grade Math TEKS and takes those topics to the level of mastery of the 8th Grade Math course. As such, this course is fast paced and rigorous. The student who takes this course is expected to continue into the 8th Grade Algebra Pre-Advanced class.

M811 **8 MATH**
PEIMS# 03103100 **Recommended Grade Placement: 8**

Prerequisite: None

Description: The primary focal areas in grade 8 are number and operations, proportionality, expressions, equations, relationships, two-dimensional shapes, measurement and data, and personal financial literacy. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations.

M858

8 MATH DUAL LANGUAGE

PEIMS# 03103100

Recommended Grade Placement: 8

Prerequisite: Based on YISD DL guidelines

Description: The primary focal areas in grade 8 are number and operations, proportionality, expressions, equations, relationships, two-dimensional shapes, measurement and data, and personal financial literacy. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. This course is open to Dual Language Program participants. Course may be appropriate to recent immigrants as determined by LPAC. This course is taught entirely in Spanish and is open to Dual Language Program participants.

PHYSICAL EDUCATION

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P615 6 PHYSICAL EDUCATION SEMESTER

PEIMS# 02850000

Recommended Grade Placement: 6

Prerequisite: None

Description: Topic include- knowledge and motor skills basic to efficient movement; rules, knowledge, and skills basic to beginning or intermediate participation in individual, dual and team sports; motivation and development of a high level of personal and physical fitness and the ability to maintain this level; knowledge and skill for leisure and lifetime sports activities. The students shall be provided opportunities to participate in varied physical recreational activities that could be continued throughout life.

P616 6 PHYSICAL EDUCATION YEAR-LONG

PEIMS# 02850000

Recommended Grade Placement: 6

Prerequisite: None

Description: Topic include- knowledge and motor skills basic to efficient movement; rules, knowledge, and skills basic to beginning or intermediate participation in individual, dual and team sports; motivation and development of a high level of personal and physical fitness and the ability to maintain this level; knowledge and skill for leisure and lifetime sports activities. The students shall be provided opportunities to participate in varied physical recreational activities that could be continued throughout life.

P617 6 PHYSICAL EDUCATION - DANCE LOCAL

PEIMS# 822100XXX

Recommended Grade Placement: 6

Prerequisite: None

Description: Students will broaden their knowledge and experience in the area of body movement. Rhythm structure, axial and locomotor movements, and dance history will be taught. These areas include axial movement, limbering techniques, and stretching techniques for dance.

P618 6 PHYSICAL EDUCATION - FOLKLORICO LOCAL

PEIMS# 822100XXX

Recommended Grade Placement: 6

Prerequisite: None

Description: Students will broaden their knowledge and experience in the area of body movement. Rhythm structure, axial and locomotor movements, and dance history will be taught.

P715 7 PHYSICAL EDUCATION SEMESTER

PEIMS# 03823000

Recommended Grade Placement: 7

Prerequisite: None

Description: Topic include- knowledge and motor skills basic to efficient movement; rules, knowledge, and skills basic to beginning or intermediate participation in individual, dual and team sports; motivation and development of a high level of personal and physical fitness and the ability to maintain this level; knowledge and skill for leisure and lifetime sports activities. The students shall be provided opportunities to participate in varied physical recreational activities that could be continued throughout life.

P716 **7 PHYSICAL EDUCATION YEAR-LONG**
PEIMS# 03823000 **Recommended Grade Placement: 7**
Prerequisite: None
Description: Topic include- knowledge and motor skills basic to efficient movement; rules, knowledge, and skills basic to beginning or intermediate participation in individual, dual and team sports; motivation and development of a high level of personal and physical fitness and the ability to maintain this level; knowledge and skill for leisure and lifetime sports activities. The students shall be provided opportunities to participate in varied physical recreational activities that could be continued throughout life.

P717 **7 PHYSICAL EDUCATION - DANCE LOCAL**
PEIMS# 82931XXX **Recommended Grade Placement: 7**
Prerequisite: None
Description: Students will broaden their knowledge and experience in the area of body movement. Rhythm structure, axial and locomotor movements, and dance history will be taught. These areas include axial movement, limbering techniques, and stretching techniques for dance.

P718 **7 PHYSICAL EDUCATION - FOLKLORICO LOCAL**
PEIMS# 82931XXX **Recommended Grade Placement: 7**
Prerequisite: None
Description: Students will broaden their knowledge and experience in the area of body movement. Rhythm structure, axial and locomotor movements, and dance history will be taught.

P776 **WELLNESS YEAR-LONG**
PEIMS# 03823000 **Recommended Grade Placement: 7-8**
Prerequisite: None
Description: Topics include the condition of good physical and mental health, especially when maintained with proper diet, exercise and habits, and a holistic approach to include physical, mental and social implications for the individual.

P815 **8 PHYSICAL EDUCATION**
PEIMS# 03823000 **Recommended Grade Placement: 8**
Prerequisite: None
Description: **Topics include performing movement patterns with competency and proficiency in a few specialized movement form; movement concepts and principles applied to the learning and development of motor skills; favorite life-long physical activities are identified to participate on a regular basis; identifying and analyzing the benefits of daily physical activity and factors that affect physical performance; the selection and use of safety practices associated with physical activities; understanding the strategies and rules of structured physical activities including, but not limited to games, sports, dance, and gymnastics; positive self-management and social skills that are needed to work independently and with others in physical activity and safety.**

P816 **8 PHYSICAL EDUCATION YEAR LONG**
PEIMS# 03823000 **Recommended Grade Placement: 8**
Prerequisite: None
Description: **Topics include performing movement patterns with competency and proficiency in a few specialized movement form; movement concepts and principles applied to the learning and development of motor skills; favorite life-long physical activities are identified to participate on a regular basis; identifying and analyzing the benefits of daily physical activity and factors that affect physical performance; the selection and use of safety practices associated with physical activities; understanding the strategies and rules of structured physical activities including, but not limited to games, sports, dance, and gymnastics; positive self-management and social skills that are needed to work independently and with others in physical activity and safety.**

P817

PEIMS# 83210XXX

8 PHYSICAL EDUCATION - DANCE LOCAL

Recommended Grade Placement: 8

Prerequisite: None

Description: Students will broaden their knowledge and experience in the area of body movement. Rhythm structure, axial and locomotor movements, and dance history will be taught. These areas include axial movement, limbering techniques, and stretching techniques for dance.

P818

PEIMS# 83210XXX

8 PHYSICAL EDUCATION - FOLKLORICO LOCAL

Recommended Grade Placement: 8

Prerequisite: None

Description: Students will broaden their knowledge and experience in the area of body movement. Rhythm structure, axial and locomotor movements, and dance history will be taught.

SCIENCE

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S611

6 SCIENCE

PEIMS# 03060600

Recommended Grade Placement: 6

Prerequisite: None

Description: The study of science includes conducting field and laboratory investigations using scientific methods and tools. Students will use critical-thinking and problem solving skills to identify components of the solar system, properties of elements, force and motion, Earth's structures and cycles, organisms and environments.

S614

6 PRE-AP SCIENCE (YWLA ONLY)

PEIMS# 02830000

Recommended Grade Placement: 6

Prerequisite: Based on YISD PAP guidelines

Description: 6th grade Pre-Advanced for Young Women's Leadership Academy

The study of science includes conducting field and laboratory investigations using scientific methods and tools. Students will use critical-thinking and problem solving skills to identify components of the solar system, properties of elements, force and motion, Earth's structures and cycles, organisms and environments. **Science fair participation is required.**

S616

6 ADVANCED SCIENCE

PEIMS# 03060600

Recommended Grade Placement: 6

Prerequisite: None

Description: The study of science includes conducting field and laboratory investigations using scientific methods and tools. Students will use critical-thinking and problem solving skills to identify components of the solar system, properties of elements, force and motion, Earth's structures and cycles, organisms and environments. **Science fair participation is required.**

S658

6 SCIENCE DUAL LANGUAGE

PEIMS# 03060600

Grade Placement: 6

Prerequisite: Based on YISD DL guidelines

Description: The study of science includes conducting field and laboratory investigations using scientific methods and tools. Students will use critical-thinking and problem solving skills to identify components of the solar system, properties of elements, force and motion, Earth's structures and cycles, organisms and environments. **This course is taught entirely in Spanish and is open to Dual Language Program participants.**

S711

7 SCIENCE

PEIMS# 03060700

Recommended Grade Placement: 7

Prerequisite: None

Description: The study of science includes conducting field and laboratory investigations using scientific methods and tools. Students will use critical-thinking and problem solving skills to identify components of the solar system and explore the effects of natural disasters on the Earth. Students will understand the relationship between force and motion and relate the concept to structure and function in living organisms.

