

AUSTIN INDEPENDENT SCHOOL DISTRICT

MIDDLE SCHOOL COURSE CATALOG

2024 - 2025



The memories with us from school will be kept forever.



AISD MIDDLE SCHOOLS



ANN RICHARDS
SCHOOL FOR
YOUNG WOMEN LEADERS
AUSTIN Independent School District
2309 PANTHER TRAIL
AUSTIN, TX 78704



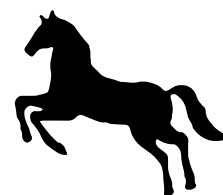
BAILEY
MIDDLE SCHOOL
AUSTIN Independent School District
4020 LOST OASIS HOLLOW
AUSTIN, TX 78739



BEDICHEK
MIDDLE SCHOOL
AUSTIN Independent School District
6800 BILL HUGHES ROAD
AUSTIN, TX 78745



BURNET
MIDDLE SCHOOL
AUSTIN Independent School District
8401 HATHAWAY ST.
AUSTIN, TX 78757



COVINGTON
MIDDLE SCHOOL
AUSTIN Independent School District
3700 CONVICT HILL ROAD
AUSTIN, TX 78749



DOBIE
MIDDLE SCHOOL
AUSTIN Independent School District
1200 E. RUNDBERG LANE
AUSTIN, TX 78753



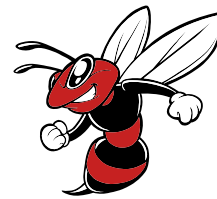
GUS GARCIA
YOUNG MEN'S
LEADERSHIP ACADEMY
AUSTIN Independent School District
7414 JOHNNY MORRIS ROAD
AUSTIN, TX 78724



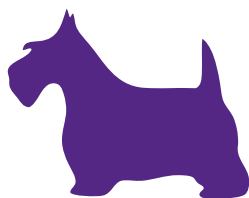
GENERAL MARSHALL
MIDDLE SCHOOL
AUSTIN Independent School District
4401 TILLEY ST.
AUSTIN, TX 78723



GORZYCKI
MIDDLE SCHOOL
AUSTIN Independent School District
7412 W. SLAUGHTER LANE
AUSTIN, TX 78749



KEALING
MIDDLE SCHOOL
AUSTIN Independent School District
1607 PENNSYLVANIA AVE.
AUSTIN, TX 78702



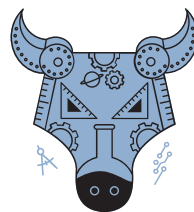
LAMAR
MIDDLE SCHOOL
AUSTIN Independent School District
6201 WYNONA ST.
AUSTIN, TX 78757



LIVELY
MIDDLE SCHOOL
AUSTIN Independent School District
201 E. MARY ST.
AUSTIN, TX 78704



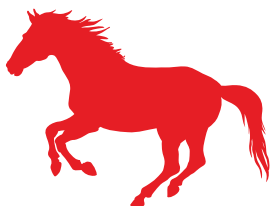
MARTIN
MIDDLE SCHOOL
AUSTIN Independent School District
1601 HASKELL ST.
AUSTIN, TX 78702



MENDEZ
MIDDLE SCHOOL
AUSTIN Independent School District
5106 VILLAGE SQUARE DRIVE
AUSTIN, TX 78744



MURCHISON
MIDDLE SCHOOL
AUSTIN Independent School District
3700 N HILLS DRIVE
AUSTIN, TX 78731



O. HENRY
MIDDLE SCHOOL
AUSTIN Independent School District
2610 WEST 10TH ST.
AUSTIN, TX 78703



BERTHA SADLER MEANS
YOUNG WOMEN'S
LEADERSHIP ACADEMY
AUSTIN Independent School District
6401 N. HAMPTON DRIVE
AUSTIN, TX 78723



PAREDES
MIDDLE SCHOOL
AUSTIN Independent School District
10100 S. MARY MOORE SEARIGHT DR.
AUSTIN, TX 78748

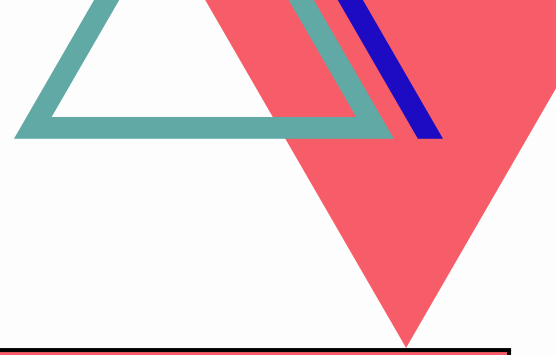


SMALL
MIDDLE SCHOOL
AUSTIN Independent School District
4801 MONTEREY OAKS BLVD.
AUSTIN, TX 78749



WEBB
MIDDLE SCHOOL
AUSTIN Independent School District
601 E. ST. JOHNS AVE.
AUSTIN, TX 78752

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MIDDLE SCHOOL PLANNING DOCUMENT

As you create your pathway and develop a challenging personal academic plan, use the middle school planning guide below to think ahead to the courses you want to complete by the end of 8th grade. Pay particular attention to how your middle school coursework will align to your high school plans. Note: The total number of courses needed per year will vary by campus.

NAME:	DATE:
SCHOOL NAME:	

COURSE	6TH	7TH	8TH
MATH			
ENGLISH LANGUAGE ARTS			
SCIENCE			
SOCIAL STUDIES			
PHYSICAL EDUCATION			
ELECTIVE			
ELECTIVE			
ELECTIVE			

AUSTIN ISD MIDDLE SCHOOL GENERAL INFORMATION

The information below is designed to provide students and parents with information about courses available to students in Austin ISD middle schools. The information contained in this guide is subject to change based on changes made by the Texas Legislature and/or Texas Education Administration rulings. The Texas Essential Knowledge and Skills (TEKS) identify what Texas students should know and be able to do at every grade and in every course. The State Board of Education has adopted the TEKS as the minimum curriculum for all Texas schools.

CURRICULUM AT A GLANCE

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

- Core classes, English/Language Arts, Science, Social Studies & Math are required every year.
- Students required to take a total of four semesters of Physical Education, including at least one semester of Physical Education per year. Students in grade 6 shall be encouraged to take two semesters of Physical Education.
- Student completes one Texas Essential Knowledge and Skills-based fine arts course in grade 6, grade 7, or grade 8.
- Dual Language students take two courses each year taught entirely in Spanish including one Advanced Spanish language course and one content course (Math, Science, or Social Studies) in Spanish.

During the middle school years, students need to broaden their academic and career options and develop the foundation needed for success in high school. In addition to the required courses, students choose optional courses (electives) in Fine Arts, World Languages (LOTE), as well as courses that explore areas of student interest, or the student may take additional physical education courses. Specific required and elective courses may vary from school to school. Middle schools offer advanced courses in English, mathematics, science and social studies, as well as other services to gifted and talented students. These courses provide additional challenges within the traditional program of instruction. Any student with the interest, ambition, and motivation to enroll in one or more advanced academic courses may do so with parent permission. Many middle schools also offer selected courses for high school credit.

Some Middle Schools offer Dual Language programming which offers high academic coursework and supports students' work toward biliteracy, bilingualism, and biculturalism. Middle school Dual Language students take a minimum of two classes taught 100% in Spanish each year including one content course in Spanish and one Advanced Spanish language course. Middle school Dual Language students can earn up to 4 high school credits and, upon completion of the AP exam in 8th grade, up to 12 college credits.

MIDDLE SCHOOL GRADE PROMOTION

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

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

MIDDLE SCHOOL ACCELERATED MATH COURSES

At each middle school grade level, students have the opportunity to take accelerated courses in mathematics. Sixth and seventh graders may enroll in Accelerated Mathematics courses where all middle school math TEKS are taught in two years. Successful completion of Accelerated Math 6 and Accelerated Math 7 will prepare students to take Algebra I in grade eight. The decision to take Accelerated Mathematics course in middle school should be made after careful analysis of your child's ability to collaborate with others, be creative when solving problems, be a critical problem solver, and communicate with others in written and verbal form. The district will be using several tools to identify students who should be enrolled in Accelerated Mathematics courses. Including teacher recommendations, and performance tasks and assessments. Sixth and seventh grade students are able to enroll in accelerated grade courses that embed the next grade level student expectations in the current grade level material.

The testing information for Accelerated Math is as follows:

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

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

SCHEDULE CHANGES

It is very important that students and parents consider selecting appropriate courses based on the student's graduation and post-secondary plans. The choices students make during the course selection process determine the master schedule teacher assignments for each campus. Though never perfect, the campus master schedule is designed to maximize student opportunities and minimize scheduling conflicts. **Master schedule changes may be affected by insufficient course enrollment or instructor availability.**

Students should pay particular attention to the alternate electives they select during the course selection process. To avoid schedule conflicts, a student may be placed in one or more of his or her alternate selections.

In order to schedule efficiently, student schedules **will not be** changed to select different teachers, lunch periods, or any different elective or alternate elective. **Teacher change requests will only be considered if a student previously failed a course with the same teacher and if another teacher is available.** Schedule correction requests do not require a parent signature.

Schedule corrections will be considered as soon as possible and only for the following reasons:

- The student does not have the prerequisites for a course.
- Course credit was previously received (i.e. - through summer school, correspondence courses, Examination for Acceleration. etc.)
- A data entry error made by the school (i.e.- two first-period classes, or a schedule that does not contain the full number of classes.)
- Student has been dismissed from a program where approval must be granted for placement.

HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

Austin ISD offers some courses designated for grades 9–12 in middle school. Students who take these courses must show satisfactory completion of the prerequisite Texas Essential Knowledge and Skills as well as state and district requirements for the high school course taken. Satisfactory completion of high school courses in middle school shall be reflected on the student's academic achievement record, and the student will be awarded state graduation credit. Students in World Languages (LOTE) courses for high school credit, may withdraw by the fifth week of the last nine weeks of the course. The final semester report card must reflect the new course to which the student transferred.

LOOKING AHEAD TO HIGH SCHOOL & POSTSECONDARY OPTIONS

Students taking Advanced courses in Middle School will be better prepared for the variety of advanced pathways in Austin ISD, which includes Advanced Placement (AP), OnRamps, Early College High School, Dual Credit, Pathways in Technology Early College High School (PTECH), Advanced CTE, International Baccalaureate (IB) and Dual Language opportunities. More information about these options can be found in the high school course catalog. Below is a table outlining some of the differences between AP, Traditional Dual Credit, OnRamps, and PTECH.

TSIA2 IN MIDDLE SCHOOL

The Texas Success Initiative Assessment provides 8th grade students the opportunity to demonstrate their college readiness in English Language Arts and Reading and Mathematics to pursue a series of Advanced Academics options: Advanced Placement, Early College High School, Pathways in Technology Early College High School, Dual Credit, and OnRamps Dual Enrollment. Please note TSIA2 is not a requirement for all advanced courses.

PSAT 8/9

The PSAT 8/9 is a standardized test that eighth and ninth graders take during the regular school day. It's the first test in the SAT Suite of Assessments, which also includes the PSAT/NMSQT, and the SAT which is a national college entrance exam. The PSAT 8/9 provides students with the opportunity to begin preparing academically for college admission testing in reading, writing, and math skills that are grade level appropriate. Test scores can provide parents, guardians, families, teachers, and valuable information about students academic strengths and areas of improvement. College Board's AP Potential tool can also make recommendations about Advanced Placement courses in which students show strong capacity for success in high school.

INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME

The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. The MYP is a five-year programme, which can be implemented in a partnership between schools, or in several abbreviated (two, three or four year) formats. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP) or Career-related Programme (CP). Find out more [about the MYP](#).

The MYP is open to all students at Murchison Middle School. The MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation. Implementation of the MYP is a whole-school endeavour, although the programme can accommodate academically-selective models.

