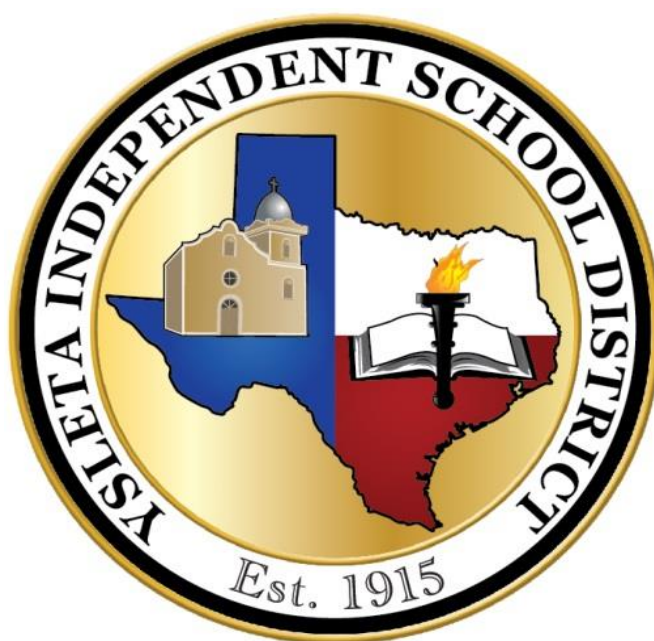


Ysleta Independent School District
Middle School Course Code Catalog Descriptions
For
2022-2023



Dr. Xavier De La Torre
Superintendent

Dr. Catherine Kennedy
Associate Superintendent

Celina Muñoz
Director of School Counseling

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

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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.

**2022-2023
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 2021-2022 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 School 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 School 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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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."

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

YISD Graduation Requirements (2014-2015 and Beyond) ([Follow Link](#))

2022-2023 TEA and UIL Side-by-Side

2022-2023 TEA and UIL Side-by-Side*

<https://www.uiltexas.org/policy/tea-uil-side-by-side>

*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
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 a total score of at least 1300 on 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-ADVANCED PLACEMENT Program Guidelines

AP/ PRE-ADVANCED PLACEMENT 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-ADVANCED PLACEMENT 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***. Pre-AP courses are designated by College Board. Pre-AP courses deliver grade-level appropriate instruction through focused course frameworks, instructional resources, classroom assessments for learning, and collaborative educator workshops. They are signed to support all students across varying levels of abilities. Pre-AP challenges students to build relevant critical thinking skills through the following share principles: Close Observation and Analysis, Higher-Order Questioning, Evidence-based Writing, and Academic Conversation.

Instruction

- PPRE-ADVANCED PLACEMENT 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-ADVANCED PLACEMENT instruction will be available to students on all high school campuses in English, Mathematics Science, and Social Studies. In addition, the AP program provides a variety of other course offerings available at district high schools.
- PPRE-ADVANCED PLACEMENT instruction will be available to students on all middle school campuses in English and Mathematics. The Vertical Teams should always include middle school teachers to help prepare students for the culminating AP course.

It is recommended that all Pre-Advanced Placement and AP instructors attend the appropriate Advanced Placement Summer Institute sponsored by College Board prior to teaching the course.

Entrance Into/Exit from Program:

Entrance into the AP/ PRE-ADVANCED PLACEMENT 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-ADVANCED PLACEMENT courses nor are there restrictions based on designated levels of past achievement. Entry into the program may begin at any grade level. For a year-long course, a student may exit an Advanced Placement class during the first three weeks of the course or at the mid-term of a full year course. Grades in progress will transfer. Students who are failing an AP course at the end of the first semester may be removed from the course. For a semester course only, a student may exit an Advanced Placement class during the first nine weeks of the course.

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 or meet any of the other EPCC college readiness standards for the course(s)
- 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
- Register for no more than 15 college hours per semester
- Attend a New Student Orientation session

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 GPA 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 Espanol 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 (YISD) 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 6. 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 the 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

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, Chinese or Russian etc., then they are to be placed into their requested LOTE course if possible.
 - b. 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 a middle school LOTE program and entering high school are to be placed directly into Level IV 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 middle school, although highly encouraged to continue, are not required to do so and may be placed in Level I of their new LOTE course request.