S713 **7 ADV. MIDDLE SCHOOL SCIENCE (RMS REBEL ELITE PROGRAM ONLY)**
PEIMS# 03060700 **Recommended Grade Placement: 7**

Prerequisite: None

Description: This accelerated study of science includes conducting field and laboratory investigations using scientific methods and tools that are rigorous, inquiry-based, and apply process skills. This integrated approach will offer students the opportunity to create, collaborate, and communicate with one another in an innovative way. During the first semester, students will use critical-thinking and problem-solving skills to identify components of the solar system and explore the effects of natural disasters on the Earth. Students will understand the relationship between force and motion and relate the concept to structure and function in living organisms. During the second semester, students will use critical-thinking and scientific problem-solving skills while investigating the roles of human activity in altering Earth systems, components of the universe, and cycles within the Earth system. Students will understand that matter is composed of atoms and has chemical and physical properties. Students will explore the relationships between force, motion and energy. **Science fair participation is required.**

S714 **7 PRE-AP SCIENCE (YWLA ONLY)**
PEIMS# 03060700 **Recommended Grade Placement: 7**

Prerequisite: Based on YISD PAP guidelines

Description: 7th grade Pre-Advanced Science for Young Women's Leadership Academy. The study of science includes conducting field and laboratory investigations using scientific methods and tools. Students will use critical-thinking and problem solving skills to identify components of the solar system and explore the effects of natural disasters on the Earth. Students will understand the relationship between force and motion and relate the concept to structure and function in living organisms. **Science fair participation is required.**

S716 **7 ADVANCED SCIENCE**
PEIMS# 03060700 **Recommended Grade Placement: 7**

Prerequisite: None

Description: The study of science includes conducting field and laboratory investigations using scientific methods and tools. Students will use critical-thinking and problem solving skills to identify components of the solar system and explore the effects of natural disasters on the Earth. Students will understand the relationship between force and motion and relate the concept to structure and function in living organisms. **Science fair participation is required.**

S758 **7 SCIENCE DUAL LANGUAGE**
PEIMS# 03060700 **Recommended Grade Placement: 7**

Prerequisite: Based on YISD DL guidelines

Description: The study of science includes conducting field and laboratory investigations using scientific methods and tools. Students will use critical-thinking and problem solving skills to identify components of the solar system and explore the effects of natural disasters on the Earth. Students will understand the relationship between force and motion and relate the concept to structure and function in living organisms. **This course is taught entirely in Spanish and is open to Dual Language Program participants.**

S788 **7 ADVANCED SCIENCE DUAL LANGUAGE**
PEIMS# 03060700 **Recommended Grade Placement: 7**

Prerequisite: Based on YISD DL guidelines

Description: The study of science includes conducting field and laboratory investigations using scientific methods and tools. Students will use critical-thinking and problem solving skills to identify components of the solar system and explore the effects of natural disasters on the Earth. Students will understand the relationship between force and motion and relate the concept to structure and function in living organisms. **This course is taught entirely in Spanish and is open to Dual Language Program participants. Science fair participation is required.**

S811 **8 SCIENCE**
PEIMS# 03060800 **Recommended Grade Placement: 8**

Prerequisite: None

Description: The study of science includes planning and conducting field and laboratory investigations using scientific methods and tools. Students will use critical-thinking and scientific problem solving skills while investigating the roles of human activity in altering Earth systems, components of the universe, and cycles within the Earth system. Students will understand that matter is composed of atoms and has chemical and physical properties. Students will explore the relationships between force, motion and energy.

S816

8 PRE-AP SCIENCE (YWLA ONLY)

PEIMS# 03060800

Recommended Grade Placement: 8

Prerequisite: Based on YISD PAP guidelines

Description: The study of science includes planning and conducting field and laboratory investigations using scientific methods and tools. Students will use critical-thinking and scientific problem solving skills while investigating the roles of human activity in altering Earth systems, components of the universe, and cycles within the Earth system. Students will understand that matter is composed of atoms and has chemical and physical properties. Students will explore the relationships between force, motion and energy. **Science fair participation is required.**

S816

8 ADVANCED SCIENCE

PEIMS# 03060800

Recommended Grade Placement: 8

Prerequisite: None

Description: The study of science includes planning and conducting field and laboratory investigations using scientific methods and tools. Students will use critical-thinking and scientific problem solving skills while investigating the roles of human activity in altering Earth systems, components of the universe, and cycles within the Earth system. Students will understand that matter is composed of atoms and has chemical and physical properties. Students will explore the relationships between force, motion and energy. **Science fair participation is required.**

SOCIAL STUDIES

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H611

6 SOCIAL STUDIES

PEIMS# 02660060

Recommended Grade Placement: 6

Prerequisite: None

Description: In Grade 6, students study people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of selected societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the selected societies and identify different points of view about selected events. The concept of frame of reference is introduced as an influence on an individual's point of view.

H614

6 PRE-AP SOCIAL STUDIES (YWLA ONLY)

PEIMS# 02870000

Recommended Grade Placement: 6

Prerequisite: Based on YISD PAP guidelines

Description: 6th grade Pre-AP Social Studies for Young Women's Leadership Academy. Students study people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of selected societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the selected societies and identify different points of view about selected events. The concept of frame of reference is introduced as an influence on an individual's point of view

H616

6 ADVANCED SOCIAL STUDIES

PEIMS# 02660060

Recommended Grade Placement: 6

Prerequisite: None

Description: In Grade 6, students study people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of selected societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the selected societies and identify different points of view about selected events. The concept of frame of reference is introduced as an influence on an individual's point of view.

H711 **7 SOCIAL STUDIES**
PEIMS# 03343000 **Recommended Grade Placement: 7**

Prerequisite: None

Description: Students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact.

H714 **7 PRE-AP SOCIAL STUDIES (YWLA ONLY)**
PEIMS# 03343000 **Recommended Grade Placement: 7**

Prerequisite: Based on YISD PAP guidelines

Description: 7th grade Pre-AP Social Studies for Young Women's Leadership Academy. Students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact.

H716 **7 ADVANCED SOCIAL STUDIES**
PEIMS# 03343000 **Recommended Grade Placement: 7**

Prerequisite: None

Description: Students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact.

H758 **7 SOCIAL STUDIES DUAL LANGUAGE**
PEIMS# 03343000 **Recommended Grade Placement: 7**

Prerequisite: Based on YISD DL guidelines

Description: Students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. **This course is taught entirely in Spanish and is open to Dual Language Program participants.**

H788 **7 ADVANCED SOCIAL STUDIES DUAL LANG.**
PEIMS# 03343000 **Recommended Grade Placement: 7**

Prerequisite: Based on YISD DL guidelines

Description: Students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. **This course is taught entirely in Spanish and is open to Dual Language Program participants.**

H811 **8 SOCIAL STUDIES**
PEIMS# 03343100 **Recommended Grade Placement: 8**

Prerequisite: None

Description: Students study the history of the United States from the early colonial period through Reconstruction. The knowledge and skills in subsection (b) of this section comprise the first part of a two-year study of U.S. history. The second part, comprising U.S. history from Reconstruction to the present, is provided in §113.41 of this title (relating to United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012). The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present.

H814 **8 PRE-AP SOCIAL STUDIES (YWLA ONLY)**
PEIMS# 03343100 **Recommended Grade Placement: 8**

Prerequisite: Based on YISD PAP Guidelines

Description: 8th grade Pre-AP Social Studies for Young Women's Leadership Academy. Students study the history of the United States from the early colonial period through Reconstruction. The knowledge and skills in subsection (b) of this section comprise the first part of a two-year study of U.S. history. The second part, comprising U.S. history from Reconstruction to the present, is provided in §113.41 of this title (relating to United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012). The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present.

H816 **8 ADVANCED SOCIAL STUDIES**
PEIMS# 03343100 **Recommended Grade Placement: 8**

Prerequisite: None

Description: Students study the history of the United States from the early colonial period through Reconstruction. The knowledge and skills in subsection (b) of this section comprise the first part of a two-year study of U.S. history. The second part, comprising U.S. history from Reconstruction to the present, is provided in §113.41 of this title (relating to United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012). The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present.

H4450 **STUDENT LEADERSHIP 1ST TIME (RIVERSIDE MS ONLY)**
PEIMS# N1290010 **Recommended Grade Placement: 7-12** **1 state credit**

Prerequisite: None

Description: A course designed to provide an opportunity for students to study, practice and develop group and individual leadership and organizational skills.

U205

PEIMS# 03343000

Prerequisite: None

MIDDLE SCHOOL TEXAS HISTORY (EDGENUITY)

Recommended Grade Placement: 7

Description: Students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact.