PHYSICAL EDUCATION SUBSTITUTES

Physical Education substitution credit may be awarded for successful completion of certain courses. Students may earn Physical Education substitution credits through participation in Drill Team (one credit maximum), Cheerleading (four credit maximum), Marching Band (one credit maximum), Athletics (four credit maximum), JROTC (one credit maximum), Show Choir (one credit maximum) and Private/ Commercially sponsored activities (four credit maximum). Credits may not be earned for a PE course more than once and no more than four substitutions may be earned through any combination of allowable substitutions. In order for a student to earn credit for one of these activities, the activity must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. Upon completion of one semester's participation in one of these activities, the student is awarded a PE substitution credit.

Off Campus PE: In accordance with local district policy, a school district may award up to four credits for physical education for appropriate private or commercially sponsored physical activity programs conducted on or off campus. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions:

Category (1) Olympic-level participation and/or competition including a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.

Category (2) Private or commercially sponsored physical activities including those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least 5 hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

CREDIT BY EXAMINATION (CBE)

Credit by exam for acceleration is offered at no cost during a testing window at secondary campuses in the fall and spring, and once in June and August through the Office of Systemwide Testing. Specific dates and information may be obtained through your counselor or registrar. Examination scores for high school courses will be used in computing the student's GPA and class rank. For more information about rank please consult AISD policy; EHDC: CBE without prior instruction and EHDB: CBE with prior instruction.

STANDARDIZED TESTING

Standardized tests are administered periodically to all students to evaluate knowledge gained over a given period and to assess the effectiveness of the curriculum. The Texas Education Agency has established times at which tests are given and AISD provides guidelines for using the results. For all other students, the following state-mandated tests apply:

GRADE SIX:

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

GRADE SEVEN:

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

GRADE EIGHT:

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

Any sixth, seventh, or eighth grade student taking a high-school-level course for which there is a STAAR End-of-course (EOC) assessment must also take that specific EOC assessment.

SECTION 504 SERVICES

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (Amended Act 2008) are non-discrimination statutes enacted by the U.S. Congress. The purpose of which is to prohibit discrimination and to ensure that students with disabilities are given a free appropriate public education (FAPE) which provides educational opportunities and benefits equal to those provided to other students. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits them in one or more a major life activity such as learning, self-care, walking, seeing, hearing, speaking, reading, concentrating, breathing, working and performing manual tasks. See the Section 504 Resource Guide (English) or (Spanish) for more information about eligibility and services for qualifying students.

GIFTED AND TALENTED (GT) SERVICES

GT Students receive services for GT STEM (Science and/or Mathematics) and GT Humanities (Language Arts and/or Social Studies). Elementary GT services are provided within a cluster-grouping model, in which small groups of GT students are assigned to teachers who complete annual GT training. Secondary students enroll in one or more Advanced-Level courses in the area(s) for which they are GT identified. Advanced-Level course options includes Advanced, Advanced Placement (AP), Magnet, International Baccalaureate (IB), and select Advanced-Level Career and Technology Education (CTE) courses. Secondary teachers who provide services through Advanced courses complete annual GT Training.

Students can be identified as GT in up to 4 areas: Language Arts, Social Studies, Math, and Science. At the secondary level, we group these in GT STEM or GT Humanities. Therefore, a student identified as GT in Mathematics and Social Studies can receive services by taking an advanced STEM (science or math) course and an advanced Humanities course (World language, Language Arts, or Social Studies).

Once students are identified as GT, the status follows them throughout their AISD experience, unless they furlough or exit from services. For families transferring into AISD, they should visit the Advanced Academics website to request a GT Transfer. Every campus has a GT Advocate who oversees GT screening, identification, and services.

The Talent Explore (TE) program is unique to Austin ISD and supports high-ability students. When students participate in GT screening, they can qualify for the GT or TE program. TE students are identified for Talent Explore STEM (science and/or mathematics) or Talent Explore Humanities (Language arts/and or social studies). TE students receive similar services to GT students: they can be cluster-grouped at the elementary level and they take advanced-level courses in secondary.

MULTILINGUAL EDUCATION SERVICES

All Austin ISD campuses serve multilingual students through a variety of language programming. AISD's student population is rich in cultural and linguistic diversity. The district embraces an asset-based lens with all students from the moment they join our community. Among AISD's multilingual students are Emergent Bilingual students. Emergent Bilingual students are students who are working toward Advanced English language proficiency in reading, writing, speaking and listening, including students born in the United States and recent immigrants. Emergent Bilingual students receive instruction and support that focuses on their strengths and their journey to add more languages to their linguistic repertoire. For example, at the middle school and high school level, AISD offers ESL classes, Dual Language classes, and World Language classes to support the multilingual journey.

ENGLISH AS A SECOND LANGUAGE

Austin ISD's English as a Second Language program has the following goals at its core:

- High academic achievement
- Foster critical thinking skills
- Advancement of Sociocultural Competence

In Middle School and High School, all Emergent Bilingual students take English Language Arts with a teacher certified in English as a Second Language. Many campuses offer an ESOL Language Arts course that serves as the students' English Language Arts class or they offer an additional ESL elective for Emergent Bilingual students to develop their English language and literacy skills. Emergent Bilingual students should be placed in content courses with teachers trained in instruction that supports second language acquisition while honoring and incorporating the linguistic and cultural resources students bring to school and the strength of their bilingualism/multilingualism.

LPAC (LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE)

LPAC members have the following responsibilities:

- Meet within four calendar weeks of initial enrollment for identification and/or review
- Designate the language proficiency level of each Emergent Bilingual student
- Designate the level of academic achievement of each Emergent Bilingual student
- Designate the initial instructional placement of each Emergent Bilingual Student (subject to parent or guardian approval)
- Facilitate the participation of Emergent Bilingual students in other special programs
- Meet prior to state assessments for determination of appropriate assessments and designated supports
- Reclassify students, at the end of the school year only

For more information visit: <https://www.txel.org/Parents-And-Families>

DUAL LANGUAGE

Austin ISD's Dual Language program has the following goals at its core:

- Bilingualism and Biliteracy
- High academic achievement through two languages
- The Advancement of sociocultural competence

Austin ISD's Secondary Spanish/English Dual Language program is an inclusive experience for Spanish speakers who meet one or both of these criteria:

- Completed Austin ISD's K-5 or K-8 Spanish/English Dual Language Program or
- Demonstrate Spanish proficiency

Dual Language middle school and high school students take a minimum of two classes taught 100% in Spanish each year including one content course in Spanish and one Advanced Spanish language course. Middle school Dual Language students can earn up to 4 high school credits and, upon successful completion of the AP exam in 8th grade, up to 12 college credits.

Middle School Spanish Dual Language course sequence and recommendations:

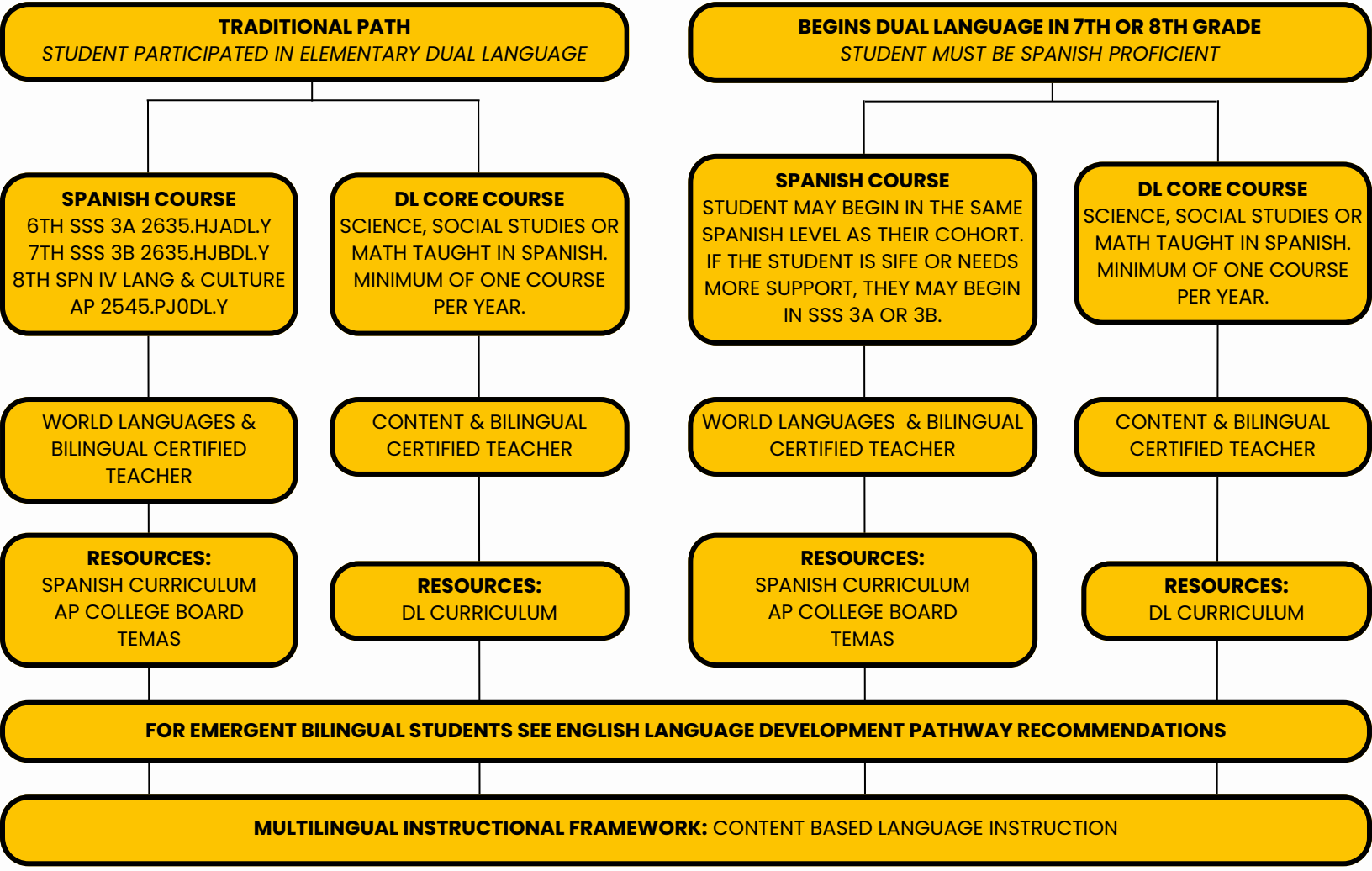
The Spanish Language course Sequence is the following and does not change:

- 6th grade: Spanish for Spanish Speakers 3A
- 7th grade: Spanish for Spanish Speakers 3B
- 8th grade: Spanish Language and Culture AP

The Spanish content courses will vary by campus in Social Studies, Science, and Math.

AISD Dual Language Seal of Bilingualism

- 4 Spanish World Languages courses taken in High School with an average of 80/100
 - Students may choose their highest grades from classes Spanish IIIA and above, including all Spanish DL seminar courses.
- 4 credits in Dual Language content courses taken in High School with an overall average of 80/100.
- ELA Graduation Requirements with an 80/100 overall average
- Portfolio and presentation including coursework and journey through Dual Language



WORLD LANGUAGES (LOTE) SUBSTITUTES

The credits may be selected from the following:

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

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

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

EMERGENT BILINGUAL STUDENTS SERVED BY SPECIAL EDUCATION

Emergent Bilinguals who receive special education services have needs related to a disability as well as needs related to second language learning. It is important for the Admission, Review and Dismissal (ARD) committees and Language Proficiency Assessment committees (LPAC) to work together to ensure that instruction is tailored to meet each student's linguistic and special education needs. ARD and LPAC committees should keep in mind that Emergent Bilinguals receiving special education services who participate in STAAR administrations may also be eligible for other accommodations in addition to the linguistic accommodations that are determined to be appropriate.