Dual Language students not continuing at high school need to provide a written letter from their parent/guardian requesting to discontinue dual language. The campus LPAC Coordinator must speak to the parent and explain the program benefits. Documentation is to be uploaded into the Frontline system.

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 II or higher 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 Advanced Spanish III Language in 8th Grade (EHAC-R).

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.

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

ENGLISH LANGUAGE ARTS AND READING

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E612

6 READING LANGUAGE ARTS

PEIMS# 03200510

Recommended Grade Placement: 6

Prerequisite: None

Description: Note: For sixth grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition. 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, Comprehension 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. *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 who will employ best practices and approaches based on the current research in English language acquisition when Emergent Bilingual students are seated in this course.*

E614

6 ADVANCED READING LANGUAGE ARTS (YWLA ONLY)

PEIMS# 03200510

Recommended Grade Placement: 6

Prerequisite:

Description: 6th grade Advanced English Language Arts / Reading for Young Women's Leadership Academy. If a student who is identified as an Emergent Bilingual 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: *Students who are at 0-2 years in school should be in ESL and must be blocked with English Language Development and Acquisition (ELDA) or 6th Reading Sheltered.*

Description: Note: For sixth grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition. *The course's objective is to develop competence in English while valuing the academic and cultural experience of the student.* 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, Comprehension 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. *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 a bilingual/ESL certified teacher who will employ best practices and approaches based on the current research in English language acquisition.*

E712 **7 READING LANGUAGE ARTS**
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. *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 who will employ best practices and approaches based on the current research in English language acquisition when Emergent Bilingual students are seated in this course.*

E714 **7 ADVANCED READING LANGUAGE ARTS (YWLA ONLY)**
PEIMS# 03200520 **Recommended Grade Placement: 7**

Prerequisite: None

Description: 7th grade Advanced English Language Arts and Reading for Young Women's Leadership Academy. If a student who is identified as an Emergent Bilingual 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 READING LANGUAGE ARTS**
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 Emergent Bilingual and is receiving English as a Second Language (ESL) program services is enrolled, then this course must be taught by an ESL certified teacher.

E721 **7 ENGLISH AS A SECOND LANGUAGE**
PEIMS# 03200400 **Recommended Grade Placement: 7**

Prerequisite: *Students who are at 0-2years in school should be in ESL 7th and must be blocked with English Language Development and Acquisition (ELDA) or 7th Reading Sheltered.*

Description: Note: For seventh grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition. *The course's objective is to develop competence in English while valuing the academic and cultural experience of the student.* 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, Comprehension 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. *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 who will employ best practices and approaches based on the current research in English language acquisition.*

E811

8 READING LANGUAGE ARTS

PEIMS# 03200530

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. For eighth grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition. *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 who will employ best practices and approaches based on the current research in English language acquisition when Emergent Bilingual students are seated in this course.*

E816

8 ADVANCED READING LANGUAGE ARTS

PEIMS# 03200530

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 Emergent Bilingual and is receiving English as a Second Language (ESL) program services is enrolled, then this course must be taught by an ESL certified teacher.

E821

8 ENGLISH AS A SECOND LANGUAGE

PEIMS# 03200500

Recommended Grade Placement: 8

Prerequisite: *Students who are at 0-2 years in school should be in ESL 8th and must be blocked with English Language Development and Acquisition (ELDA) or 8th Reading Sheltered.*

Description: Note: For eighth grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition. *The course's objective is to develop competence in English while valuing the academic and cultural experience of the student.* 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, Comprehension 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. *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 a bilingual/ESL certified teacher who will employ best practices and approaches based on the current research in English language acquisition.*

READING

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J626

6 READING – DRD (READING ELECTIVE, GRADE 6)

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.