TECHNOLOGY APPLICATIONS

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T620-0/-1/-2

6 TECHNOLOGY APPLICATIONS

PEIMS# 02670060

Recommended Grade Placement: 6

Prerequisite:

Description: Through the study of technology applications, students make informed decisions by understanding current and emerging technologies including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.

T621-0

6 TECHNOLOGY APPLICATIONS SEMESTER

PEIMS# 02670060

Recommended Grade Placement: 6

Prerequisite:

Description: Through the study of technology applications, students make informed decisions by understanding current and emerging technologies including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.

T690-1/-2

6 VIDEO TECHNOLOGY LOCAL

PEIMS# 82600XXX

Recommended Grade Placement: 6

Prerequisite: None

Description: Combine communication skills, journalism techniques, and management skills with technical skills to create, develop, and produce professional projects.

T695-0

6 VIDEO TECHNOLOGY LOCAL SEMESTER

PEIMS# 82600XXX

Recommended Grade Placement: 6

Prerequisite: None

Description: Combine communication skills, journalism techniques, and management skills with technical skills to create, develop, and produce professional projects.

T720-1/-2 **7 TECHNOLOGY APPLICATIONS**
PEIMS# 03580100 **Recommended Grade Placement: 7**

Prerequisite: None

Description: Through the study of technology applications, students make informed decisions by understanding current and emerging technologies including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.

T721-0 **7 TECHNOLOGY APPLICATIONS SEMESTER**
PEIMS# 03580100 **Recommended Grade Placement: 7**

Prerequisite: None

Description: Through the study of technology applications, students make informed decisions by understanding current and emerging technologies including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.

T790-1/-2 **7 VIDEO TECHNOLOGY LOCAL**
PEIMS# 82970XXX **Recommended Grade Placement: 7**

Prerequisite: None

Description: Combine communication skills, journalism techniques, and management skills with technical skills to create, develop, and produce professional projects.

T795-0 **7 VIDEO TECHNOLOGY LOCAL SEMESTER**
PEIMS# 82970XXX **Recommended Grade Placement: 7**

Prerequisite: None

Description: Combine communication skills, journalism techniques, and management skills with technical skills to create, develop, and produce professional projects.

T820-1/-2 **8 TECHNOLOGY APPLICATIONS**
PEIMS# 03580120 **Recommended Grade Placement: 8**

Prerequisite: None

Description: Through the study of technology applications, students make informed decisions by understanding current and emerging technologies including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.

T821-0 **8 TECHNOLOGY APPLICATIONS SEMESTER**
PEIMS# 03580120 **Recommended Grade Placement: 8**

Prerequisite: None

Description: Through the study of technology applications, students make informed decisions by understanding current and emerging technologies including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.

T822-1/-2 8 TECHNOLOGY APPLICATIONS DUAL LANGUAGE

PEIMS# 03580120 Recommended Grade Placement: 8

Prerequisite: Based on YISD DL guidelines

Description: Through the study of technology applications, students make informed decisions by understanding current and emerging technologies including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.

This course is taught entirely in Spanish and is open to Dual Language Program participants.

T823-0 TECHNOLOGY APPLICATIONS DUAL LANGUAGE SEMESTER

PEIMS# 03580120 Recommended Grade Placement: 8

Prerequisite: Based on YISD DL guidelines

Description: Through the study of technology applications, students make informed decisions by understanding current and emerging technologies including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.

This course is taught entirely in Spanish and is open to Dual Language Program participants.

T890-1/-2 8 VIDEO TECHNOLOGY LOCAL

PEIMS# 83600XXX Recommended Grade Placement: 8

Prerequisite: None

Description: Combine communication skills, journalism techniques, and management skills with technical skills to create, develop, and produce professional projects.

T895-0 8 VIDEO TECHNOLOGY LOCAL

PEIMS# 83600XXX Recommended Grade Placement: 8

Prerequisite: None

Description: Combine communication skills, journalism techniques, and management skills with technical skills to create, develop, and produce professional projects.

V7050**PEIMS# N1303756****GATEWAY TO TECHNOLOGY (GTT) 1 – PLTW (1st Time Taken)****Recommended Grade Placement: 7-8****.5 state credit****Prerequisite:** None

Description: PLTW Gateway students are provided opportunities to investigate problems and apply a problem-solving or design process to creatively identify solutions. Students are introduced to problems and are asked to make connections throughout the lessons. Students learn and use methods for communicating design ideas through sketches, solid models, mathematical, and computerized models. Students work in teams to identify design requirements, research the topic, and engage stakeholders.

Gateway is divided into ten independent units. Schools may teach any two units in any order for one-half credit either in one semester or over one year. Schedulers indicate in the title which two units are being taught.

Students may repeat the course up to four times using different units for a total of two credits.

Unit 1: Design and Modeling: Students design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize their design solution.

Unit 2: Automation and Robotics: Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer-control systems. Students use robotics to design, build, and program real-world objects such as traffic lights, tollbooths, and robotic arms.

Unit 3: App Creators: This unit introduces students to computer science by computationally analyzing and developing solutions to authentic problems through mobile app development as well as the impacts of computer science to other disciplines and society.

Unit 4: Computer Science for Innovators and Makers: Students discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects. Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development. They will design and develop a physical computing device, interactive art installation, or wearable technology, and plan and develop code for microcontrollers that bring their physical designs to life.

Unit 5: Magic of Electrons: Through hands-on projects, students will explore the science of electricity, behavior and parts of atoms, and sensing devices. Students will acquire knowledge and skills in basic circuit design and examine the impact of electricity on our lives.

Unit 6: Science of Technology: In this unit, students explore how science impacts the technology of yesterday, today, and the future. Students apply the concepts of physics, chemistry, and nanotechnology to STEM activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nanomaterials.

Unit 7: Energy and the Environment: In this unit, students are challenged to think big and look toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.

Unit 8: Flight and Space: The exciting world of aerospace comes alive through this unit. Students explore the science behind aeronautics and use their knowledge to design, prototype, and test model rockets and gliders. Custom-built simulation software allows students to experience space travel.

Unit 9: Green Architecture: In this unit, students learn how to apply the concept of “green” choices to the fields of architecture and construction by exploring dimensioning, measuring, and how architectural sustainability as they design affordable housing units using CAD software.

Unit 10: Medical Detectives: In the Medical Detectives unit, students play the role of real-life medical detectives as they analyze genetic testing results to diagnose diseases and study DNA evidence found at a “crime scene.” They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

V7150**GATEWAY TO TECHNOLOGY (GTT) 2 – PLTW (2nd Time Taken)**

PEIMS# N1303757

Recommended Grade Placement: 7-8

.5 state credit

Prerequisite: None

Description: PLTW Gateway students are provided opportunities to investigate problems and apply a problem-solving or design process to creatively identify solutions. Students are introduced to problems and are asked to make connections throughout the lessons. Students learn and use methods for communicating design ideas through sketches, solid models, mathematical, and computerized models. Students work in teams to identify design requirements, research the topic, and engage stakeholders.

Gateway is divided into ten independent units. Schools may teach any two units in any order for one-half credit either in one semester or over one year. Schedulers indicate in the title which two units are being taught.

Students may repeat the course up to four times using different units for a total of two credits.

Unit 1: Design and Modeling: Students design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize their design solution.

Unit 2: Automation and Robotics: Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer-control systems. Students use robotics to design, build, and program real-world objects such as traffic lights, tollbooths, and robotic arms.

Unit 3: App Creators: This unit introduces students to computer science by computationally analyzing and developing solutions to authentic problems through mobile app development as well as the impacts of computer science to other disciplines and society.

Unit 4: Computer Science for Innovators and Makers: Students discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects. Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development. They will design and develop a physical computing device, interactive art installation, or wearable technology, and plan and develop code for microcontrollers that bring their physical designs to life.

Unit 5: Magic of Electrons: Through hands-on projects, students will explore the science of electricity, behavior and parts of atoms, and sensing devices. Students will acquire knowledge and skills in basic circuit design and examine the impact of electricity on our lives.

Unit 6: Science of Technology: In this unit, students explore how science impacts the technology of yesterday, today, and the future. Students apply the concepts of physics, chemistry, and nanotechnology to STEM activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nanomaterials.

Unit 7: Energy and the Environment: In this unit, students are challenged to think big and look toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.

Unit 8: Flight and Space: The exciting world of aerospace comes alive through this unit. Students explore the science behind aeronautics and use their knowledge to design, prototype, and test model rockets and gliders. Custom-built simulation software allows students to experience space travel.

Unit 9: Green Architecture: In this unit, students learn how to apply the concept of “green” choices to the fields of architecture and construction by exploring dimensioning, measuring, and how architectural sustainability as they design affordable housing units using CAD software.