Dual Language programming is shown to benefit all participating students. Many Special Education students choose to participate in Dual Language and thrive in this opportunity. Spanish-speaking Emergent Bilingual Special Education students see great benefits to learning in their home language.

SPECIAL EDUCATION SERVICES

Each local school has the responsibility for providing educational and related services to eligible students in the least restrictive environment and ensuring students with disabilities have the opportunity to participate in educational programs and activities with students without disabilities to the extent appropriate. If a student has or is suspected of having a disability and requires specialized services, parents, teachers, administrators or any other district employee should contact a campus counselor for information concerning the special education referral process.

The school district curriculum enables each student with disabilities to acquire knowledge and skills commensurate with the student's needs and abilities. These skills are developed with the support of special education accommodations, modification or instruction and related services, as determined by the admission, review, and dismissal (ARD) committee for any course to enable the student to access and make progress with the general curriculum.

The ARD committee shall determine the appropriate instructional setting for each student, and these shall be specified in the student's Individualized Education Program (IEP).

SPECIAL EDUCATION GRADUATION ELIGIBILITY TO CONTINUE OR RETURN FOR TRANSITION SERVICES			
STANDARD OF PERFORMANCE	STATE ASSESSMENTS	ELIGIBILITY TO CONTINUE OR RETURN FOR TRANSITION SERVICES	CONDITION FOR DISMISSAL FROM SPECIAL EDUCATION SERVICES
Student satisfactorily completes credit requirements for graduation at the standard applicable to students in general education with accommodations only.	STAAR Satisfactory performance	Special Education Services shall terminate upon graduation.	Completion of Credit and Assessment Requirements
Student satisfactorily completes credit requirements for graduation at the standard applicable to students in general education with accommodations only.	STAAR Student failed no more than 2 end-of-course assessments	Special Education Services shall terminate upon graduation.	
Student satisfactorily completes credit requirements for graduation at the standard applicable to students in general education with accommodations only.	STAAR Student failed 3 or more end-of-course assessments Satisfactory performance on the required end-of-course assessments, unless the student's ARD committee has determined that satisfactory performance is not necessary for graduation.	Student is eligible to continue or return for Special Education Transition Services.	ARD committee shall determine need to continue or return for transition services after completion of credit requirements as long as the student meets age eligibility requirements and is not older than 21 on September 1st.
Student satisfactorily completes credit requirements through courses, one or more of which contain modified curriculum.	STAAR Satisfactory performance on the required end-of-course assessments, unless the student's ARD committee has determined that satisfactory performance is not necessary for graduation.	Student is eligible to continue or return for Special Education Transition Services. Student must also successfully complete the student's individualized education program (IEP) and meet one of following conditions: <ul style="list-style-type: none"> a. have a full-time job and the skills needed to keep it; or b. have job skills and self-help skills for successful employment and adult living; or c. have access to services and supports outside of the public education system that can support them in adulthood; or d. will reach age 22 by the start of the school year (September 1st). 	
Student satisfactorily completes credit requirements through courses, one or more of which contain modified curriculum.	STAAR Alternate II		
Students that are receiving Special Education Services can graduate under the Foundation High School Plan with or without endorsements. Students may graduate with 1 or more endorsements by completing all additional courses to satisfy the 26-credit requirement. Course planning, including courses in endorsement areas, should be based on postsecondary goals and student, strengths & interests. ARD committees will determine if courses required for an endorsement that are completed with modified curriculum are sufficiently rigorous.			

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

1. The student has satisfactorily completed the state or district's (whichever is greater) curriculum and credit requirements for graduation applicable to students in general education, including satisfactory performance on the exit-level assessment instrument; or
 2. The student has satisfactorily completed the state or district's (whichever is greater) minimum curriculum and credit requirements for graduation applicable to students in general education. ARD has determined that satisfactory performance on the required state assessments is not necessary for graduation.
 3. A student receiving special education services may also graduate and receive a regular high school diploma when the student's ARD committee has determined that the student has successfully completed:
 - The state or district's (whichever is greater) minimum credit requirements for students without disabilities with modifications.
 - The student's Individualized Educational Plan (IEP) and met one of the following conditions:
 - Full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the district.
 - Demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the district; or
 - Access to services that are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program.
 - Participated in the most appropriate state assessment as determined by ARD, and ARD has determined if satisfactory performance on state assessments is necessary for graduation.
- A student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

Information regarding Senate Bill 673:

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

SPECIAL PROGRAMS IN AUSTIN ISD

VIRTUAL EDUCATION PROGRAMS

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

VIRTUAL EDUCATION FOR TEEN PARENTS

Virtual Education for Teen Parents (VETP) is a non-traditional, home-based program for pregnant and parenting teens grades nine through 11. The program allows teens the option to earn academic credits while securing appropriate child-care services. To be considered for the VETP Program, a student must enroll at a high school campus, be referred by a campus staff member, and go through a brief interview process. VETP utilizes the same Edgenuity on-line curriculum as the DELTA and VSP Programs. Students must be enrolled at an AISD high school campus and apply for admission to VSP and VETP, and upon acceptance, an academic plan is developed. VSP and VETP students spend two to four hours daily completing self-paced lessons at home on an Internet-ready laptop assigned to them. Specially trained VSP and VETP teachers meet with students twice per week for a total of five hours. Like DELTA, these programs are open- entry/open- exit programs. Contact your high school counselor, or registrar for additional information, or call the Virtual Programs office at 512-414-0148.

HOMEBOUND PROGRAM

The Homebound Program provides home-based instructional services for students confined to home or a hospital for medical reasons. A student qualifies for Homebound services if for medical reasons he/she is expected to be confined at home or hospital bedside for minimum of four weeks and has a medical condition documented by a physician licensed to practice in the United States. If you have questions about the Homebound Program, contact the school nurse or the Homebound Office at 512-414-0184.

PREGNANCY RELATED SERVICES (PRS)

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

WORK/STUDY CLASSES

High school academic courses are combined with vocational training and job experiences that develop employment potential. The Vocational Adjustment Coordinator (VAC) teaches and oversees the two-phase work/study class. Occupational prep class, where students learn skills and attitudes required to obtain and keep a job. Vocational experience class, where students continue required high school coursework and utilize skills introduced during the classroom phase while employed in the community.

COURSE INFORMATION KEY

REQUIRED COURSES FOR SIXTH, SEVENTH, AND EIGHTH GRADE STUDENTS

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

COURSE INFORMATION KEY

MOST COURSES WILL BE FORMATTED USING THE FOLLOWING STYLE:

COURSE	1/2	ENGLISH LANGUAGE ARTS AND READING (6TH)
COURSE NUMBER	3	1006.R0000.Y/H0000.Y R - GRADE LEVEL COURSE H - ACCELERATED/ADVANCED COURSE Y - YEARLONG COURSE X- SEMESTER LONG COURSE
GRADE LEVEL	6	6
DESCRIPTION	7	Sixth grade students refine and master previously learned knowledge and skills in increasingly complex situations. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama). Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.
PREREQUISITES	8	Recommended: Official promotion to or placement in high school

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

ENGLISH LANGUAGE ARTS COURSE SELECTIONS



TRADITIONAL COURSE SEQUENCE AND TESTING GUIDE		
GRADE	SUBJECT	ASSESSMENT(S)
6TH	English Language Arts & Reading 6	STAAR Gr 6 (Reading)
7TH	English Language Arts & Reading 7	STAAR Gr 7 (Reading and Writing)
8TH	English Language Arts & Reading 8	STAAR Gr 8 (Reading)

RECOMMENDED ADVANCED COURSE SEQUENCE AND TESTING GUIDE		
GRADE	SUBJECT	ASSESSMENT(S)
6TH	Advanced English Language Arts & Reading 6	STAAR Gr 6 (Reading)
7TH	Advanced English Language Arts & Reading 7	STAAR Gr 7 (Reading and Writing)
8TH	Advanced English Language Arts & Reading 8	STAAR Gr 8 (Reading)

ENGLISH LANGUAGE ARTS AND READING (6th)

Grade: 6

Course: 1006.R0000.Y

Prerequisite: NONE

Sixth grade students refine and master previously learned knowledge and skills in increasingly complex situations. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama). Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

ENGLISH LANGUAGE ARTS AND READING ADVANCED (6TH)

Grade: 6

Course: 1006.H0000.Y

Prerequisite: NONE

Sixth grade English Language Arts Advanced is an open enrollment course. English Language Arts Advanced students refine and master previously learned knowledge and skills in increasingly complex situations in preparation for the rigor of middle school and high school advanced courses. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama) inside and outside of class. Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

ENGLISH LANGUAGE ARTS AND READING (7th)

Grade: 7

Course: 1007.R0000.Y

Prerequisite: 6th Grade English Language Arts and Reading

Seventh grade students refine and master previously learned knowledge and skills in increasingly complex situations. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama). Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

ENGLISH LANGUAGE ARTS AND READING ADVANCED (7TH)

Grade: 7

Course: 1007.H0000.Y

Prerequisite: 6th Grade English Language Arts and Reading

Seventh grade English Language Arts Advanced is an open enrollment course. English Language Arts Advanced students refine and master previously learned knowledge and skills in increasingly complex situations in preparation for the rigor of middle school and high school advanced courses. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama) inside and outside of class. Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

ENGLISH LANGUAGE ARTS AND READING (8th)

Grade: 8

Course: 1001.R0000.Y

Prerequisite: 7th Grade English Language Arts and Reading

Eighth grade students refine and master previously learned knowledge and skills in increasingly complex situations. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama). Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

ENGLISH LANGUAGE ARTS AND READING ADVANCED (8TH)

Grade: 8

Course: 1008.H0000.Y

Prerequisite: 7th Grade English Language Arts and Reading

Eighth grade English Language Arts Advanced is an open enrollment course. English Language Arts Advanced students refine and master previously learned knowledge and skills in increasingly complex situations in preparation for the rigor of middle school and high school advanced courses. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama) inside and outside of class. Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

ENGLISH LANGUAGE ARTS AND READING FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Grade: 6-8

Course: 1036.E0000.Y (6th), 1037.E0000.Y (7th), 1038.E0000.Y (8th)

Prerequisite: NONE

These classes provide instruction in the ELAR and ELLA TEKS and are designed to serve as the ELAR course for Emergent Bilingual students identified as Newcomers or students in years 0-3 in US schools and at the beginning or intermediate level of English proficiency. The courses provide targeted and focused second language acquisition strategies that support the development of both interpersonal English skills and academic English while providing grade level ELAR TEKS. Course placement should be determined by LPAC.

ENGLISH LANGUAGE ARTS ELECTIVES

ARTISTIC/IMAGINATIVE WRITING

Grade: 7-8

Course: 9042.R0000.Y (Year), 9042.R0000.X (Semester)

Prerequisite: NONE

This course provides writing experience in several genres. Students engage in the writing process from prewriting to publication and will engage in peer review and self-reflection. Students examine important examples of literature in relevant genres as models and as subjects for technical analysis.

PROFESSIONAL COMMUNICATIONS

Grade: 7-8

Course: 9042.R0000.Y (Year), 9042.R0000.X (Semester)

Prerequisite: NONE

Professional Communications blends written, oral, and graphic communication in a career-based environment. Students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

PROFESSIONAL COMMUNICATIONS

Credit: 0.5 (Elective Credit)

Grade: 7-8

Course: 8502.RJ000.X

PEIMS: #13009900

Prerequisite: NONE

Professional Communications blends written, oral, and graphic communication in a career-based environment. Students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

PUBLICATIONS ENGLISH (7th)**Grade:** 7**Course:** 1077.R0000.Y/X**Prerequisite:** NONE

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

PUBLICATIONS ENGLISH (8th)**Credit:** 0.5 (Elective Credit)**Grade:** 8**Course:** 1078.R0000.Y/X**Prerequisite:** NONE

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

READING ELECTIVE (6th)**Grade:** 6**Course:** 1026.R0000.X/.Y ; ESL – E0000.Y ; Dyslexia – R1000.Y**Prerequisite:** NONE

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

READING ELECTIVE (7th)**Grade:** 7**Course:** 1027.R0000.X/.Y ; ESL – E0000.Y ; Dyslexia – R1000.Y**Prerequisite:** NONE

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

READING ELECTIVE (8th)**Grade:** 8**Course:** 1028.R0000.X/.Y ; ESL – E0000.Y ; Dyslexia – R1000.Y**Prerequisite:** NONE

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

SPEECH (6th)**Grade:** 6**Course:** 1056.R0000.X/.Y**Prerequisite:** NONE

This course develops the skills of the five functions of expression: participating in social traditions, informing, persuading, creating and imagining. Students will develop and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and professional presentations.