J624

6 READING SHELTERED (READING ELECTIVE, GRADE 6)

PEIMS# 03273410

Recommended Grade Placement: 6

Prerequisite: **The LPAC may review individual student records to make a placement recommendation that will support the student's academic success. (TELPAS Composite & Reading Proficiency levels, LAS Links Placement, STAAR, grades, attendance, discipline, etc.) Depending on the level of the student, course can be scheduled with ESL 6th or ELA 6th.*

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, [discussion](#), reading, and [writing](#). Students read varied genres of literature and analyze characteristics of each genre. This course recognizes critical processes and features of second language acquisition and provides appropriate instruction to enable students to meet Texas Essential Knowledge and Skills (TEKS). Comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. [Instruction must be linguistically accommodated and consistently monitored in accordance with English Language Proficiency Standards \(ELPS\) and the student's English proficiency levels to ensure the mastery of knowledge and skills. ***This course must be taught by a bilingual/ESL certified teacher who will employ best practices and approaches based on the current research in English language acquisition. Highly recommend that the same teacher from ESL 6th and ELA 6th teaches this course.***](#)

J726

7 READING – DRD (READING ELECTIVE, GRADE 7)

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.

J724

7 READING SHELTERED (READING ELECTIVE, GRADE 7)

PEIMS# 03273420

Recommended Grade Placement: 7

Prerequisite: **The LPAC may review individual student records to make a placement recommendation that will support the student's academic success. (TELPAS Composite & Reading Proficiency levels, LAS Links Placement, STAAR, grades, attendance, discipline, etc.) Depending on the level of the student, course can be scheduled with ESL 7th or ELA 7th.*

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, [discussion](#), reading, and [writing](#). Students read varied genres of literature and analyze characteristics of each genre. This course recognizes critical processes and features of second language acquisition and provides appropriate instruction to enable students to meet Texas Essential Knowledge and Skills (TEKS). [Instruction must be linguistically accommodated and consistently monitored in accordance with English Language Proficiency Standards \(ELPSe\) and the student's English proficiency levels to ensure the mastery of knowledge and skills.](#) ***This course must be taught by a bilingual/ESL certified teacher who will employ best practices and approaches based on the current research in English language acquisition. Highly recommend that the same teacher from ESL 7th and ELA 7th teaches this course.***

J826

8 READING – DRD (READING ELECTIVE, GRADE 8)

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, 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.

J824

8 READING SHELTERED (READING ELECTIVE, GRADE 8)

PEIMS# 03273430

Recommended Grade Placement: 8

Prerequisite: **The LPAC may review individual student records to make a placement recommendation that will support the student's academic success. (TELPAS Composite & Reading Proficiency levels, LAS Links Placement, STAAR, grades, attendance, discipline, etc.) Depending on the level of the student, course can be scheduled with ESL 8th or ELA 8th. Highly recommend that the same teacher from ESL 8th and ELA 8th teaches this course.*

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, [discussion](#), reading, and [writing](#). Students read varied genres of literature and analyze characteristics of each genre. This course recognizes critical processes and features of second language acquisition and provides appropriate instruction to enable students to meet Texas Essential Knowledge and Skills (TEKS). [Instruction must be linguistically accommodated and consistently monitored in accordance with English Language Proficiency Standards \(ELPS\) and the student's English proficiency levels to ensure the mastery of knowledge and skills.](#) ***This course must be taught by a bilingual/ESL certified teacher who will employ best practices and approaches based on the current research in English language acquisition. Highly recommend that the same teacher from ESL 8th and ELA 8th teaches this course.***

L305

ENGLISH LANGUAGE DEVELOPMENT AND ACQUISITION (ELDA)

PEIMS# 85000XXX

Recommended Grade Placement: 6, 7, 8

Prerequisite: **The LPAC may review individual student records to make a placement recommendation that will support the student's academic success. (LAS Links Placement)*

Description: 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. ***This course must be blocked with ESL and taught by an ESL certified teacher.***

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# 84000XXX 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

6-8 ART I

ART, MIDDLE SCHOOL I

Recommended Grade Placement: 6-8

PEIMS# 03154110

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.

D715

7-8 ART II

ART, MIDDLE SCHOOL II

Recommended Grade Placement: 7-8

PEIMS# 03154210

Prerequisite: 6-8 Art I

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.

D815

8 ART III

ART, MIDDLE SCHOOL III

Recommended Grade Placement: 8

PEIMS# 03154310

Prerequisite: 7-8 Art II

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.

D800

8 ADVANCED ART

ART, MIDDLE SCHOOL III

Recommended Grade Placement: 8

PEIMS# 03154310

Prerequisite: 6-8 Art I, 7-8 Art II, Instructor Approval

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.