Unit 10: Medical Detectives: In the Medical Detectives unit, students play the role of real-life medical detectives as they analyze genetic testing results to diagnose diseases and study DNA evidence found at a “crime scene.” They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

V7250

PEIMS# N1303758

GATEWAY TO TECHNOLOGY (GTT) 3 – PLTW (3rd Time Taken)

Recommended Grade Placement: 7-8

.5 state credit

Prerequisite: None

Description: PLTW Gateway students are provided opportunities to investigate problems and apply a problem-solving or design process to creatively identify solutions. Students are introduced to problems and are asked to make connections throughout the lessons. Students learn and use methods for communicating design ideas through sketches, solid models, mathematical, and computerized models. Students work in teams to identify design requirements, research the topic, and engage stakeholders.

Gateway is divided into ten independent units. Schools may teach any two units in any order for one-half credit either in one semester or over one year. Schedulers indicate in the title which two units are being taught.

Students may repeat the course up to four times using different units for a total of two credits.

Unit 1: Design and Modeling: Students design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize their design solution.

Unit 2: Automation and Robotics: Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer-control systems. Students use robotics to design, build, and program real-world objects such as traffic lights, tollbooths, and robotic arms.

Unit 3: App Creators: This unit introduces students to computer science by computationally analyzing and developing solutions to authentic problems through mobile app development as well as the impacts of computer science to other disciplines and society.

Unit 4: Computer Science for Innovators and Makers: Students discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects. Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development. They will design and develop a physical computing device, interactive art installation, or wearable technology, and plan and develop code for microcontrollers that bring their physical designs to life.

Unit 5: Magic of Electrons: Through hands-on projects, students will explore the science of electricity, behavior and parts of atoms, and sensing devices. Students will acquire knowledge and skills in basic circuit design and examine the impact of electricity on our lives.

Unit 6: Science of Technology: In this unit, students explore how science impacts the technology of yesterday, today, and the future. Students apply the concepts of physics, chemistry, and nanotechnology to STEM activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nanomaterials.

Unit 7: Energy and the Environment: In this unit, students are challenged to think big and look toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.

Unit 8: Flight and Space: The exciting world of aerospace comes alive through this unit. Students explore the science behind aeronautics and use their knowledge to design, prototype, and test model rockets and gliders. Custom-built simulation software allows students to experience space travel.

Unit 9: Green Architecture: In this unit, students learn how to apply the concept of “green” choices to the fields of architecture and construction by exploring dimensioning, measuring, and how architectural sustainability as they design affordable housing units using CAD software.

Unit 10: Medical Detectives: In the Medical Detectives unit, students **play the role of real-life** medical detectives as they analyze genetic testing **results to diagnose diseases and** study DNA evidence found at a “crime scene.” They **solve medical mysteries through** hands-on projects and labs, investigate how to measure **and interpret vital signs, and** learn how the systems of the human body work together to maintain health.

V7350

PEIMS# N103759

GATEWAY TO TECHNOLOGY (GTT) 4 – PLTW (4th Time Taken)

Recommended Grade Placement: 7-8

.5 state credit

Prerequisite: None

Description: PLTW Gateway students are provided opportunities to investigate problems and apply a problem-solving or design process to creatively identify solutions. Students are introduced to problems and are asked to make connections throughout the lessons. Students learn and use methods for communicating design ideas through sketches, solid models, mathematical, and computerized models. Students work in teams to identify design requirements, research the topic, and engage stakeholders.

Gateway is divided into ten independent units. Schools may teach any two units in any order for one-half credit either in one semester or over one year. Schedulers indicate in the title which two units are being taught.

Students may repeat the course up to four times using different units for a total of two credits.

Unit 1: Design and Modeling: Students design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize their design solution.

Unit 2: Automation and Robotics: Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer-control systems. Students use robotics to design, build, and program real-world objects such as traffic lights, tollbooths, and robotic arms.

Unit 3: App Creators: This unit introduces students to computer science by computationally analyzing and developing solutions to authentic problems through mobile app development as well as the impacts of computer science to other disciplines and society.

Unit 4: Computer Science for Innovators and Makers: Students discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects. Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development. They will design and develop a physical computing device, interactive art installation, or wearable technology, and plan and develop code for microcontrollers that bring their physical designs to life.

Unit 5: Magic of Electrons: Through hands-on projects, students will explore the science of electricity, behavior and parts of atoms, and sensing devices. Students will acquire knowledge and skills in basic circuit design and examine the impact of electricity on our lives.

Unit 6: Science of Technology: In this unit, students explore how science impacts the technology of yesterday, today, and the future. Students apply the concepts of physics, chemistry, and nanotechnology to STEM activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nanomaterials.

Unit 7: Energy and the Environment: In this unit, students are challenged to think big and look toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.

Unit 8: Flight and Space: The exciting world of aerospace comes alive through this unit. Students explore the science behind aeronautics and use their knowledge to design, prototype, and test model rockets and gliders. Custom-built simulation software allows students to experience space travel.

Unit 9: Green Architecture: In this unit, students learn how to apply the concept of “green” choices to the fields of architecture and construction by exploring dimensioning, measuring, and how architectural sustainability as they design affordable housing units using CAD software.

Unit 10: Medical Detectives: In the Medical Detectives unit, students **play the role of real-life** medical detectives as they analyze genetic testing **results to diagnose diseases and** study DNA evidence found at a “crime scene.” They **solve medical mysteries through** hands-on projects and labs, investigate how to measure **and interpret vital signs, and** learn how the systems of the human body work together to maintain health.

V815 **COLLEGE AND CAREER READINESS**
PEIMS# 12700300 **Recommended Grade Placement: 8** **0 state credit**
Prerequisite: None
Description: Students will use decision-making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career readiness achievement plan. Students will use interest inventory software or other tools available to explore college and career areas of personal interest. Students will use this information to explore educational requirements for various colleges and a variety of chosen career paths.

V816 **COLLEGE AND CAREER READINESS DUAL LANGUAGE**
PEIMS# 12700300 **Recommended Grade Placement: 7-8** **0 state credit**
Prerequisite: Dual Language participant
Description: **This course is taught in Spanish.** Students will use decision-making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career readiness achievement plan. Students will use interest inventory software or other tools available to explore college and career areas of personal interest. Students will use this information to explore educational requirements for various colleges and a variety of chosen career paths.

V820 **INVESTIGATING CAREERS I STEM**
PEIMS# 12700400 **Recommended Grade Placement: 7** **0 state credit**
Prerequisite: None
Description: The goal of this course is to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics; Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. The students research labor market information, learn job-seeking skills, and create documents required for employment.

V830 **INVESTIGATING CAREERS II STEM**
PEIMS# 12700410 **Recommended Grade Placement: 7** **0 state credit**
Prerequisite: None
Description: The goal of this course is to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics; Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. The students research labor market information, learn job-seeking skills, and create documents required for employment.

V840 **INVESTIGATING CAREERS III STEM**
PEIMS# 12700420 **Recommended Grade Placement: 8** **0 state credit**
Prerequisite: None
Description: The goal of this course is to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics; Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. The students research labor market information, learn job-seeking skills, and create documents required for employment.

V850 **INVESTIGATING CAREERS IV STEM**
PEIMS# 12700430 **Recommended Grade Placement: 8** **0 state credit**
Prerequisite: None

Description: The goal of this course is to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics; Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. The students research labor market information, learn job-seeking skills, and create documents required for employment.

V900-0/-1/-2 **INDEPENDENT STUDY 6TH STEM**
PEIMS# 82900XXX **Recommended Grade Placement: 6**
Prerequisite: None

Description: An introductory project based course for 6th grade students interested in STEM (Science, Technology, Engineering and Mathematics).

V585O-1/-2 **FUNDAMENTALS OF COMPUTER SCIENCE**
PEIMS# 03580140 **Recommended Grade Placement: 9-12** **1 state credit**

Prerequisite: Proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8
Cluster: Science, Technology, Engineering, and Mathematics
Endorsement: STEM

Fundamentals of Computer Science 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. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts.

OTHER ELECTIVES

C9900

PEIMS# N1130021

METHODOLOGY OF ACADEMIC AND PERSONAL SUCCESS

Recommended Grade Placement: 8

1 state credit

Prerequisite: None

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 in order to establish both immediate and long-range personal goals. After identifying their individual learning styles and abilities, students will build on these abilities by developing critical time-management, organization and study skills. The course focuses on self-understanding, decision-making, resiliency, attitude, character education, and leadership to help students maximize personal achievement. Students will develop the specific strategies necessary to achieve their personal and professional goals. The course emphasizes proactive problem-solving, self-determination, and independent thinking and learning skills. In addition, students will explore and experience collaboration as a tool for creative problem solving. As part of goal setting and leadership activities, students may complete an outside community service learning experience in addition to class assignments.