SPEECH (7th)**Grade:** 7**Course:** 1057.R0000.X/.Y**Prerequisite:** NONE

This course develops the skills of the five functions of expression: participating in social traditions, informing, persuading, creating and imagining. Students will develop and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and professional presentations.

SPEECH (8th)**Grade:** 8**Course:** 1058.R0000.X/.Y**Prerequisite:** NONE

This course develops the skills of the five functions of expression: participating in social traditions, informing, persuading, creating and imagining. Students will develop and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and professional presentations.

ENGLISH LANGUAGE DEVELOPMENT & ACQUISITION (ELDA) (1st and 2nd time taken)**Credit:** 1 (Elective Credit)**Grade:** 6–8**Course:** 1803.EJ000.Y (1st time taken), #1804.EJ000.Y (2nd time taken)**PEIMS:** #03200800 (1st time taken), #03200810 (2nd time taken)**Prerequisite:** Newcomers at the beginner or intermediate level of English proficiency. This course must be taken concurrently with an ESOL or ELAR course and can be take for up to 2 credits.

This course provides instruction that is focused on supporting Emergent Bilingual students identified as Newcomers through instruction that addresses all four language domains while developing social language and the basic building blocks for literacy in English. The course validates students' native languages and cultures while supporting acceleration of English acquisition.



MATH

COURSE SELECTIONS

TRADITIONAL COURSE SEQUENCE AND TESTING GUIDE

GRADE	SUBJECT	ASSESSMENT(S)
6TH	Math 6	STAAR Gr 6
7TH	Math 7	STAAR Gr 7
8TH	Math 8	STAAR Gr 8

RECOMMENDED ADVANCED COURSE SEQUENCE AND TESTING GUIDE

GRADE	SUBJECT	ASSESSMENT(S)
6TH	Accelerated Math 6	STAAR Gr 6
7TH	Accelerated Math 7	STAAR Gr 8
8TH	Advanced Algebra I	Algebra I EOC

MATH (6TH)**Grade:** 6**Course:** 3006.R0000.Y**Prerequisite:** NONE

The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

MATH DUAL LANGUAGE (6th)**Grade:** 6**Course:** 3006.D0000.Y**Prerequisite:** Participation in a Dual Language Program and/or proficiency in Spanish.

The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology. course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

ACCELERATED MATH (6th)**Grade:** 6**Course:** 3016.H0000.Y**Prerequisite:** NONE

All sixth-grade TEKS are taught, in addition to selected seventh-grade TEKS as appropriate for extensions and identified in the curriculum. Students enrolled in this course will take the sixth-grade STAAR.

ACCELERATED MATH DUAL LANGUAGE (6th)**Grade:** 6**Course:** 3016.DH000.Y**Prerequisite:** NONE

All sixth-grade TEKS are taught, in addition to selected seventh-grade TEKS as appropriate for extensions and identified in the curriculum. Students enrolled in this course will take the sixth-grade STAAR. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

MATH (7TH)

Grade: 7

Course: 3007.R0000.Y

Recommended Prerequisite: NONE

The primary focal areas in Grade 7 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

MATH DUAL LANGUAGE (7th)

Grade: 7

Course: 3007.D0000.Y

Prerequisite: Participation in a Dual Language Program and/or proficiency in Spanish.

The primary focal areas in Grade 7 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

ACCELERATED MATH (7th)

Grade: 7

Course: 3017.H000.X (Fall), 3018.H000.X (Spring)

Recommend Prerequisite: Accelerated Math 6.

All eighth grade TEKS are taught, in addition to the seventh grade TEKS not covered in the sixth-grade accelerated course. Students enrolled in this course will take the eighth-grade STAAR.

ACCELERATED MATH DUAL LANGUAGE (7th)

Grade: 7

Course: 3017.DH000.X (Fall), 3018.DH000.X (Spring)

Recommend Prerequisite: Accelerated Math 6. Participation in a Dual Language Program and/or proficiency in Spanish.

All eighth grade TEKS are taught, in addition to the seventh grade TEKS not covered in the sixth-grade accelerated course. Students enrolled in this course will take the eighth-grade STAAR. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

MATH (8TH)

Grade: 8

Course: 3008.R0000.Y

Prerequisite: NONE

The primary focal areas in Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

MATH DUAL LANGUAGE (8th)

Grade: 8

Course: 3008.R0000.Y/H0000.Y

Prerequisite: Participation in a Dual Language Program and/or proficiency in Spanish.

The primary focal areas in Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

ALGEBRA I (ADVANCED)

Credit: 1 (Mathematics)

Grade: 8

Course: 3001.HJ000.Y

Prerequisite: Math 8 or equivalent

In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6–8, which provide a foundations in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Grades earned in high school courses taken in middle school are included in the high school GPA.

ALGEBRA I (ADVANCED) DUAL LANGUAGE

Credit: 1 (Mathematics)

Grade: 8

Course: 3001.HJ0DL.Y

Prerequisite: Math 8 or equivalent. Participation in a Dual Language Program and/or proficiency in Spanish.

In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6–8, which provide a foundations in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Grades earned in high school courses taken in middle school are included in the high school GPA. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

GEOMETRY (Advanced)

Credit: 1 (Mathematics)

Grade: 8

Course: 3003.HJ000.Y

Prerequisite: Must have successfully completed Algebra I in order to be enrolled.

Students will strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs and congruence. Students proof and explore concepts covering coordinate and transformational geometry; logical argument and constructions; congruence; similarity, trigonometry; two- and three-dimensional figures; circles; and probability. Due to the emphasis of probability and statistics in the college and career readiness standards, probability standards have been added to the Geometry curriculum.

SCIENCE

COURSE SELECTIONS



TRADITIONAL COURSE SEQUENCE AND TESTING GUIDE		
GRADE	SUBJECT	ASSESSMENT(S)
6TH	Science 6	N/A
7TH	Science 7	N/A
8TH	Science 8	STAAR Gr 8

RECOMMENDED ADVANCED COURSE SEQUENCE AND TESTING GUIDE		
GRADE	SUBJECT	ASSESSMENT(S)
6TH	Advanced Science 6	N/A
7TH	Advanced Science 7	N/A
8TH	Advanced Science 8	STAAR Gr 8

SCIENCE (6TH)/ADVANCED

Grade: 6

Course: 4006.R0000.Y/H0000.Y

Prerequisite: NONE

In Grades 6 through 8 Science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. In Grade 6, the following concepts will be addressed in each strand. The strands are Scientific and engineering practices, Matter and Energy, Force, motion and energy, Earth and space, and Organisms and environments.

The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

SCIENCE DUAL LANGUAGE (6TH)

Grade: 6

Course: 4006.D0000.Y/DH000.Y

Prerequisite: Participation in a Dual Language Program and/or proficiency in Spanish.

In Grades 6 through 8 Science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. In Grade 6, the following concepts will be addressed in each strand. The strands are Scientific and engineering practices, Matter and Energy, Force, motion and energy, Earth and space, and Organisms and environments. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus. Please check with your school's office about availability. These courses are available in regular or advanced.

The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

SCIENCE (7TH)/ADVANCED

Grade: 7

Course: 4007.R0000.Y/H0000.Y

Prerequisite: NONE

In Grades 6 through 8 Science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. In Grade 7, the following concepts will be addressed in each strand. The strands are Scientific and engineering practices, Matter and Energy, Force, motion and energy, Earth and space, and Organisms and environments.

The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

SCIENCE DUAL LANGUAGE (7TH)

Grade: 7

Course: 4007.D0000.Y/DH000.Y

Prerequisite: Participation in a Dual Language Program and/or proficiency in Spanish.

In Grades 6 through 8 Science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. In Grade 7, the following concepts will be addressed in each strand. The strands are Scientific and engineering practices, Matter and Energy, Force, motion and energy, Earth and space, and Organisms and environments. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus. Please check with your school's office about availability. These courses are available in regular or advanced.

The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

SCIENCE (8TH)/ADVANCED**Grade:** 8**Course:** 4008.R0000.Y/H0000.Y**Prerequisite:** NONE

In Grades 6 through 8 Science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. In Grade 8, the following concepts will be addressed in each strand. The strands are Scientific and engineering practices, Matter and Energy, Force, motion and energy, Earth and space, and Organisms and environments.

The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

SCIENCE DUAL LANGUAGE (8TH)/ADVANCED**Grade:** 8**Course:** 4008.D0000.Y/DH000.Y**Prerequisite:** Participation in a Dual Language Program and/or proficiency in Spanish.

In Grades 6 through 8 Science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. In Grade 8, the following concepts will be addressed in each strand. The strands are Scientific and engineering practices, Matter and Energy, Force, motion and energy, Earth and space, and Organisms and environments. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus. Please check with your school's office about availability. These courses are available in regular or advanced.

The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

SOCIAL STUDIES COURSE SELECTIONS



TRADITIONAL COURSE SEQUENCE AND TESTING GUIDE

GRADE	SUBJECT	ASSESSMENT(S)
6TH	World Cultures	N/A
7TH	Texas Geography and History	N/A
8TH	U.S. History from exploration to 1877	STAAR Gr 8

RECOMMENDED ADVANCED COURSE SEQUENCE AND TESTING GUIDE

GRADE	SUBJECT	ASSESSMENT(S)
6TH	Advanced World Cultures	N/A
7TH	Advanced Texas History	N/A
8TH	Advanced U.S. History	STAAR Gr 8

SOCIAL STUDIES (6TH)/ADVANCED**Grade:** 6**Course:** 6006.R0000.Y/H0000.Y**Prerequisite:** NONE

The focus of 6th grade Social Studies is contemporary world cultures, studying the people, places, and regions of the world. The concepts of history, geography, government, economics, culture, citizenship, and science and technology are applied to contemporary societies. Students will practice critical thinking skills by analyzing societies, comparing culture regions, organizing and interpreting information, and making predictions.

SOCIAL STUDIES DUAL LANGUAGE (6TH)/ADVANCED**Grade:** 6**Course:** 6006.D0000.Y/DH000.Y**Prerequisite:** Participation in a Dual Language Program and/or Spanish proficiency.

The focus of 6th grade Social Studies is contemporary world cultures, studying the people, places, and regions of the world. The concepts of history, geography, government, economics, culture, citizenship, and science and technology are applied to contemporary societies. Students will practice critical thinking skills by analyzing societies, comparing culture regions, organizing and interpreting information, and making predictions. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

SOCIAL STUDIES (7TH)/ADVANCED**Grade:** 7**Course:** 6007.R0000.Y/H0000.Y**Prerequisite:** NONE

The focus of 7th grade Social Studies is Texas history, studying the history of Texas from early times to the present. The course includes the study of the regions of Texas, local and state government, the rich cultural background of the state, and the impact of scientific discoveries and technological innovations on life in the modern world. Students will use critical thinking skills to analyze historical documents relating to the geographic, economic, governmental, cultural, and technological factors influencing the growth and development of Texas.

SOCIAL STUDIES DUAL LANGUAGE (7TH)/ADVANCED**Grade:** 7**Course:** 6007.D0000.Y/DH000.Y**Prerequisite:** Participation in a Dual Language Program and/or Spanish proficiency.