I600

6 BAND

MUSIC, MIDDLE SCHOOL I, BAND

Recommended Grade Placement: 6

PEIMS# 03154130

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.

1700

**7 BAND
MUSIC, MIDDLE SCHOOL II, BAND
Recommended Grade Placement: 7**

PEIMS# 03154230

Prerequisite: Instructor Approval

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.

1625

**6-7 HONORS BAND
MUSIC, MIDDLE SCHOOL II, BAND
Recommended Grade Placement: 6-7**

PEIMS# 03154230

Prerequisite: Instructor Approval

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.

1800

**8 BAND
MUSIC, MIDDLE SCHOOL III, BAND
Recommended Grade Placement: 8**

PEIMS# 03154330

Prerequisite: Instructor Approval

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.

1817

**6-8 HONORS BAND
MUSIC, MIDDLE SCHOOL III, BAND
Recommended Grade Placement: 6-8**

PEIMS# 03154330

Prerequisite: Instructor Approval

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
MUSIC, MID. SCHL. I, INSTRUMENTAL ENSEMBLE**

PEIMS# 03154133

Recommended Grade Placement: 6

Prerequisite: Instructor Approval

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
MUSIC, MID. SCHL. II, INSTRUMENTAL ENSEMBLE**

PEIMS# 03154233

Recommended Grade Placement: 7-8

Prerequisite: Instructor Approval

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
MUSIC, MID. SCHL. III, INSTRUMENTAL ENSEMBLE**

PEIMS# 03154333

Recommended Grade Placement: 8

Prerequisite: Instructor Approval

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
MUSIC, MID. SCHL. I, INSTRUMENTAL ENSEMBLE**

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.

1704

7 GUITAR

MUSIC, MID. SCHL. II, INSTRUMENTAL ENSEMBLE

PEIMS# 03154233

Recommended Grade Placement: 7

Prerequisite: Instructor Approval

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.

1804

8 GUITAR

MUSIC, MID. SCHL. III, INSTRUMENTAL ENSEMBLE

PEIMS# 03154333

Recommended Grade Placement: 8

Prerequisite: Instructor Approval

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.

1635

6-7 JAZZ BAND I

MUSIC, MIDDLE SCHOOL II, JAZZ ENSEMBLE

PEIMS# 03154235

Recommended Grade Placement: 6-7

Prerequisite: Instructor Approval

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.

1818

6-8 JAZZ BAND II

MUSIC, MIDDLE SCHOOL III, JAZZ ENSEMBLE

PEIMS# 03154335

Recommended Grade Placement: 6-8

Prerequisite: Instructor Approval

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.

D640

**6 MARIACHI
MUSIC, MIDDLE SCHOOL I, INSTRUMENTAL ENSEMBLE**

PEIMS# 03154133

Recommended Grade Placement: 6

Prerequisite: Instructor Approval

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.

I708

**7 MARIACHI
MUSIC, MIDDLE SCHOOL II, ORCHESTRA**

PEIMS# 03154232

Recommended Grade Placement: 7

Prerequisite: Instructor Approval

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.

I808

**8 MARIACHI
MUSIC, MIDDLE SCHOOL III, ORCHESTRA**

PEIMS# 03154332

Recommended Grade Placement: 8

Prerequisite: Instructor Approval

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
MUSIC, MID. SCHL. I, INSTRUMENTAL ENSEMBLE**

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.

1703

**7 PIANO
MUSIC, MID. SCHL. II, INSTRUMENTAL ENSEMBLE
Recommended Grade Placement: 7**

PEIMS# 03154233

Prerequisite: Instructor Approval

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.

1803

**8 PIANO
MUSIC, MID. SCHL. III, INSTRUMENTAL ENSEMBLE
Recommended Grade Placement: 8**

PEIMS# 03154333

Prerequisite: Instructor Approval

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.

1802

**7-8 ADVANCED PIANO
MUSIC, MID. SCHL. III, INSTRUMENTAL ENSEMBLE
Recommended Grade Placement: 7-8**

PEIMS#03154333

Prerequisite: Instructor Approval

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.

1655

**6-7 SYMPHONIC BAND
MUSIC, MID. SCHL. II, INSTRUMENTAL ENSEMBLE
Recommended Grade Placement: 6-7**

PEIMS# 03154233

Prerequisite: Instructor Approval

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.