SPECIAL EDUCATION

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R612 6 ENGLISH **PEIMS# 02800000 Recommended Grade Placement: 6**

Prerequisite: As determined by ARD Committee

Description: This course includes the study of proper grammar usage, sentence structure and paragraph development. Students will be able to understand idioms, multi-meaning words and analogies in text. This course is recommended for Specialized Support Resource.

R613 6 ENGLISH (ALT) **PEIMS# 02800000 Recommended Grade Placement: 6**

Prerequisite: As determined by ARD Committee

Description: This course includes the study of proper grammar usage. Students use study strategies to learn and recall important ideas as it pertains to functional living skills for daily life. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R614 6 READING **PEIMS# 02810000 Recommended Grade Placement: 6**

Prerequisite: As determined by ARD Committee

Description: This course addresses reading skills through a variety of literature. Students use study strategies to learn and recall important ideas. This course is recommended for Specialized Support Resource.

R615 6 READING (ALT) **PEIMS# 02810000 Recommended Grade Placement: 6**

Prerequisite: As determined by ARD Committee

Description: This course addresses reading skills through a variety of literature as related to functional living skills for daily life. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R635 6 MATH **PEIMS# 02820000 Recommended Grade Placement: 6**

Prerequisite: As determined by ARD Committee

Description: This course addresses the usage of ratios to describe direct proportional relationships involving number, geometry, measurement, probability, and adding and subtracting decimals and fractions. This course is recommended for Specialized Support Resource.

R636 6 MATH (ALT) **PEIMS# 02820000 Recommended Grade Placement: 6**

Prerequisite: As determined by ARD Committee

Description: This course addresses the usage of ratios to describe direct proportional relationships involving number, geometry, and measurement as it pertains to functional living skills for daily life. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R674 **6 SCIENCE**
PEIMS# 03060600 **Recommended Grade Placement: 6**

Prerequisite: As determined by ARD Committee

Description: This course includes the study of conduction field and laboratory investigations using scientific methods, analyzing data, making informed decisions, and using tools such as beakers, test tubes, and spring scales to collect, analyze, and record information. Students also use computers and information technology tools to support scientific investigations. This course is recommended for Specialized Support Resource.

R675 **6 SCIENCE (ALT)**
PEIMS# 03060600 **Recommended Grade Placement: 6**

Prerequisite: As determined by ARD Committee

Description: This course includes the study of conducting field and laboratory investigations, and the use of computers to support scientific investigations as it pertains to functional living skills for daily life. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R681 **6 TECHNOLOGY APPLICATIONS**
PEIMS# 02670060 **Recommended Grade Placement: 6**

Prerequisite: As determined by ARD Committee

Description: This course focuses in the instruction in information system foundations, acquisition, problem solving and communication. This course is recommended for Specialized Support Resource.

R682 **6 COMPUTER APPLICATIONS (ALT)**
PEIMS# 02670060 **Recommended Grade Placement: 6**

Prerequisite: As determined by ARD Committee

Description: This course focuses on computer instruction in the work community including computer vocabulary and basic computer functions directly supervised by school staff. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R683 **6 SOCIAL STUDIES**
PEIMS# 02660060 **Recommended Grade Placement: 6**

Prerequisite: As determined by ARD Committee

Description: This course focuses on the study of people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia, and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan, Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. This course is recommended for Specialized Support Resource.

R684 **6 SOCIAL STUDIES (ALT)**
PEIMS# 02660060 **Recommended Grade Placement: 6**

Prerequisite: As determined by ARD Committee

Description: This course focuses on the study of people and places of the contemporary world as it pertains to functional living skills for daily life. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R685 **6 COMMUNITY INSTRUCTION**
PEIMS# 82900XXX **Recommended Grade Placement: 6**

Prerequisite: As determined by ARD Committee

Description: Recommended for students requiring functional living skills, such as transportation, money usage, etc., with functional instruction delivered in small group activities in various off campus, community locations. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R690 **6 TRANSITION**
PEIMS# 82900XXX **Recommended Grade Placement: 6**

Prerequisite: As determined by ARD Committee

This course focuses in the instruction of vocational, social and adaptive behaviors learned at various community based sites and reinforced by classroom strategies under direct supervision of school transition staff. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R694 **6 PRE-VOCATIONAL SKILLS**
PEIMS# 82900XXX **Recommended Grade Placement: 6**

Prerequisite: As determined by ARD Committee

Description: Course focuses in the instruction of work attitudes, reasons for employment and a realistic assessment of personal aptitudes and limitations. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R696 **6 PHYSICAL EDUCATION**
PEIMS# 02850000 **Recommended Grade Placement: 6**

Prerequisite: As determined by ARD Committee

Description: Topic include- knowledge and motor skills basic to efficient movement; rules, knowledge, and skills basic to beginning or intermediate participation in individual, dual and team sports; motivation and development of a high level of personal and physical fitness and the ability to maintain this level; knowledge and skill for leisure and lifetime sports activities. The students shall be provided opportunities to participate in varied physical recreational activities that could be continued throughout life.

R708 **7 ENGLISH LANGUAGE ARTS AND READING**
PEIMS# 03200520 **Recommended Grade Placement: 7**

Prerequisite: As determined by ARD Committee

Description: The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts. Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail. Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information. Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups. Also included are Oral and Written Conventions where students learn how to use the oral and written conventions of the English language in speaking and writing. This course is recommended for students requiring access to a modified TEKS curriculum. This course is recommended for Specialized Support Resource.

R713 **7 ENGLISH (ALT)**
PEIMS# 03200540 **Recommended Grade Placement: 7**
Prerequisite: As determined by ARD Committee
Description: This course focuses on the selection and usage of different forms of writing for a specific purpose as related to functional living skills for daily life. Students recognize how style, tone, and mood contribute to the effect of the text. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R715 **7 READING (ALT)**
PEIMS# 03273440 **Recommended Grade Placement: 7**
Prerequisite: As determined by ARD Committee
Description: This course focuses on research projects to locate answers to questions using multiple texts and resources. Students read both printed texts and electronic media independently, bringing with them various strategies to aid in comprehension. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R735 **7 MATH**
PEIMS# 03103000 **Recommended Grade Placement: 7**
Prerequisite: As determined by ARD Committee
Description: This course includes the study of direct proportional relationships in number, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; and using statistical measures to describe data. This course is recommended for Specialized Support Resource.

R736 **7 MATH (ALT)**
PEIMS# 03103000 **Recommended Grade Placement: 7**
Prerequisite: As determined by ARD Committee
Description: This course includes the study of direct proportional relationships involving number, geometry, and measurement as it pertains to functional living skills for daily life. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R757 **SPEECH ELECTIVE (ALT)**
PEIMS# 03243620 **Recommended Grade Placement: 7**
Prerequisite: As determined by ARD Committee
Description: This course focuses on developing skills focused on five identifiable functions of expressing and responding to feelings, participating in social traditions, informing, persuading, creating, and imagining. Students will develop and apply skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic, and public contexts. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R774 **7 LIFE SCIENCE**
PEIMS# 03060700 **Recommended Grade Placement: 7**
Prerequisite: As determined by ARD Committee
Description: This course focuses on conducting field and laboratory investigations using scientific methods, critical-thinking, problem solving, and using tools such as weather instruments and calculators to collect and analyze information to explain a phenomenon. Students also use computers and information technology tools to support scientific investigations. This course is recommended for Specialized Support Resource.

R775 **7 LIFE SCIENCE (ALT)**
PEIMS# 03060700 **Recommended Grade Placement: 7**

Description: This course focuses on conducting field and laboratory investigations, and the use of computers to support scientific investigations as it pertains to functional living skills for daily life. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

Prerequisite: As determined by ARD Committee

Prerequisite: As determined by ARD Committee

Prerequisite: As determined by ARD Committee

Prerequisite: As determined by ARD Committee

Prerequisite: As determined by ARD Committee

Description: Recommended for students requiring functional living skills, such as transportation, money usage, etc., with functional instruction delivered in small group activities in various off campus, community locations. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R790 **7 TRANSITION I**
PEIMS# 82990XXX **Recommended Grade Placement: 7**

Prerequisite: As determined by ARD Committee

Description: This course focuses in the instruction of vocational, social and adaptive behaviors learned at various community-based sites and reinforced by classroom strategies under direct supervision of school transition staff. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R794 **7 PRE-VOCATIONAL SKILLS I**
PEIMS# 82990XXX **Recommended Grade Placement: 7**

Prerequisite: As determined by ARD Committee

Description: Course focuses in the instruction of work attitudes, reasons for employment and a realistic assessment of personal aptitudes and limitations. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R795 **7 HEALTH**
PEIMS# 03813000 **Recommended Grade Placement: 7**

Prerequisite: As determined by ARD Committee

Description: Topics covered include: ways to enhance and maintain personal health; ways that body structure and function relate to personal health; concepts relating to health functions and disease prevention; critical thinking skills to research, access, analyze, and use health information; concepts of behaviors that reduce health risks; physical and social environment factors that influence individual and community health; positive and negative relationship that influence individual, family, and community health; ways the media and technology influence individual and community health; social factors that impact personal, family, and community; communication skills that build and maintain healthy relationships; strategies to communicate consideration and respect for self, family, friends, and others; critical thinking, decision-making, goal setting, and problem solving skills to use for health promotion.