The focus of 7th grade Social Studies is Texas history, studying the history of Texas from early times to the present. The course includes the study of the regions of Texas, local and state government, the rich cultural background of the state, and the impact of scientific discoveries and technological innovations on life in the modern world. Students will use critical thinking skills to analyze historical documents relating to the geographic, economic, governmental, cultural, and technological factors influencing the growth and development of Texas. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

SOCIAL STUDIES (8TH)/ADVANCED**Grade:** 8**Course:** 6008.R0000.Y/H0000.Y**Prerequisite:** NONE

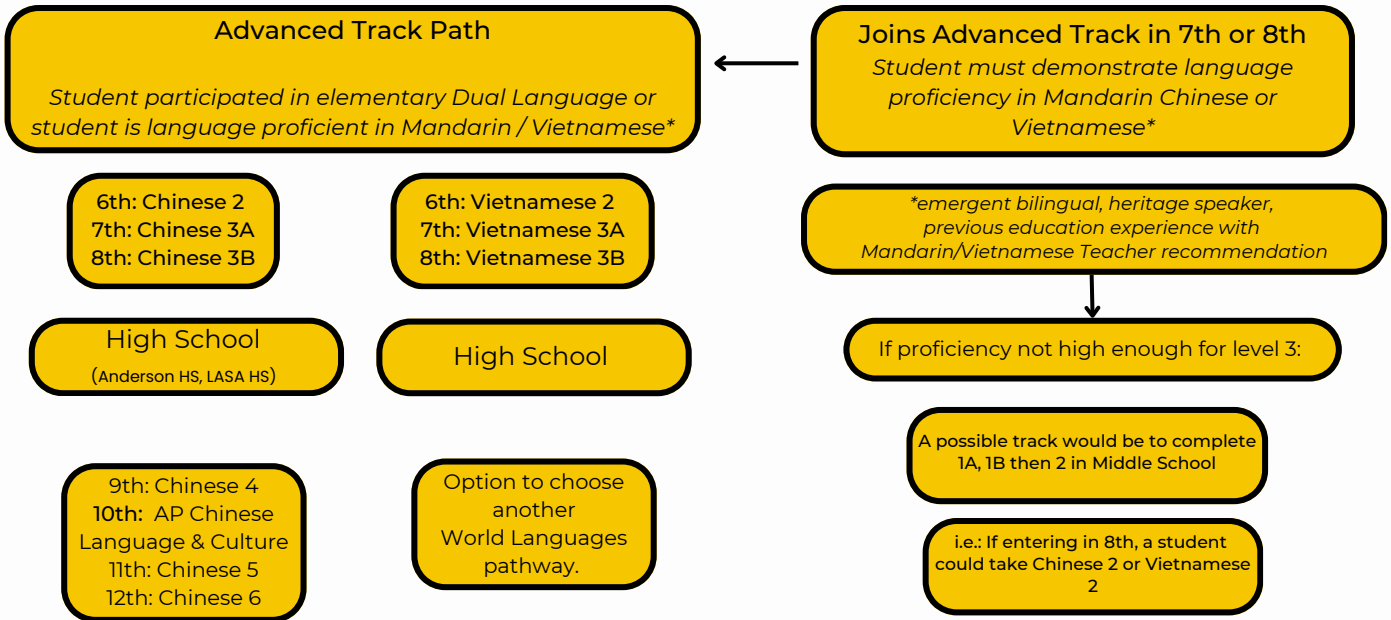
The focus of 8th grade Social Studies is U.S. History to 1877, studying the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, and social events of the 17th, 18th and 19th centuries. Students will expand their knowledge of historical events by analyzing and evaluating documents relating to the geographic, economic, governmental, cultural, and technological factors influencing the growth and development of the United States.

SOCIAL STUDIES DUAL LANGUAGE (8TH)/ADVANCED**Grade:** 8**Course:** 6008.D0000.Y/DH000.Y**Prerequisite:** Participation in a Dual Language Program and/or Spanish proficiency.

The focus of 8th grade Social Studies is U.S. History to 1877, studying the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, and social events of the 17th, 18th and 19th centuries. Students will expand their knowledge of historical events by analyzing and evaluating documents relating to the geographic, economic, governmental, cultural, and technological factors influencing the growth and development of the United States. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

WORLD LANGUAGES (LOTE) COURSE SELECTIONS





World Languages Certified Teacher

World Languages courses may vary on campuses depending on availability. Refer to Course Catalog for additional course sequence options, course descriptions and endorsement requirements. Dual credit courses may be substituted for requirements in appropriate areas; check with your counselor on available options.

Following the American Council on the Teaching of Foreign Languages (ACTFL) guidelines, all World Languages courses are conducted 90% in the target language. Students who plan to register for any World Language course and are already proficient in the language, may advanced to upper levels or take an exam to receive credit for the language (CBE). The student may enroll in a higher level LOTE course based on the outcomes of the exam. Austin ISD provides assessment to students who have World Languages (LOTE) skills using the Avant STAMP exam. Results from this test can award up to four high school LOTE credits for the student. In addition, this test can assure placement of a student in Advanced level World Languages (LOTE) courses. Austin ISD also provides Oral Proficiency Interview (OPI) as available in ACTFL for languages that are not available in the Avant STAMP exam. Credit is awarded based on the proficiency level of the student. To register for the exam, please see your counselor. The post-secondary institutions a student wishes to enroll in should be contacted for further details. In addition, students may take advanced level courses and if they are graded 70+ they may be credentialed for a P in lower level courses.

The State Board of Education (SBOE) has approved specific computer sciences to substitute for World Language credits. Austin ISD offers the following approved World Languages substitution courses: Computer Science Principles AP, Computer Science I, Computer Science A AP, Computer Science III, Computer Science SL IB and Computer Science HL IB. Students must complete two courses in Computer Science to satisfy the graduation requirement. Although computer science is a state approved World Languages substitution credit, not all colleges and universities accept computer science for admission purposes. Please see your counselor for additional information concerning substitution options/requirements.

Following the American Council Teachers of Foreign Languages (ACTFL) Proficiency Guidelines, students at the end of each school year:

LEVEL	PROFICIENCY LEVEL	CONSISTENT EXPECTATIONS
I	Novice Mid - Novice High	Familiar, everyday topics; Sometimes understand the main idea; Words, phrases, simple sentences; Practiced or memorized; Short interactions
II	Novice High - Intermediate Low	Number of familiar, everyday topics; Understand the main idea; Series of simple sentences; Short interactions
III	Intermediate Low - Intermediate Mid	Variety of familiar, everyday topics; Understand the main idea; Series of connected sentences; Short interactions
IV	Intermediate Mid - Intermediate High	Variety of familiar and unfamiliar topics; Understand the main idea and details; Paragraphs, various time frames; Easy and confidently

RECOMMENDED DUAL LANGUAGE SPANISH LANGUAGE COURSE SEQUENCE

6th	Spanish for Spanish Speakers 3A
7th	Spanish for Spanish Speakers 3B
8th	AP Spanish Language and Culture

DISCOVERING LANGUAGES AND CULTURES (6th)

Grade: 6

Course: 9326.R0000.Y/X

Prerequisite: NONE

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

WORLD LANGUAGES 1A

Credit: 0.5 (World Languages LOTE)

Grade: 6-7 (Depending on the Campus)

Prerequisite: NONE

This course introduces the language and facilitates opportunities for students to acquire basic language skills in listening, speaking, reading, and writing across all three modes of communication: interpretive, interpersonal and presentational. Vocabulary acquisition and communication in daily situations are emphasized. Students will also compare cultures and customs. Students who complete only one part will earn 0.5 credit that will count toward state elective graduation credit, appear on the transcript and will be included in the high school grade point average. Students are expected to complete both years of the same World Languages (LOTE) course. By the end of the first year of world language study, students should be able to understand and communicate in the target language using memorized phrases and lists of words, simple sentences and ask/answer questions about familiar topics.

SUBJECT	COURSE NUMBER
Chinese 1A	2017.RJ0A0.Y
French 1A	2012.RJ0A0.Y
German 1A	2013.RJ0A0.Y
Japanese 1A	2010.RJ0A0.Y
Latin 1A	2014.RJ0A0.Y
Vietnamese 1A	2111.RJ0A0.Y

WORLD LANGUAGES 1B**Credit:** 0.5 (World Languages LOTE)**Grade:** 6-7 (Depending on the Campus)**Prerequisite:** NONE

This course introduces the language and facilitates opportunities for students to acquire basic language skills in listening, speaking, reading, and writing across all three modes of communication: interpretive, interpersonal and presentational. Vocabulary acquisition and communication in daily situations are emphasized. Students will also compare cultures and customs. Students who complete only one part will earn 0.5 credit that will count toward state elective graduation credit, appear on the transcript and will be included in the high school grade point average. Students are expected to complete both years of the same World Languages (LOTE) course. By the end of the first year of world language study, students should be able to understand and communicate in the target language using memorized phrases and lists of words, simple sentences and ask/answer questions about familiar topics.

SUBJECT	COURSE NUMBER
Chinese 1B	2017.RJ0B0.Y
French 1B	2012.RJ0B0.Y
German 1B	2013.RJ0B0.Y
Japanese 1B	2010.RJ0B0.Y
Latin 1B	2014.RJ0B0.Y
Spanish 1B	2015.RJ0B0.Y
Vietnamese 1B	2111.RJ0B0.Y

WORLD LANGUAGES I**Credit:** 1 (World Languages LOTE)**Grade:** 7-8**Prerequisite:** Prerequisites are recommended for this accelerated pathway and will vary from campus to campus

This course introduces the basic language skills of listening, speaking, reading and writing across all three modes of communication: interpretive, interpersonal, and presentational. Students learn common expressions to communicate about basic, everyday topics and are expected to actively participate in class. By the end of the first year of world language study, students should be able to understand and communicate in the target language using simple sentences and ask/answer questions about familiar topics.

SUBJECT	COURSE NUMBER
ASL I	2018.RJ000.Y
Chinese I	2017.RJ000.Y
French I	2012.RJ000.Y
German I	2013.RJ000.Y
Japanese I	2010.RJ000.Y
Latin I	2014.RJ000.Y
Spanish I	2015.RJ000.Y
Vietnamese I	2111.RJ000.Y

WORLD LANGUAGES II**Credit:** 1 (World Languages LOTE)**Grade:** 8**Prerequisite:** Level I of World Languages or district-approved placement test or ability to show proficiency of the lower level.

This course reviews concepts taught in the previous level and continues with additional structures and vocabulary to increase language proficiency. Essential to communicate in everyday, realistic situations. Students will also expand their knowledge and appreciation of the culture and civilization of the target language. By the end of the second year of world language study, students should be able to communicate using simple sentences and ask/answer questions about familiar topics. Students are able to begin creating original sentences with language.

SUBJECT	COURSE NUMBER	SERVICE ID
ASL II	2028.RJ000.Y	03980200
CHINESE II	2027.RJ000.Y	03490200
FRENCH II	2022.RJ000.Y	03410200
GERMAN II	2023.RJ000.Y	03420200
JAPANESE II	2020.RJ000.Y	03120200
KOREAN II	2125.RJ000.Y	11403000
LATIN II	2024.RJ000.Y	03430200
SPANISH II	2025.RJ000.Y	03440200
VIETNAMESE II	2121.RJ000.Y	03510200

SPANISH FOR DUAL LANGUAGE

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

Level 3A is the first half of Level 3 course of sequential world language instruction designed to develop fundamental language across the interpretive, interpersonal and presentational modes of communication. Culture and civilization of the target language is integrated into all aspects of the course. Students will develop confidence in using the target language to describe familiar topics such as family, hobbies and school life. Students will also use the language to connect with other content areas, make comparisons with their own language and culture, and participate in communities beyond the classroom. Students should perform at novice-mid proficiency by the end of the year. Students must complete part A in seventh grade and part B in eighth grade to earn 1.0 high school credit which will satisfy the first year of World Languages (LOTE) requirement in AISD's Foundation High School Program. Students who complete only one part will earn 0.5 credit that will count toward state elective graduation credit, appear on the transcript and will be included in the high school grade point average. Students are expected to complete both years of the same LOTE course.