1820

**6-8 SYMPHONIC BAND
MUSIC, MID. SCHL. III, INSTRUMENTAL ENSEMBLE**

PEIMS# 03154333

Recommended Grade Placement: 6-8

Prerequisite: Instructor Approval

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.

1608

**6 ORCHESTRA
MUSIC, MIDDLE SCHOOL I, ORCHESTRA**

PEIMS# 03154132

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

1736

**7 ORCHESTRA
MUSIC, MIDDLE SCHOOL II, ORCHESTRA**

PEIMS# 03154232

Recommended Grade Placement: 7

Prerequisite: Instructor Approval

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 ORCHESTRA
MUSIC, MIDDLE SCHOOL III, ORCHESTRA**

PEIMS# 03154332

Recommended Grade Placement: 8

Prerequisite: Instructor Approval

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

1748

**6-7 STRING ORCHESTRA
MUSIC, MIDDLE SCHOOL II, ORCHESTRA
Recommended Grade Placement: 6-7**

PEIMS# 03154232

Prerequisite: Instructor Approval

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

**6-8 STRING ORCHESTRA
MUSIC, MIDDLE SCHOOL III, ORCHESTRA
Recommended Grade Placement: 6-8**

PEIMS# 03154332

Prerequisite: Instructor Approval

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.

1756

**6-7 SYMPHONIC ORCHESTRA
MUSIC, MIDDLE SCHOOL II, ORCHESTRA
Recommended Grade Placement: 6-7**

PEIMS# 03154232

Prerequisite: Instructor Approval

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

1856

**6-8 SYMPHONIC ORCHESTRA
MUSIC, MIDDLE SCHOOL III, ORCHESTRA
Recommended Grade Placement: 6-8**

PEIMS# 03154332

Prerequisite: Instructor Approval

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 I**
MUSIC, MIDDLE SCHOOL I, CHOIR
PEIMS# 03154131 **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**
MUSIC, MIDDLE SCHOOL I, CHOIR
PEIMS# 03154131 **Recommended Grade Placement: 6**

Prerequisite: Instructor Approval

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 II**
MUSIC, MIDDLE SCHOOL II, CHOIR
PEIMS# 03154231 **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**
MUSIC, MIDDLE SCHOOL II, CHOIR
PEIMS# 03154231 **Recommended Grade Placement: 7**

Prerequisite: Instructor Approval

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.

- 1885** **8 CHOIR III**
MUSIC, MIDDLE SCHOOL III, CHOIR
PEIMS# 03154331 **Recommended Grade Placement: 8**
Prerequisite: Instructor Approval
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.
- 1886** **8 HONORS CHOIR**
MUSIC, MIDDLE SCHOOL III, CHOIR
PEIMS# 03154331 **Recommended Grade Placement: 8**
Prerequisite: Instructor Approval
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.
- 1611** **6-8 DANCE I**
DANCE, MIDDLE SCHOOL I
PEIMS# 03154120 **Recommended Grade Placement: 6-8**
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.
- 1706** **7-8 DANCE II**
DANCE, MIDDLE SCHOOL II
PEIMS# 03154220 **Recommended Grade Placement: 7-8**
Prerequisite: 6-8 Dance I
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.
- 1806** **8 DANCE III**
DANCE, MIDDLE SCHOOL III
PEIMS# 03154320 **Recommended Grade Placement: 8**
Prerequisite: 7-8 Dance II
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.