R796 **7 PHYSICAL EDUCATION**
PEIMS# 03823000 **Recommended Grade Placement: 8**

Prerequisite: As determined by ARD Committee

Description: Topic include- knowledge and motor skills basic to efficient movement; rules, knowledge, and skills basic to beginning or intermediate participation in individual, dual and team sports; motivation and development of a high level of personal and physical fitness and the ability to maintain this level; knowledge and skill for leisure and lifetime sports activities. The students shall be provided opportunities to participate in varied physical recreational activities that could be continued throughout life.

R812 **8 ENGLISH**
PEIMS# 03200550 **Recommended Grade Placement: 8**

Prerequisite: As determined by ARD Committee

Description: This course addresses the usage of different forms of writing for specific purposes such as to inform, persuade, or entertain. Students produce multi-paragraph compositions with varied sentence structure. Students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. This course is recommended for Specialized Support Resource.

R813 **8 ENGLISH (ALT)**
PEIMS# 03200550 **Recommended Grade Placement: 8**
Prerequisite: As determined by ARD Committee
Description: This course addresses the usage of different forms of writing for specific purposes such as to inform, persuade, or entertain as it pertains to functional living skills for daily life. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R814 **8 READING**
PEIMS# 03273450 **Recommended Grade Placement: 8**
Prerequisite: As determined by ARD Committee
Description: This course focuses on research projects to locate answers to questions using multiple texts and resources. Students read both printed texts and electronic media independently, bringing with them various strategies to aid in comprehension. This course is recommended for Specialized Support Resource.

R815 **8 READING (ALT)**
PEIMS# 03273450 **Recommended Grade Placement: 8**
Prerequisite: As determined by ARD Committee
Description: This course focuses on research projects to locate answers to questions using multiple texts and resources. Students read both printed texts and electronic media independently, bringing with them various strategies to aid in comprehension. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R835 **8 MATH**
PEIMS# 03103100 **Recommended Grade Placement: 8**
Prerequisite: As determined by ARD Committee
Description: This course focuses on the basic principles of algebra to analyze and represent both proportional and non-proportional linear relationships and using probability to describe data and make predictions. This course is recommended for Specialized Support Resource.

R836 **8 MATH (ALT)**
PEIMS# 03103100 **Recommended Grade Placement: 8**
Prerequisite: As determined by ARD Committee
Description: This course focuses on the basic principles of algebra as it pertains to functional living skills for daily life. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R857 **8 SPEECH ELECTIVE (ALT)**
PEIMS# 03243630 **Recommended Grade Placement: 8**
Prerequisite: As determined by ARD Committee
Description: This course focuses on developing skills focused on five identifiable functions of expressing and responding to feelings, participation in social traditions, informing, persuading, creating, and imagining. Students will develop and apply skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic, and public contexts. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R874 **8 EARTH SCIENCE**
PEIMS# 03060800 **Recommended Grade Placement: 8**
Prerequisite: As determined by ARD Committee
Description: This course addresses planning and conducting field laboratory investigations using scientific methods, analyzing data, critical-thinking, scientific problem-solving and using tools such as telescopes to collect and analyze information. Students also use computers and information technology tools to support scientific investigations. This course is recommended for Specialized Support Resource.

R875 **8 EARTH SCIENCE (ALT)**
PEIMS# 03060800 **Recommended Grade Placement: 8**
Prerequisite: As determined by ARD Committee
Description: This course addresses planning and conducting field and laboratory investigations, and the use of computers to support scientific investigations as it pertains to functional living skills for daily life. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R881 **8 TECHNOLOGY APPLICATIONS**
PEIMS# 03580120 **Recommended Grade Placement: 8**
Prerequisite: As determined by ARD Committee
Description: This course focuses in the instruction in information system foundations, acquisition, problem solving and communication. This course is recommended for Specialized Support Resource.

R882 **8 COMPUTER APPLICATIONS (ALT)**
PEIMS# 03580120 **Recommended Grade Placement: 8**
Prerequisite: As determined by ARD Committee
Description: This course focuses on computer instruction in the work community including computer vocabulary and basic computer functions directly supervised by school staff. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R883 **8 SOCIAL STUDIES**
PEIMS# 03343100 **Recommended Grade Placement: 8**
Prerequisite: As determined by ARD Committee
Description: This course focuses in the study of history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early Republic, westward expansion, sectionalism, Civil War, and Reconstruction. This course is recommended for Specialized Support Resource.

R884 **8 SOCIAL STUDIES (ALT)**
PEIMS# 03343100 **Recommended Grade Placement: 8**
Prerequisite: As determined by ARD Committee
Description: This course focuses in the study of history of the United States from the early colonial period through Reconstruction as it pertains to functional living skills for daily life. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R885 8 COMMUNITY INSTRUCTION II LOCAL**PEIMS# 83800XXX Recommended Grade Placement: 8****Prerequisite:** As determined by ARD Committee

Description: This course focuses on functional community living skills, such as transportation, money usage, etc., with instructional delivered in small group activities in various off campus, community locations. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R890 8 TRANSITION II LOCAL**PEIMS# 83800XXX Recommended Grade Placement: 8****Prerequisite:** As determined by ARD Committee

Description: This course focuses in functional instruction in vocational awareness, social and adaptive behaviors learned at various community based sites and reinforced by classroom strategies under direct supervision of school/transition staff. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R894 8 PRE-VOCATIONAL SKILLS II LOCAL**PEIMS# 83800XXX Recommended Grade Placement: 8****Prerequisite:** As determined by ARD Committee

Description: This course focuses on the instruction of vocationally directed career surveys of possible vocations with directed interest and talent inventories. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R900 ADVISORY SOCIAL SKILLS LOCAL**PEIMS# 85000XXX Recommended Grade Placement: 6-8****Prerequisite:** As determined by ARD Committee

Description: The purpose of an advisory class is to help create a strong support system that students need to develop academically, socially, and emotionally. Students will recognize and manage emotions, develop care and concerns for others, establish positive relationships, make responsible decisions, and learn how to handle challenging situations constructively and ethically. Students will be taught skills that will address active listening and the ability to bounce back from setbacks that they will encounter throughout life. The primary purpose is to make sure that each student has an adult who will act as an advocate for the middle school student. Class activities will include, but are not limited to personal and academic goal setting, classroom discussions, small group discussions, self-reflections, mindfulness activities, interactive character education lessons and support for any academic areas.

R895 8 HEALTH**PEIMS# 03813000 Recommended Grade Placement: 8****Prerequisite:** As determined by ARD Committee

Description: Topics covered include: ways to enhance and maintain personal health; ways that body structure and function relate to personal health; concepts relating to health functions and disease prevention; critical thinking skills to research, access, analyze, and use health information; concepts of behaviors that reduce health risks; physical and social environment factors that influence individual and community health; positive and negative relationship that influence individual, family, and community health; ways the media and technology influence individual and community health; social factors that impact personal, family, and community; communication skills that build and maintain healthy relationships; strategies to communicate consideration and respect for self, family, friends, and others; critical thinking, decision-making, goal setting, and problem solving skills to use for health promotion.

R896 **8 PHYSICAL EDUCATION**
PEIMS# 03823000 **Recommended Grade Placement: 8**

Prerequisite: As determined by ARD Committee

Description: Topics include performing movement patterns with competency and proficiency in a few specialized movement form; movement concepts and principles applied to the learning and development of motor skills; favorite life-long physical activities are identified to participate on a regular basis; identifying and analyzing the benefits of daily physical activity and factors that affect physical performance; the selection and use of safety practices associated with physical activities; understanding the strategies and rules of structured physical activities including, but not limited to games, sports, dance, and gymnastics; positive self-management and social skills that are needed to work independently and with others in physical activity and safety.