GRADE LEVEL	COURSE NAME	COURSE NUMBER	LENGTH OF COURSE	CREDIT EARNED
6th	Spanish 3A DL	2635.HJADL.Y	Year	0.5
7th	Spanish 3B DL	2635.HJBDL.Y	Year	0.5
8th	AP Spanish Language and Culture	2545.PJ0DL.Y	Year	1.0

AP SPANISH LANGUAGE AND CULTURE DUAL LANGUAGE

Prerequisite: Spanish, Level III or equivalent proficiency.

The Advanced Placement Program® has enabled millions of students to take college-level courses and earn college credit, Advanced Placement, or both, while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible, in college, to receive credit, placement into advanced courses, or both. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus. The AP Spanish Language & Culture course emphasizes communication (understanding and being understood by others) by applying interpretive, interpersonal, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness.

The AP Spanish Language & Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught exclusively in Spanish. At this level, it is crucial that students are exposed to a wide array of authentic materials such as audio and video resources as well as written and literary texts.

The AP Spanish Language & Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Students may opt to take the College Board Advanced Placement examination in their target language. These exams provide a measure of a student's ability to communicate in the target language via tasks that allow them to demonstrate their skills in the interpretive, interpersonal and presentational modes of communication. The exam also assesses a student's familiarity with the target culture. An incentive for taking the exam is the potential for receiving a sufficient score that will grant college credit hours. In general, these exams are taken at the end of the AP course, although some students may wait until the fifth-year of language study to take the examination.

COURSE NUMBER	SERVICE ID	LENGTH OF COURSE
2545.PJ0DL.Y (Dual Language)	A3440100	Year

FINE ARTS

COURSE SELECTIONS



Students in middle school are required to participate in one fine arts course in grades 6, 7 or 8. In Austin ISD, the middle school fine arts course requirement can be satisfied by taking art, band, choir, dance, theatre, guitar, orchestra, and piano, if applicable.

The fine arts requirement can be met with either a semester or a yearlong course. All courses offered in this section meet the state fine arts requirement.

VISUAL ARTS ELECTIVES

ART MS 1

Grade: 6-8

Course: 5001.R0000.Y

PEIMS: #03154110

Prerequisite: NONE

Art MS 1 is an introductory course for students taking art for the first time in middle school, and no previous experience is necessary. This course meets daily and is available to any student interested in exploring art as an elective. Students will have the ability to develop their artistic skills by working in a variety of media.

ART MS 2

Grade: 7-8

Course: 5002.R0000.Y

PEIMS: #03154210

Prerequisite: Art MS 1

These courses are for students in their second year of middle school art class. Students will develop new skills and techniques through the use of a variety of art media while learning the elements and principles of art. Students will develop skills in perception, creative expression, and historical and cultural heritage.

ART MS 3

Grade: 8

Course: 5003.R0000.Y

PEIMS: #03154310

Prerequisite: Art MS 2

These courses are for students in their third year of middle school art class. Students will develop new skills and techniques through the use of a variety of art media while learning the elements and principles of art. Students will develop skills in perception, creative expression, and historical and cultural heritage.

INSTRUMENTAL MUSIC ELECTIVES

BAND MS 1

Grade: 6-8

Course: 5031.R0000.Y

R1000.Y (Tuba), R1100.Y (Percussion), R2000.Y (Saxophone), R3000.Y (Trombone), R4000.Y (Baritone/Tuba), R5000.Y (Flute), R6000.Y (Double Reed), R7000.Y (Clarinet), R8000.Y (Horn), R9000.Y (Trumpet)

PEIMS: #03154130

Prerequisite: NONE

Band MS 1 is a full-year elective for students taking band for the first time in middle school, and no previous musical experience is necessary. The class meets daily and is available to any student interested in learning to play a band instrument for the first time. Placement on an instrument is based on physical characteristics, student preference, director recommendation, and availability. Austin ISD band directors guide students in selecting the instrument for which they are suited. The class meets during the school day; however, there may be some outside of class time requirements at various times through the year to prepare for concerts. Participation in concerts is required.

BAND MS 2

Grade: 7-8

Course: 5032.R0000.Y

R1000.Y (Tuba), R1100.Y (Percussion), R2000.Y (Saxophone), R3000.Y (Trombone), R4000.Y (Baritone/Tuba), R5000.Y (Flute), R6000.Y (Double Reed), R7000.Y (Clarinet), R8000.Y (Horn), R9000.Y (Trumpet)

PEIMS: #03154230

Prerequisite: Band MS 1, Director's approval required for placement in all levels.

Band students in their second year in middle school band enroll in MS 2 and are placed by audition into ability-based bands. Other factors that can affect band placement are experience, attitude/behavior, and director recommendation. MS 2 band students present concerts throughout the year for both the student body and the community and participate in several group and individual contests. Full band, small group, and individualized instruction are provided to ensure the success of the students. Weekly section rehearsals, either before or after school, and participation in concerts and contests are required.

BAND MS 3**Grade:** 8**Course:** 5033.R0000.Y

R1000.Y (Tuba), R1100.Y (Percussion), R2000.Y (Saxophone), R3000.Y (Trombone), R4000.Y (Baritone/Tuba), R5000.Y (Flute), R6000.Y (Double Reed), R7000.Y (Clarinet), R8000.Y (Horn), R9000.Y (Trumpet)

PEIMS: #03154330**Prerequisite:** Band MS 2, Director's approval required for placement in all levels.

Band students in their third year in middle school band enroll in MS 3 and are placed by audition into ability-based bands. Other factors that can affect band placement are experience, attitude/behavior, and director recommendation. MS 3 band students present concerts throughout the year for both the student body and the community and participate in several group and individual contests. Full band, small group, and individualized instruction are provided to ensure the success of the students. Weekly section rehearsals, either before or after school, and participation in concerts and contests are required.

ORCHESTRA MS 1**Grade:** 6-8**Course:** 5051.R0000.Y**PEIMS:** #03154132**Prerequisite:** NONE

Orchestra MS 1 is a full-year elective for students taking orchestra for the first time in middle school, and no previous musical experience is necessary. The class meets daily and is available to any student interested in learning to play a orchestra instrument for the first time. Placement on an instrument is based on physical characteristics, student preference, director recommendation, and availability. Austin ISD orchestra directors guide students in selecting the instrument for which they are suited. The class meets during the school day; however, there may be some outside of class time requirements at various times through the year to prepare for concerts. Participation in concerts is required.

ORCHESTRA MS 2**Grade:** 7-8**Course:** 5052.R0000.Y**PEIMS:** #03154232**Prerequisite:** Orchestra MS 1, Director's approval required for placement in all levels.

Orchestra students in their second year in middle school orchestra enroll in MS 2 and are placed by audition into ability-based orchestras. Other factors that can affect orchestra placement are experience, attitude/behavior, and director recommendation. MS 2 Orchestra students present concerts throughout the year for both the student body and the community and participate in several group and individual contests. Full band, small group, and individualized instruction are provided to ensure the success of the students. Weekly section rehearsals, either before or after school, and participation in concerts and contests are required.

ORCHESTRA MS 3**Grade:** 8**Course:** 5053.R0000.Y**PEIMS:** #03154130**Prerequisite:** Orchestra MS 2, Director's approval required for placement in all levels.

Orchestra students in their third year in middle school orchestra enroll in MS 2 and are placed by audition into ability-based orchestras. Other factors that can affect orchestra placement are experience, attitude/behavior, and director recommendation. MS 3 Orchestra students present concerts throughout the year for both the student body and the community and participate in several group and individual contests. Full band, small group, and individualized instruction are provided to ensure the success of the students. Weekly section rehearsals, either before or after school, and participation in concerts and contests are required.

GUITAR MS 1**Grade:** 6-8**Course:** 5061.R0000.Y**PEIMS:** #03154132**Prerequisite:** Director's approval required for placement in all levels.

Guitar is offered at three levels of instruction. Students furnish classical guitars; however, some instruments may be available for use. Rapidly progressing students may be transferred to a more-Advanced Guitar as scheduling permits. Out-of-school rehearsals and performances are required.

GUITAR MS 2**Grade:** 7-8**Course:** 5062.R0000.X/Y**PEIMS:** #03154132**Prerequisite:** Director's approval required for placement in all levels.

Guitar is offered at three levels of instruction. Students furnish classical guitars; however, some instruments may be available for use. Rapidly progressing students may be transferred to a more-Advanced Guitar as scheduling permits. Out-of-school rehearsals and performances are required.

GUITAR MS 3**Grade:** 8**Course:** 5063.R0000.Y**PEIMS:** #03154132**Prerequisite:** Director's approval required for placement in all levels.

Guitar is offered at three levels of instruction. Students furnish classical guitars; however, some instruments may be available for use. Rapidly progressing students may be transferred to a more-Advanced Guitar as scheduling permits. Out-of-school rehearsals and performances are required.

PIANO MS 1**Grade:** 6-8**Course:** 5091.R0000.Y**PEIMS:** #03154132**Prerequisite:** Director's approval required for placement in all levels.

This is a performance-oriented course where students learn how to play the piano. Musicianship is developed by reading music, piano technique, and music listening. Out-of-school rehearsals and public performances are required.

PIANO MS 2**Grade:** 7-8**Course:** 5092.R0000.Y**PEIMS:** #03154132**Prerequisite:** Director's approval required for placement in all levels.

This is a performance-oriented course where students learn how to play the piano. Musicianship is developed by reading music, piano technique, and music listening. Out-of-school rehearsals and public performances are required.

PIANO MS 3**Grade:** 8**Course:** 5093.R0000.Y**PEIMS:** #03154132**Prerequisite:** Director's approval required for placement in all levels.

This is a performance-oriented course where students learn how to play the piano. Musicianship is developed by reading music, piano technique, and music listening. Out-of-school rehearsals and public performances are required.

CHORAL MUSIC ELECTIVES

CHOIR MS 1**Grade:** 6-8**Course:** 5041.R000B.Y (Boys), R000G.Y (Girls)**PEIMS:** #03154131**Prerequisite:** NONE

Choir MS 1 is open to all students interested in singing and provides students with basic training in vocal production, general musicianship, and choral performance. Music fundamentals are taught to enable the student to recognize and apply musical signs, symbols, and terms. Sight-singing skills are taught using Curwen hand signs. As part of a balanced music curriculum, students are placed into choir depending on voicing, either Treble (R000G.Y) or Tenor-Bass (R000B.Y). Various performance opportunities are available throughout the year. Participation in concerts is required and may require some extra rehearsal before or after school.

CHOIR MS 2**Grade:** 7-8**Course:** 5042.R000B.Y (Boys), R000G.Y (Girls)**PEIMS:** #03154231**Prerequisite:** Choir MS 1

Choir MS 2 expands fundamentals through poise, self-confidence, performance, artistic expression, and competition. Leadership, responsibility, self-discipline, and cooperation are stressed. As part of a balanced music curriculum, students are placed into choir depending on voicing, either Treble (R000G.Y) or Tenor-Bass (R000B.Y). Sight-singing skills are further developed through two and three-part harmonization. Students in Choir MS 2 have the opportunity to participate in All-Region, UIL, Solo and Ensemble contests, and various music festivals and concerts. Participation in concerts is required and may require some extra rehearsal before or after school.

CHOIR MS 3

Grade: 8

Course: 5043.R000B.Y (Boys), R000G.Y (Girls)

PEIMS: #03154332

Prerequisite: Choir MS 2

Choir MS 3 emphasis is placed on developing a mature singing voice using three and four-part harmony. Vocal and ensemble techniques are reinforced. Leadership, responsibility, self-discipline, and cooperation are stressed. As part of a balanced music curriculum, students are placed into choir depending on voicing, either Treble (R000G.Y) or Tenor-Bass (R000B.Y). Sight-singing skills are further developed through two, three, and four-part harmonization. Students in Choir MS 3 have the opportunity to participate in All-Region, UIL, Solo and Ensemble contests, and various music festivals and concerts. Participation in concerts is required and may require some extra rehearsal before or after school.