- I810** **7-8 PERFORMANCE DANCE TEAM
DANCE, MIDDLE SCHOOL III**
PEIMS# 03154320 **Recommended Grade Placement: 7-8**
Prerequisite: 6-8 Dance I, 7-8 Dance II, Instructor Approval
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** **6-8 DANCE FOLKLORICO I
DANCE, MIDDLE SCHOOL I**
PEIMS# 03154120 **Recommended Grade Placement: 6-8**
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.
- I707** **7-8 DANCE FOLKLORICO II
DANCE, MIDDLE SCHOOL II**
PEIMS# 03154220 **Recommended Grade Placement: 7-8**
Prerequisite: 6-8 Dance Folklorico
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.
- I807** **8 DANCE FOLKLORICO III
DANCE, MIDDLE SCHOOL III**
PEIMS# 03154320 **Recommended Grade Placement: 8**
Prerequisite: 7-8 Dance Folklorico
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.
- I812** **7-8 PERFORMANCE FOLKLORICO TEAM
DANCE, MIDDLE SCHOOL III**
PEIMS# 03154320 **Recommended Grade Placement: 7-8**
Prerequisite: 6-8 Dance Folklorico, 7-8 Dance Folklorico, Instructor Approval
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.
- D601** **6-8 THEATER ARTS I
THEATRE, MIDDLE SCHOOL I**
PEIMS# 03154140 **Recommended Grade Placement: 6-8**
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.
- D610** **6 THEATER ARTS – YWLA ONLY
THEATRE, MIDDLE SCHOOL I**
PEIMS# 03154140 **Recommended Grade Placement: 6**
Prerequisite: None
Description: For Young Women’s Leadership Academy only. 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.

- D725** **7-8 THEATER ARTS II**
THEATRE, MIDDLE SCHOOL II
PEIMS# 03154240 **Recommended Grade Placement: 7-8**
Prerequisite: 6-8 Theatre Arts I
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.
- D825** **8 THEATER ARTS III**
THEATRE, MIDDLE SCHOOL III
PEIMS# 03154340 **Recommended Grade Placement: 8**
Prerequisite: 7-8 Theatre Arts II
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** **ADVANCED THEATER ARTS**
THEATRE, MIDDLE SCHOOL III
PEIMS# 03154340 **Recommended Grade Placement: 8**
Prerequisite: 6-8 Theatre Arts I, 7-8 Theatre Arts II, Instructor Approval
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.
- 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.

HEALTH EDUCATION

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P4000

HEALTH I SEMESTER

PEIMS# 03810100

Recommended Grade Placement: 8

.5 state credit

Prerequisite: None

Description: Course will provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. Students gain an understanding of health information and skills through six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health.

P710

7 HEALTH EDUCATION

PEIMS# 03813000

Recommended Grade Placement: 7

Prerequisite: None

Description: Course will provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. Students gain an understanding of health information and skills through six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health.

P810

8 HEALTH EDUCATION

PEIMS# 03813000

Recommended Grade Placement: 8

Prerequisite: None

Description: Course will provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. Students gain an understanding of health information and skills through six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health.

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 **AMERICAN SIGN LANGUAGE – LEVEL III**
PEIMS# 03980300 **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 **AMERICAN SIGN LANGUAGE – LEVEL III ONLINE YWLA ONLY**
PEIMS# 03980300 **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 **AMERICAN SIGN LANGUAGE – LEVEL IV ONLINE YWLA ONLY**
PEIMS# 03980400 **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 **6 CHINESE LOCAL**
PEIMS# 02496000 **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 **CHINESE – LEVEL I**
PEIMS# 03490100 **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 **CHINESE – LEVEL I ONLINE YWLA ONLY**
PEIMS# 03490100 **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 **CHINESE – LEVEL II**
PEIMS# 03490200 **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 PEIMS# 03410300	FRENCH – LEVEL III 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 PEIMS# 03410300	ADVANCED FRENCH – LEVEL III LANGUAGE 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 PEIMS# 03420100	GERMAN – LEVEL I 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 PEIMS# 03420200	GERMAN – LEVEL II 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 PEIMS# 03420300	GERMAN – LEVEL III 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 PEIMS 03420300	ADVANCED GERMAN – LEVEL III LANGUAGE 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 PEIMS# 03120100	JAPANESE – LEVEL I 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 ADVANCED 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** **1 state credit**
PEIMS# 03440100 **Recommended Grade Placement: 6-12**
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. Grade 6 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** **1 state credit**
PEIMS# 03440200 **Recommended Grade Placement: 6-12**
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. Grade 6 only offered at YWLA.
- F2730** **SPANISH FOR SPANISH SPEAKERS – LEVEL II** **1 state credit**
PEIMS# 03440220 **Recommended Grade Placement: 7-12**
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** **1 state credit**
PEIMS# 03440330 **Recommended Grade Placement: 8-12**
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** **ADVANCED SPAN. FOR SPAN. SPEAKERS – LVL. III LANGUAGE** **1 state credit**
PEIMS# 03440330 **Recommended Grade Placement: 7-12**
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

AP SPANISH – LANGUAGE AND CULTURE

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.