LR01 **CURRICULUM ENRICHMENT RESOURCE LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 6-8**

Prerequisite: As determined by ARD Committee

Description: Placeholder for scheduling purposes. This course is designed for special education students who need intensive support in a core content area in addition to the support provided through the core class setting.

C600 6 STAAR READING AND WRITING LOCAL
PEIMS# 85000XXX Recommended Grade Placement: 6**Prerequisite:** None

Description: Designed for students who are not performing at grade level in any core content course or who are not performing successfully on the any of the STAAR exam or determined by school personnel as in need of additional instructional support. The intent and purpose of this course is to implement intensive instruction designed to increase student achievement on the appropriate portion of the STAAR.

C601 6 STAAR MATH LOCAL
PEIMS# 85000XXX Recommended Grade Placement: 6**Prerequisite:** None

Description: Designed for students who are not performing at grade level in any core content course or who are not performing successfully on the any of the STAAR exam or determined by school personnel as in need of additional instructional support. The intent and purpose of this course is to implement intensive instruction designed to increase student achievement on the appropriate portion of the STAAR.

C602 6 STAAR SOCIAL STUDIES LOCAL
PEIMS# 85000XXX Recommended Grade Placement: 6**Prerequisite:** None

Description: Designed for students who are not performing at grade level in any core content course or who are not performing successfully on the any of the STAAR exam or determined by school personnel as in need of additional instructional support. The intent and purpose of this course is to implement intensive instruction designed to increase student achievement on the appropriate portion of the STAAR.

C605 6 STAAR SCIENCE LOCAL
PEIMS# 85000XXX Recommended Grade Placement: 6**Prerequisite:** None

Description: Designed for students who are not performing at grade level in any core content course or who are not performing successfully on the any of the STAAR exam or determined by school personnel as in need of additional instructional support. The intent and purpose of this course is to implement intensive instruction designed to increase student achievement on the appropriate portion of the STAAR.

C700 7 STAAR READING AND WRITING LOCAL
PEIMS# 85000XXX Recommended Grade Placement: 7**Prerequisite:** None

Description: Designed for students who are not performing at grade level in any core content course or who are not performing successfully on the any of the STAAR exam or determined by school personnel as in need of additional instructional support. The intent and purpose of this course is to implement intensive instruction designed to increase student achievement on the appropriate portion of the STAAR.

C701 7 STAAR MATH LOCAL
PEIMS# 85000XXX Recommended Grade Placement: 7**Prerequisite:** None

Description: Designed for students who are not performing at grade level in any core content course or who are not performing successfully on the any of the STAAR exam or determined by school personnel as in need of additional instructional support. The intent and purpose of this course is to implement intensive instruction designed to increase student achievement on the appropriate portion of the STAAR.

- C702** **7 STAAR SOCIAL STUDIES LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 7**
Prerequisite: None
Description: Designed for students who are not performing at grade level in any core content course or who are not performing successfully on the any of the STAAR exam or determined by school personnel as in need of additional instructional support. The intent and purpose of this course is to implement intensive instruction designed to increase student achievement on the appropriate portion of the STAAR.
- C703** **7 STAAR READING LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 7**
Prerequisite: None
Description: Designed for students who are not performing at grade level in any core content course or who are not performing successfully on the any of the STAAR exam or determined by school personnel as in need of additional instructional support. The intent and purpose of this course is to implement intensive instruction designed to increase student achievement on the appropriate portion of the STAAR.
- C704** **7 STAAR WRITING LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 7**
Prerequisite: None
Description: Designed for students who are not performing at grade level in any core content course or who are not performing successfully on the any of the STAAR exam or determined by school personnel as in need of additional instructional support. The intent and purpose of this course is to implement intensive instruction designed to increase student achievement on the appropriate portion of the STAAR.
- C705** **7 STAAR SCIENCE LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 7**
Prerequisite: None
Description: Designed for students who are not performing at grade level in any core content course or who are not performing successfully on the any of the STAAR exam or determined by school personnel as in need of additional instructional support. The intent and purpose of this course is to implement intensive instruction designed to increase student achievement on the appropriate portion of the STAAR.
- C800** **8 STAAR READING AND WRITING LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 8**
Prerequisite: None
Description: Designed for students who are not performing at grade level in any core content course or who are not performing successfully on the any of the STAAR exam or determined by school personnel as in need of additional instructional support. The intent and purpose of this course is to implement intensive instruction designed to increase student achievement on the appropriate portion of the STAAR.
- C801** **8 STAAR MATH LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 8**
Prerequisite: None
Description: Designed for students who are not performing at grade level in any core content course or who are not performing successfully on the any of the STAAR exam or determined by school personnel as in need of additional instructional support. The intent and purpose of this course is to implement intensive instruction designed to increase student achievement on the appropriate portion of the STAAR.

C802 **8 STAAR SOCIAL STUDIES LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 8**
Prerequisite: None

Description: Designed for students who are not performing at grade level in any core content course or who are not performing successfully on the any of the STAAR exam or determined by school personnel as in need of additional instructional support. The intent and purpose of this course is to implement intensive instruction designed to increase student achievement on the appropriate portion of the STAAR.

C803 **8 STAAR READING LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 8**
Prerequisite: None

Description: Designed for students who are not performing at grade level in any core content course or who are not performing successfully on the any of the STAAR exam or determined by school personnel as in need of additional instructional support. The intent and purpose of this course is to implement intensive instruction designed to increase student achievement on the appropriate portion of the STAAR.

C804 **8 STAAR WRITING LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 8**
Prerequisite: None

Description: Designed for students who are not performing at grade level in any core content course or who are not performing successfully on the any of the STAAR exam or determined by school personnel as in need of additional instructional support. The intent and purpose of this course is to implement intensive instruction designed to increase student achievement on the appropriate portion of the STAAR.

C805 **8 STAAR SCIENCE LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 8**
Prerequisite: None

Description: Designed for students who are not performing at grade level in any core content course or who are not performing successfully on the any of the STAAR exam or determined by school personnel as in need of additional instructional support. The intent and purpose of this course is to implement intensive instruction designed to increase student achievement on the appropriate portion of the STAAR.

OTHER COURSES FOR SCHEDULING PURPOSES

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A622

6 ADVISORY LOCAL

PEIMS# 85000XXX

Recommended Grade Placement: 6

Prerequisite: None

Description: The purpose of an advisory class is to help create a strong support system that students need to develop academically, socially, and emotionally. Students will recognize and manage emotions, develop care and concerns for others, establish positive relationships, make responsible decisions and learn how to handle challenging situations constructively and ethically. Students will be taught skills that will address active listening and the ability to bounce back from setbacks that they will encounter throughout life. The primary purpose is to make sure that each student has an adult who will act as an advocate for the middle school student. Class activities will include, but are not limited to personal and academic goal setting, classroom discussions, small group discussions, self-reflections, mindfulness activities, interactive character education lessons and support for any academic areas.

A623

6 ADVISORY G/T LOCAL

PEIMS# 85000XXX

Recommended Grade Placement: 6

Prerequisite: None

Description: The purpose of an advisory class is to help create a strong support system that students need to develop academically, socially, and emotionally. Students will recognize and manage emotions, develop care and concerns for others, establish positive relationships, make responsible decisions and learn how to handle challenging situations constructively and ethically. Students will be taught skills that will address active listening and the ability to bounce back from setbacks that they will encounter throughout life. The primary purpose is to make sure that each student has an adult who will act as an advocate for the middle school student. Class activities will include, but are not limited to personal and academic goal setting, classroom discussions, small group discussions, self-reflections, mindfulness activities, interactive character education lessons and support for any academic areas. **Course is open for students in the school's G/T Program.**

A722

7 ADVISORY LOCAL

PEIMS# 85000XXX

Recommended Grade Placement: 7

Prerequisite: None

Description: The purpose of an advisory class is to help create a strong support system that students need to develop academically, socially, and emotionally. Students will recognize and manage emotions, develop care and concerns for others, establish positive relationships, make responsible decisions and learn how to handle challenging situations constructively and ethically. Students will be taught skills that will address active listening and the ability to bounce back from setbacks that they will encounter throughout life. The primary purpose is to make sure that each student has an adult who will act as an advocate for the middle school student. Class activities will include, but are not limited to personal and academic goal setting, classroom discussions, small group discussions, self-reflections, mindfulness activities, interactive character education lessons and support for any academic areas.