INSTRUMENTAL/VOCAL ENSEMBLE ELECTIVES

ENSEMBLE MS 2

Grade: 7-8

Course: 5072.R0000.X/Y

R1000 (Band), R2000 (Orchestra/harp/violin/viola/cello/bass), R3000 (Guitar), R4000 (Piano), R5000 (Steel drum), R6000 (Jazz), R7000 (Mariachi), R8000 (Percussion), R9000 (Choir)

PEIMS: #03154235

Prerequisite: Any middle school music 1 course, Director's approval required for placement in all levels.

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

ENSEMBLE MS 3

Grade: 8

Course: 5073.R0000.X/Y

R1000 (Band), R2000 (Orchestra/harp/violin/viola/cello/bass), R3000 (Guitar), R4000 (Piano), R5000 (Steel drum), R6000 (Jazz), R7000 (Mariachi), R8000 (Percussion), R9000 (Choir)

PEIMS: #03154235

Prerequisite: Ensemble MS 2

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

MARIACHI MS 2

Grade: 7-8

Course: 5082.R0000.X/Y

PEIMS: #03154235

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

An instrumental and vocal music ensemble designed to promote mariachi performance techniques. Students must have completed a Middle School 1 course in band, choir, guitar, or orchestra before enrolling in Mariachi 2. Out-of-school rehearsals and performances are required

MARIACHI MS 3

Grade: 7-8

Course: 5083.R0000.X/Y

PEIMS: #03154333

Prerequisite: Mariachi MS 2

An instrumental and vocal music ensemble designed to promote mariachi performance techniques. Students must have completed a Middle School 1 course in band, choir, guitar, or orchestra before enrolling in Mariachi 2. Out-of-school rehearsals and performances are required

DANCE ELECTIVES

DANCE MS 1

Grade: 6-8

Course: 5021.R0000.Y

PEIMS: #03154131

Prerequisite: NONE

Students in their first year of dance in middle school enroll in Dance MS 1. The purpose of this class is to introduce students to dance, as well as basic choreography. The history of selected dance forms will be explored, and students will spend the majority of class time experiencing these dance forms through movement and performance. Students may be required to take lifetime fitness opposite this course. This course is NOT a prerequisite for Dance Team.

DANCE MS 2**Grade:** 7-8**Course:** 5022.R0000.X/Y**PEIMS:** #03154231**Prerequisite:** Dance MS 1

Dance students in their third year in middle school dance enroll in MS 2. These courses are full year courses designed to educate students in the art form of dance, as well as prepare them to live healthy lifestyles and be prepared for success at higher levels of dance instruction. Dance instruction includes but is not limited to the styles of ballet, modern, jazz, lyrical, hip hop, choreography and production. The students will learn correct terminology and the history behind each style of dance. In addition, students will learn and perform a routine for each style of dance in class and may have the opportunity to give public performances. Additionally, students may have the opportunity to create and choreograph their own routines.

DANCE MS 3**Grade:** 8**Course:** 5023.R0000.X/Y**PEIMS:** #03154332**Prerequisite:** Dance MS 2

Dance students in their third year in middle school dance enroll in MS 3. These courses are full year courses designed to educate students in the art form of dance, as well as prepare them to live healthy lifestyles and be prepared for success at higher levels of dance instruction. Dance instruction includes but is not limited to the styles of ballet, modern, jazz, lyrical, hip hop, choreography and production. The students will learn correct terminology and the history behind each style of dance. In addition, students will learn and perform a routine for each style of dance in class and may have the opportunity to give public performances. Additionally, students may have the opportunity to create and choreograph their own routines.

THEATRE ELECTIVES

THEATRE MS 1**Grade:** 6-8**Course:** 5011.R0000.Y**PEIMS:** #03154140**Prerequisite:** NONE

Theatre MS 1 is an introductory course for students taking theatre for the first time in middle school, and no previous experience is necessary. Theatre MS 1 meets daily and is available to any student interested in exploring theatre as an elective. The class meets during the school day; however, there may be some outside of class time requirements at various times through the year to perform and prepare for performances. Students will have opportunities to develop their performance skills through a variety of in-class and outside of class performances, as well as improve their public speaking skills.

THEATRE MS 2**Grade:** 7-8**Course:** 5012.R0000.Y**PEIMS:** #03154240**Prerequisite:** Theatre MS 1

Theatre students in their second in middle school theatre enroll in MS 2. These courses build upon the fundamental knowledge of drama and theatre arts and offer a more in-depth curriculum. Students will have opportunities to explore career possibilities in theatre and continued participation in high school theatre courses. In addition to technical projects and acting opportunities, activities may include field trips and guided preparation for high school advanced theatre placement auditions.

THEATRE MS 3**Grade:** 8**Course:** 5013.R0000.Y**PEIMS:** #03154340**Prerequisite:** Theatre MS 2

Theatre students in their third year in middle school theatre enroll in MS 3. These courses build upon the fundamental knowledge of drama and theatre arts and offer a more in-depth curriculum. Students will have opportunities to explore career possibilities in theatre and continued participation in high school theatre courses. In addition to technical projects and acting opportunities, activities may include field trips and guided preparation for high school advanced theatre placement auditions.

HEALTH/PHYSICAL EDUCATION COURSE SELECTIONS



Following the American Council on the Teaching of Foreign Languages (ACTFL) guidelines, all World Languages courses are conducted mainly in the target language. Students who plan to register for any World Language course and are already proficient in the language, may take an exam to receive credit for the language (CBE), or Advanced to upper levels. The student may enroll in a higher level LOTE course based on the outcomes of the exam. Austin ISD provides assessment to students who have World Languages (LOTE) skills using the Avant STAMP exam. Results from this test can award up to four high school LOTE credits for the student. In addition, this test can assure placement of a student in Advanced level World Languages (LOTE) courses. Austin ISD also provides Oral Proficiency Interview (OPI) as available in ACTFL for languages that are not available in the Avant STAMP exam. Credit is awarded based on the proficiency level of the student. To register for the exam, please see your counselor. The post-secondary institutions a student wishes to enroll in should be contacted for further details. In addition, students may take advanced level courses and if they are graded 70+ they may be credentialed for a P in lower level courses.

The State Board of Education (SBOE) has approved specific computer sciences to substitute for World Language credits. Austin ISD offers the following approved World Languages substitution courses: Computer Science Principles AP, Computer Science I, Computer Science A AP, Computer Science III, Computer Science SL IB and Computer Science HL IB. Students must complete two courses in Computer Science to satisfy the graduation requirement. Although computer science is a state approved World Languages substitution credit, not all colleges and universities accept computer science for admission purposes. Please see your counselor for additional information concerning substitution options/requirements.

EXAMPLES		
GRADE	SUBJECT	DANCE FOR PE CREDIT
6TH	Functional Fitness (Fall) 7006.R0000.X 6th Grade PE (Spring) 7016.R0000.X	Functional Dance (Fall) 7020.R0000.X Dance Wellness 1 (Spring) 7021.R0000.X
7TH	7th Grade PE (Fall or Spring) 7017.R0000.X Student Choice (Fall or Spring)	Dance Wellness 2 (Fall) 7022.R0000.X *Dance 2 (Spring) 5021.R0000.X
8TH	8th Grade PE (Fall or Spring). 7018.R0000.X Student Choice (Fall or Spring)	Dance Wellness 3 (Fall) 7023.R0000.X *Dance 3 (Spring) 5023.R0000.X

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

FUNCTIONAL FITNESS (6th–8th)

Grade: 6–8

Course: 7006.R0000.X (6th: semester; 7th–8th spring-semester only)

7006.V0000.X Modified

7006.W0000.X Adapted

*7006.D0000.X Dual Language

Prerequisite: None if in 6th grade. For 7th or 8th graders, 7th or 8th grade general PE (fall semester) or 7th or 8th grade physical education substitution (fall semester). 7th or 8th graders may only take this class if they did not take Functional Fitness in 6th grade. This class is the same as 6th grade Functional Fitness. For 7th and 8th graders, this class is designed for those who need a fourth semester of Physical Education to meet the four semester requirement.

Functional Fitness is a course designed to introduce students to a variety of fitness activities. Students will learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, health-related fitness, skill-related fitness, nutrition, substance abuse, stress management, peer pressure, conflict resolution, and bullying prevention while participating in activities using sandbells, resistance bands, stability balls, as well as cardio games and activities, Pilates, Plyometrics, and Tabata workouts, DOT drills and dynamic and static stretching. This course covers some of the sixth-grade PE TEKS and most of the sixth-grade health education TEKS.

*This course is designed for students participating in the dual language program and is taught in Spanish This course is not offered at every dual language campus, please check with your school's office about availability.

6th GRADE PE

Grade: 6

Course: 7016.R0000.X (semester), 7016.V0000.X Modified (semester), 7016.W0000.X Adapted (semester), *7006.D0000.X Dual Language

Prerequisite: *Participation in a Dual Language Program and/or Spanish proficiency

Students in 6th Grade Physical Education will learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, health-related fitness, skill-related fitness, nutrition, substance abuse, stress management, peer pressure, conflict resolution, and bullying prevention while participating in flag football, volleyball, tennis, basketball, track and field, soccer, and jump rope activities. The goal of 6th Grade PE is to provide students with the exposure to a variety of team sport-related physical activities to better prepare them for a physically active lifestyle. This course covers most of the sixth-grade PE TEKS and most of the sixth-grade health education TEKS.

*This course is designed for students participating in the dual language program and is taught in Spanish This course is not offered at every dual language campus, please check with your school's office about availability.

7th GRADE PE

Grade: 7

Course: 7017.R0000.X (semester), 7017.V0000.X Modified (semester), 7017.W0000.X Adapted (semester), *7006.D0000.X Dual Language

Prerequisite: *Participation in a Dual Language Program and/or Spanish proficiency

Students in 7th Grade Physical Education will learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, nutrition, substance abuse, stress management, self-esteem, body image, conflict resolution, sportsmanship, sleep, rest and time management while participating in bowling, Ultimate, circuit training, Floorball, disc golf, and softball. The goal of 7th Grade PE is to provide students with the exposure to a variety of individual sport-related physical activities to better prepare them for a physically active lifestyle. This course covers most of the seventh-grade PE TEKS and most of the seventh/eighth-grade health education TEKS.

*This course is designed for students participating in the dual language program and is taught in Spanish This course is not offered at every dual language campus, please check with your school's office about availability.

8th GRADE PE

Grade: 8

Course: 7018.R0000.X (semester), 7018.V0000.X Modified (semester), 7018.W0000.X Adapted (semester), *7006.D0000.X Dual Language

Prerequisite: *Participation in a Dual Language Program and/or Spanish proficiency

Students in 8th Grade Physical Education will learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, nutrition, substance abuse, stress management, self-esteem, body image, conflict resolution, sportsmanship, sleep, rest and time management while participating in team handball, volleyball, weight training, basketball, golf, badminton, and lacrosse. The goal of 8th Grade PE is to provide students with the exposure to a variety of individual and team sport-related physical activities to better prepare them for a physically active lifestyle. This course covers most of the eighth-grade PE TEKS and most of the seventh/eighth-grade health education TEKS.

*This course is designed for students participating in the dual language program and is taught in Spanish This course is not offered at every dual language campus, please check with your school's office about availability.

PHYSICAL EDUCATION SUBSTITUTION COURSES

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

There are four types of physical education substitutes for middle school:

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

ATHLETICS COURSES

Grade: 7-8

Course: 7037.R1000.X (7th; semester), 7038.R1000.X (8th; semester)

Prerequisite: Approval by the athletic coach

Students will participate in athletic activities during this class, which can be substituted for a physical education credit.