M1610 PRE-AP ALGEBRA I**PEIMS# 03100500 Recommended Grade Placement: 8 1 state credit****Prerequisite:** Mathematics, Grade 8 or its equivalent.

Description: The Pre-AP Algebra I course is designed to deepen students' understanding of linear relationships by emphasizing patterns of change, multiple representations of functions and equations, modeling real world with functions, and methods for finding and representing solutions and inequalities. Taken together, these ideas provide a powerful set of conceptual tools that students can use to make sense of their world through mathematics.

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: The Pre-AP Algebra I course is designed to deepen students' understanding of linear relationships by emphasizing patterns of change, multiple representations of functions and equations, modeling real world with functions, and methods for finding and representing solutions and inequalities. Taken together, these ideas provide a powerful set of conceptual tools that students can use to make sense of their world through mathematics.

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: The Pre-AP Algebra I course is designed to deepen students' understanding of linear relationships by emphasizing patterns of change, multiple representations of functions and equations, modeling real world with functions, and methods for finding and representing solutions and inequalities. Taken together, these ideas provide a powerful set of conceptual tools that students can use to make sense of their world through mathematics. 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.** The course must be taught by a bilingual certified teacher or one working on certification.

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 ADVANCED MATH (YWLA ONLY)**
PEIMS# 02820000 **Recommended Grade Placement: 6**

Prerequisite: None

Description: 6th grade

6th Grade Advanced 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 ADVANCED MATH (YWLA ONLY)**
PEIMS# 03103000 **Recommended Grade Placement: 7**

Prerequisite: None

Description: 7th grade 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. **Note: Students enrolled in this course will take the 8th STAAR Math Assessment only.**

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.** The course must be taught by a bilingual certified teacher or one working on certification.

PHYSICAL EDUCATION

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P615 6 PHYSICAL EDUCATION SEMESTER

PEIMS# 02850000

Recommended Grade Placement: 6

Prerequisite: None

Description: Students will apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in greater detail the function of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.

P616 6 PHYSICAL EDUCATION YEAR-LONG

PEIMS# 02850000

Recommended Grade Placement: 6

Prerequisite: None

Description: Students will apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in greater detail the function of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.

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.

P715 7 PHYSICAL EDUCATION SEMESTER

PEIMS# 03823000

Recommended Grade Placement: 7

Prerequisite: None

Description: Course Description: Students will apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in greater detail the function of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.

P716 7 PHYSICAL EDUCATION YEAR-LONG

PEIMS# 03823000

Recommended Grade Placement: 7

Prerequisite: None

Description: Course Description: Students will apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in greater detail the function of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.

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 SEMESTER**
PEIMS# 03823000 **Recommended Grade Placement: 8**
Prerequisite: None
Description: Students will apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in greater detail the function of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.

P816 **8 PHYSICAL EDUCATION YEAR LONG**
PEIMS# 03823000 **Recommended Grade Placement: 8**
Prerequisite: None
Description: Students will apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in greater detail the function of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.

P817 **8 PHYSICAL EDUCATION - DANCE LOCAL**
PEIMS# 83210XXX **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 **8 PHYSICAL EDUCATION - FOLKLORICO LOCAL**
PEIMS# 83210XXX **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. Science Fair participation is encouraged for all GT and other interested students.

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.** The course must be taught by a bilingual certified teacher or one working on certification.

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. Science Fair participation is encouraged for all GT and other interested students.

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.** The course must be taught by a bilingual certified teacher or one working on certification. Science Fair participation is encouraged for all GT and other interested students.

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. Science Fair participation is encouraged for all GT and other interested students.

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.

H631

6 SOCIAL STUDIES DUAL LANGUAGE

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. **THIS COURSE IS TAUGHT ENTIRELY IN SPANISH AND IS OPEN TO DUAL LANGUAGE PROGRAM PARTICIPANTS.**

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.

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.** The course must be taught by a bilingual certified teacher or one working on certification.

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.

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 MIDDLE SCHOOL TEXAS HISTORY (EDGENUITY)**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.