A723 **7 ADVISORY G/T LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 7**
Prerequisite: None

Description: The purpose of an advisory class is to help create a strong support system that students need to develop academically, socially, and emotionally. Students will recognize and manage emotions, develop care and concerns for others, establish positive relationships, make responsible decisions and learn how to handle challenging situations constructively and ethically. Students will be taught skills that will address active listening and the ability to bounce back from setbacks that they will encounter throughout life. The primary purpose is to make sure that each student has an adult who will act as an advocate for the middle school student. Class activities will include, but are not limited to personal and academic goal setting, classroom discussions, small group discussions, self-reflections, mindfulness activities, interactive character education lessons and support for any academic areas. **Course is open for students in the school's G/T Program.**

A822 **8 ADVISORY LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 8**
Prerequisite: None

Description: The purpose of an advisory class is to help create a strong support system that students need to develop academically, socially, and emotionally. Students will recognize and manage emotions, develop care and concerns for others, establish positive relationships, make responsible decisions and learn how to handle challenging situations constructively and ethically. Students will be taught skills that will address active listening and the ability to bounce back from setbacks that they will encounter throughout life. The primary purpose is to make sure that each student has an adult who will act as an advocate for the middle school student. Class activities will include, but are not limited to personal and academic goal setting, classroom discussions, small group discussions, self-reflections, mindfulness activities, interactive character education lessons and support for any academic areas.

A823 **8 ADVISORY G/T LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 8**
Prerequisite: None

Description: The purpose of an advisory class is to help create a strong support system that students need to develop academically, socially, and emotionally. Students will recognize and manage emotions, develop care and concerns for others, establish positive relationships, make responsible decisions and learn how to handle challenging situations constructively and ethically. Students will be taught skills that will address active listening and the ability to bounce back from setbacks that they will encounter throughout life. The primary purpose is to make sure that each student has an adult who will act as an advocate for the middle school student. Class activities will include, but are not limited to personal and academic goal setting, classroom discussions, small group discussions, self-reflections, mindfulness activities, interactive character education lessons and support for any academic areas. **Course is open for students in the school's G/T Program.**

L110 **ADVISORY MIDDLE SCHOOL ONLY**
PEIMS# 85000XXX **Recommended Grade Placement: 6-8**
Prerequisite: None

Description: The purpose of an advisory class is to help create a strong support system that students need to develop academically, socially, and emotionally. Students will recognize and manage emotions, develop care and concerns for others, establish positive relationships, make responsible decisions and learn how to handle challenging situations constructively and ethically. Students will be taught skills that will address active listening and the ability to bounce back from setbacks that they will encounter throughout life. The primary purpose is to make sure that each student has an adult who will act as an advocate for the middle school student. Class activities will include, but are not limited to personal and academic goal setting, classroom discussions, small group discussions, self-reflections, mindfulness activities, interactive character education lessons and support for any academic areas.

C019 **LUNCH A Local**
PEIMS# 85000XXX **Recommended Grade Placement: 6-8**

Prerequisite: None

Description: Placeholder for scheduling purposes.

C029

LUNCH B Local

PEIMS# 85000XXX

Recommended Grade Placement: 6-8

Prerequisite: None

Description: Placeholder for scheduling purposes.

C065

COORDINATING PERIOD LOCAL – ATHLETICS

PEIMS# 85000XXX

Recommended Grade Placement:

Prerequisite: None

Description: Placeholder for scheduling purposes.

C070

COORDINATING PERIOD LOCAL – TESTING

PEIMS# 85000XXX

Recommended Grade Placement:

Prerequisite: None

Description: Placeholder for scheduling purposes.

C080

CONFERENCE LOCAL

PEIMS# 85000XXX

Recommended Grade Placement: 6-8

Prerequisite: None

Description: Placeholder for scheduling purposes- Teacher conference period.

C081

DEPARTMENT LOCAL

PEIMS# 85000XXX

Recommended Grade Placement: 6-8

Prerequisite: None

Description: Placeholder for scheduling purposes – Department meeting period.

C090

DUTY LOCAL

PEIMS# 85000XXX

Recommended Grade Placement: 6-8

Prerequisite: None

Description: Placeholder for scheduling purposes.

C100

ONLINE DISTANCE-VIRTUAL LEARNING COURSE SEMESTER

PEIMS# 85000XXX

Recommended Grade Placement: 7-8

Prerequisite: None

Description: This course serves as a placeholder on the schedule for a student who is enrolled in an online distance-virtual learning course such as TxVSN, Aventa, etc. The course is offered through an external district approved provider usually in an “asynchronous” format. All course requirements are completed and managed online.

C714

7 PEER TUTOR LOCAL

PEIMS# 85000XXX

Recommended Grade Placement: 7

Prerequisite: Campus Personnel Recommendation/Approval

Description: Goals for peer tutors included building self-esteem and leadership skills while improving academic achievement and communication skills. Course is designed for the middle school student who assists educationally disadvantaged peers (tutees) to attain grade-level proficiency in basic skills and, as appropriate, learn more advanced skills by assisting with homework assignments, providing instruction, and fostering good study habits.

- C812** **WORK/STUDY INTERNSHIP LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 8**
Prerequisite: Campus Personnel Recommendation/Approval
Description: Students work on building skills that will prepare them for career exploration and eventual employment.
- C814** **8 PEER TUTOR LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 8**
Prerequisite: Campus Personnel Recommendation/Approval
Description: Goals for peer tutors included building self-esteem and leadership skills while improving academic achievement and communication skills. Course is designed for the middle school student who assists educationally disadvantaged peers (tutees) to attain grade-level proficiency in basic skills and, as appropriate, learn more advanced skills by assisting with homework assignments, providing instruction, and fostering good study habits.
- C815** **WRITING CENTER LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 7-8**
Prerequisite: None
Description: Students will focus on a study of various forms and genres of prose and poetry. Literary works will serve as models through analysis, application, and imitation. Composition exercises will reflect an understanding of studied forms and an application of creative techniques.
- C816** **7/8 PUBLICATIONS LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 7-8**
Prerequisite: None
Description: Students enrolled in Publications Local: Yearbook, communicate in a variety of forms with the use of technology for a variety of audiences and purposes. Middle school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English.
- C817** **7/8 ADVANCED PUBLICATIONS LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 7-8**
Prerequisite: None
Description: Students enrolled in Advanced Publications Local: Yearbook students are expected to become analytical users of media and technology to enhance their communication skills. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students plan, organize, and prepare projects.
- C950** **CURRICULUM ENRICHMENT LOCAL SEMESTER**
PEIMS# 85000XXX **Recommended Grade Placement: 6-8**
Prerequisite: None
Description:
- C960** **CURRICULUM INTERVENTION (BAMS ONLY) LOCAL SEMESTER**
PEIMS# 85000XXX **Recommended Grade Placement: 6-8**
Prerequisite: None
Description: Placeholder for scheduling purposes to provide curriculum intervention.

- C970 PSAT CODING (BAMS ONLY)**
PEIMS# 85000XXX Recommended Grade Placement: 8
Prerequisite: None
Description: This course will provide an introduction to the PSAT structure, focus, sample items, and post PSAT follow-up, indicating areas for improvement. Students will also participate in the Good CS First curriculum and learn coding through the SCRATCH program.
- C990 CURRICULUM ENRICHMENT LOCAL**
PEIMS# 85000XXX Recommended Grade Placement: 6-8
Prerequisite: None
Description: Placeholder for scheduling purpose to allow for campus flexibility in scheduling.
- C991 ALPS CURRICULUM ENRICHMENT LOCAL**
PEIMS# 85000XXX
Description: Placeholder for scheduling purposes to allow for campus flexibility in scheduling. This course is designed for students who need intensive support in **language acquisition (ELL or LOTE)**. Students enrolled in this course **must** also be enrolled in an appropriate and approved **ALPS course**.
- C992 MATH CURRICULUM ENRICHMENT LOCAL**
PEIMS# 85000XXX
Description: Placeholder for scheduling purposes to allow for campus flexibility in scheduling. This course is designed for students who need intensive support in **Mathematics**. Students enrolled in this course **must** also be enrolled in an appropriate and approved **mathematics course**.
- C993 SCIENCE CURRICULUM ENRICHMENT LOCAL**
PEIMS# 85000XXX
Description: Placeholder for scheduling purposes to allow for campus flexibility in scheduling. This course is designed for students who need intensive support in **Science**. Students enrolled in this course **must** also be enrolled in an appropriate and approved **science course**.
- C994 SOCIAL STUDIES CURRICULUM ENRICHMENT LOCAL**
PEIMS# 85000XXX
Description: Placeholder for scheduling purposes to allow for campus flexibility in scheduling. This course is designed for students who need intensive support in **Social Studies**. Students enrolled in this course **must** also be enrolled in an appropriate and approved **social studies course**.
- C995 STUDY SKILLS LOCAL**
PEIMS# 85000XXX Recommended Grade Placement: 7-8
Prerequisite: None
Description: Designed for students who are not performing at grade level in any core content course and are in need of additional instructional support.