CAREER AND TECHNICAL EDUCATION[Back to Top](#)**PLTW 2022-2023 GTT Courses**

Grade Level	PLTW	Course ID	PEIMS #	Curriculum
7 Grade First Semester	GTT 1	V705O	N1303756	Select from 10 units
7 Grade Second Semester	GTT 2	V715O	N1303757	Select from 10 units
8 Grade Third Semester	GTT 3	V725O	N1303758	Select from 10 units
8 Grade Fourth Semester	GTT 4	V735O	N1303759	Select from 10 units

V705O GATEWAY TO TECHNOLOGY (GTT) 1 – PLTW**PEIMS# N1303756****Grade Placement: 7 SEM A****.5 state credit****Prerequisite:** None**Cluster:** Science, Technology, Engineering, and Mathematics**Endorsement:** STEM**POS Pathway:** 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.

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, toll booths, 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

PEIMS# N1303757

Grade Placement: 7 SEM B

.5 state credit

Prerequisite: None

Cluster: Science, Technology, Engineering, and Mathematics

Endorsement: STEM

POS Pathway: 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.

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, toll booths, 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 GATEWAY TO TECHNOLOGY (GTT) 3 – PLTW

PEIMS# N1303758

Grade Placement: 8 SEM A

.5 state credit

Prerequisite: None

Cluster: Science, Technology, Engineering, and Mathematics

Endorsement: STEM

POS Pathway: 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.

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, toll booths, 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 GATEWAY TO TECHNOLOGY (GTT) 4 – PLTW

PEIMS# N1303759 **Grade Placement: 8 SEM B**

.5 state credit

Prerequisite: None

Cluster: Science, Technology, Engineering, and Mathematics

Endorsement: STEM

POS Pathway: 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.

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, toll booths, 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 programing 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 DL**
PEIMS# 12700300 Recommended Grade Placement: 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 INDEPENDENT STUDY 6TH STEM

PEIMS# 82900211

Recommended Grade Placement: 6

0 state credit

Prerequisite: None

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

SPECIAL EDUCATION

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R612 6 READING LANGUAGE ARTS **PEIMS# 03200510 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 READING LANGUAGE ARTS (ALT) **PEIMS# 03200510 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.

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.

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.

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.

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

Prerequisite: As determined by ARD Committee

his 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.

R708 **7 READING LANGUAGE ARTS**
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 READING LANGUAGE ARTS (ALT)**
PEIMS# 03200520 **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.

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.

R775 7 LIFE SCIENCE (ALT)**PEIMS# 03060700 Recommended Grade Placement: 7****Prerequisite:** As determined by ARD Committee

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.

R784 7 SOCIAL STUDIES (ALT)**PEIMS# 03343000 Recommended Grade Placement: 7****Prerequisite:** As determined by ARD Committee

Description: Students examine the full scope of Texas history 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.

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.

R812 8 READING LANGUAGE ARTS**PEIMS# 03200530 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 READING LANGUAGE ARTS (ALT)**PEIMS# 03200530 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.

- 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.
- 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.
- 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.
- 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.

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.

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.**

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.

C039 **LUNCH C 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** **6 ACADEMIC INTERVENTION LOCAL**
PEIMS# 82900XXX **Recommended Grade Placement: 6**
Prerequisite: None
Description: Placeholder for scheduling purposes to allow for campus flexibility in scheduling. This course is designed for students who need academic intervention.
- C120** **7 ACADEMIC INTERVENTION LOCAL**
PEIMS# 82900XXX **Recommended Grade Placement: 7**
Prerequisite: None
Description: Placeholder for scheduling purposes to allow for campus flexibility in scheduling. This course is designed for students who need academic intervention.
- C130** **8 ACADEMIC INTERVENTION LOCAL**
PEIMS# 82900XXX **Recommended Grade Placement: 8**
Prerequisite: None
Description: Placeholder for scheduling purposes to allow for campus flexibility in scheduling. This course is designed for students who need academic intervention.
- 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.
- 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.

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

Description: Placeholder for scheduling purposes to allow for campus flexibility in scheduling. This course is designed for students who need intensive support in the core subject areas.

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.

C150 **TSI PREP LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 7-8**
Prerequisite: None

Description: Designed to prepare students for Texas Success Initiative (TSI) Assessment.