FUNCTIONAL DANCE (6th Grade Fall)

Grade: 6

Course: 7020.R0000.X

Prerequisite: NONE

Functional Dance is a course designed for students to improve all aspects of individual fitness using sandbells, resistance bands, stability balls, as well as cardio games and activities, Pilates, Plyometrics, and Tabata workouts, DOT drills and dynamic and static stretching to increase cardiovascular endurance, muscular strength and endurance, and flexibility. Students will learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, health-related fitness, skill-related fitness, nutrition, substance abuse, stress management, peer pressure, conflict resolution, and bullying prevention. Students will explore movement principles associated with the Elements of Dance, ballet, improvisation skills, and choreographic processes in cooperative groups. Students may have the opportunity to perform in a public performance setting. Out-of-school rehearsals and performances may be required. This class may be paired with Dance Wellness I to complete one full year of PE credit for sixth grade.

DANCE WELLNESS I (6th Grade)

Grade: 6

Course: 7021.R0000.X

Prerequisite: Functional Dance

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

DANCE WELLNESS 2 (7th Grade)

Grade: 7

Course: 7022.R0000.X

Prerequisite: Must be a seventh or eighth-grade student and taken Dance 1 or Dance Wellness 1 or Functional Dance

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

DANCE WELLNESS 3 (8th Grade)

Grade: 8

Course: 7022.R0000.X

Prerequisite: Director approval

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

NATIONAL MIDDLE SCHOOL CADET CORPS (NMSCC)

Grade: 6-8

Course: 7056.R0000.X (6th; semester), 7057.R0000.X (7th; semester), 7058.R0000.X (8th; semester)

Prerequisite: Director approval

The NMSCC program is designed to introduce middle school students to responsible leadership roles while serving as a bridge facilitating a smooth transition into high school. With the focus on leadership and responsibility the program establishes the expectations and frame work to improve student behavior, instill personal discipline, communications skills, promote character development, curb gang activity, reduce drop outs, establish positive peer role-models and promote team work among the cadets and the student body.

Off-campus Physical Education Equivalent

GRADE: Seventh and Eighth

- The Off-campus Physical Education Equivalent Program is an athletic/training program that students may participate in using a commercial or private agency approved by the district.
- Program packets may be obtained on the Off Campus PE page on the AISD website.
- Students may only choose agencies that are listed on the "Austin ISD Approved Agency" list on the AISD website.
- Completed packets must be emailed to the PE department (OCPE@austinisd.org) or delivered to the Southfield Building by designated dates on the OCPE website.
- The Off-campus Physical Education Equivalent Program course must be scheduled through your counselor and will be noted on the student's report card.
- Students must complete written assignments given by the agency for verification of learned Texas Essential Knowledge and Skills for Physical Education. A numerical grade will be issued from the written assignments; it will then be factored into the students' grade.
- AISD is not responsible for providing transportation to the approved agencies.

CATEGORY 2

Grade: 6-8

Course: 7047.R0000.X (7th; semester), 7048.R0000.X (8th; semester)

Prerequisite: NONE

Category 2 (only for middle-school students based on a ruling from the State Board of Education, July 2006): A private or commercially sponsored physical activity or training program. The student must participate in the substitute activity that is in congruence with the Physical Education TEKS (TAC) Chapter 74. The student is required to participate at least five hours per week during the entire school semester. Students certified to participate at this level will not be dismissed from any part of the regular school day.

HEALTH COURSES

MIDDLE SCHOOL HEALTH EDUCATION

Grade: 7-8

Course: 7019.R0000.X/Y

PEIMS: #03813000

Prerequisite: NONE

This course is for those students interested in spending more time with the concepts of living a healthy life and would be in addition to the required Health 1 course for graduation. This course addresses health concepts described in the Texas Essential Knowledge and Skills for Health, Grades 7-8. The topics covered include: physical health and hygiene; mental health and wellness; eating healthy and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs. Students will learn both the information needed to understand the concepts and the skills needed to make decisions about their health now and in the future.

HEALTH 1

Credit: 0.5 (Health Credit)

Grade: 8

Course: 6000.RJ000.X

PEIMS: 03810100

Recommended Prerequisite: Middle School Health Education

This course presents extensive coverage of the Texas Essential Knowledge and Skills for Health including: physical health and hygiene; mental health and wellness; eating healthy and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health (opt-in only). Students will learn both the information needed to understand the concepts and the skills needed to make decisions about their health now and in the future. This course covers the high school level health TEKS and therefore students who complete the course will earn 0.5 credit toward their graduation.

SPECIALIZED MIDDLE SCHOOL PROGRAMS



AVID COURSES

AVID is a college readiness system designed to help students learn about the college process, while also providing academic strategies to succeed in advanced courses in high school and beyond. Students are selected to enroll in the AVID elective after an application process. Students learn organizational skills, develop critical thinking by asking probing questions, get academic help from peers and tutors, and participate in enrichment and motivational activities that make college and career success attainable. Students are encouraged to participate in AVID throughout their middle and high school years.

AVID (6th – 8th)

Grade: 6-8

Course: 9217.R0000.Y (6th), 9218.R0000.Y (7th), 9219.R0000.Y (8th)

Prerequisite: These are students who have the desire to attend college and are capable of completing rigorous courses, but are not meeting their full potential and would benefit from AVID Elective support for college and career readiness. Typically, AVID Elective students are underserved students in secondary institutions. AVID places these students in Advanced Placement® or honors courses without remediation.

The AVID class addresses key elements in college preparation: academic success skills, college entry skills, tutorials (Socratic method), team-building activities, and career and college exploration. Additionally, students will improve their communication skills through presentations and Socratic Seminar, participate in writing to learn/reading to learn activities, including note-taking, reflection of learning, and essay writing. Structured collaboration supports these skills. Students will also prepare for college entrance examinations, including the PSAT and TSIA-2.

AVID DUAL LANGUAGE (6th – 8th)

Grade: 6-8

Course: 9217.D0000.Y (6th), 9218.D0000.Y (7th), 9219.D0000.Y (8th)

Prerequisite: These are students who have the desire to attend college and are capable of completing rigorous courses, but are not meeting their full potential and would benefit from AVID Elective support for college and career readiness. Typically, AVID Elective students are underserved students in secondary institutions. AVID places these students in Advanced Placement® or honors courses without remediation. Participation in a Dual Language Program and/or Spanish proficiency.

The AVID class addresses key elements in college preparation: academic success skills, college entry skills, tutorials (Socratic method), team-building activities, and career and college exploration. Additionally, students will improve their communication skills through presentations and Socratic Seminar, participate in writing to learn/reading to learn activities, including note-taking, reflection of learning, and essay writing. Structured collaboration supports these skills. Students will also prepare for college entrance examinations, including the PSAT and TSIA-2. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

AVID EXCEL (6th – 8th)

Grade: 6-8

Course: 9217.R1000.Y (6th), 9218.R1000.Y (7th), 9219.R1000.Y (8th)

Prerequisite: This class requires student willingness to engage in intensive language building and academic work leading to college readiness. Participating in the AVID Excel Summer Bridge for two weeks each summer (between 6th and 7th grade and between 7th and 8th grade) Application and acceptance into the program.

The AVID Excel Elective class targets emergent multilingual students (long-term English language learners) in 6th-8th grades who score at the mid to upper range of English proficiency or are recently reclassified as English proficient. These students also indicate a desire to go to college and achieve success. Although many of these students were born in the United States, they still carry the English language learner designation and frequently need support to progress through the proficiency levels and reach their academic potential.

COMPUTER TECHNOLOGY

Grade: 6-8

Course: 9826.R0000.X/Y (6th), 9827.R0000.X/Y (7th), 9828.R0000.X/Y (8th)

Prerequisite: NONE

Computer Technology is a sequence of courses that allows students to explore the world of creative computing through programming, robotics, and web technologies as well gain knowledge and skills in the application, design, production, and evaluation of current and leadingedge technological hardware and software. Students through the application of modern technologies will reinforce, apply, and transfer existing academic knowledge and skills to relevant real-world activities and problems. Throughout this course, students gain an understanding of career and secondary education opportunities in the growing field of computer science

CAREER AND TECHNICAL EDUCATION COURSE SELECTIONS

ELECTIVE COURSES AVAILABLE FOR SIXTH GRADE STUDENTS

CAREER DISCOVERY

Grade: 6

Course: 9670.R000.X/Y

Prerequisite: NONE

The Career Discovery course is designed 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. Career and technical education instruction provides students a chance to explore all career clusters in order to determine a Program of Study for High School.

CAREER AND COLLEGE EXPLORATION

Grade: 7

Course: 8050.R0000.Y

Prerequisite: NONE

The Career and College Exploration course is designed as an introductory Career and Technical Education course. As part of the career development requirements for Texas students, the course intends to help students discover their individual interests and skills and the career pathways that best fit their abilities. Career and College Exploration is an early step on each student's journey toward selecting and pursuing a satisfying and rewarding career. Students learn about themselves through aptitude and interest inventory assessments. Students will review the Texas CTE Career Clusters to investigate a range of career paths and discover the education and training required to pursue their career goals.

ELECTIVE COURSES AVAILABLE FOR SEVENTH AND EIGHTH GRADE STUDENTS

Availability of courses may vary by campus

TOUCH SYSTEM DATA ENTRY

Credit: .5

Grade: 7-8

Course: 8601.RJ000.X

PEIMS: #13011300

Prerequisite: NONE

Touch System Data Entry is designed to help students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry skills for production of business documents.

PRINCIPLES OF AGRICULTURE, FOOD AND NATURAL RESOURCES

Credit: 1

Grade: 7-8

Course: 8300.RJ000.Y

PEIMS: #1300200

Prerequisite: NONE

Principles of Agriculture, Food, and Natural Resources is designed to allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations pertaining to the Agriculture, Food, and Natural Resources cluster.



PRINCIPLES OF CONSTRUCTION

Credit: 1

Grade: 7–8

Course: 8400.RJ000.Y

PEIMS: #13004220

Prerequisite: NONE

Principles of Construction is designed to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS

Credit: 1

Grade: 7–8

Course: 8500.RJ000.Y

PEIMS: #13008200

Prerequisite: NONE

Principles of Arts, Audio/Video Technology, and Communications is designed to provide students an opportunity to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. This course allows students to develop knowledge and skills related to information management, presentation, animation, video technology, printing and desktop publishing.

Careers in the Arts, Audio/Video Technology, and Communications Career Cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

PROFESSIONAL COMMUNICATIONS

Credit: .5

Grade: 7–8

Course: 8502.RJ000.X

PEIMS: #13009900

Prerequisite: NONE

Professional Communications is designed for students to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication.

PRINCIPLES OF BUSINESS, MARKETING AND FINANCE

Credit: 1

Grade: 7–8

Course: 8600.RJ000.Y

PEIMS: #13011200

Prerequisite: NONE

Principles of Business, Marketing, and Finance is designed for students to gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.

BUSINESS INFORMATION MANAGEMENT I

Credit: 1

Grade: 8

Course: 8610.RJ000.Y

PEIMS: #13011400

Prerequisite: NONE

Business Information Management I is designed for students to implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and post-secondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

PRINCIPLES OF EDUCATION AND TRAINING

Credit: 1

Grade: 7-8

Course: 8640.RJ000.Y

PEIMS: #13014200

Prerequisite: NONE

Principles of Education and Training is designed to allow students to explore various careers available within the Education and Training Career Cluster. By using self-knowledge as it relates to educational and career information, students will analyze various careers within the Education and Training Career Cluster and develop a graduation plan that leads to a specific career choice in the student's interest area.

PRINCIPLES OF HUMAN SERVICES

Credit: 1

Grade: 7-8

Course: 8700.RJ000.Y

PEIMS: #13024200

Prerequisite: NONE

Principles of Human Services is designed to be a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

LIFETIME WELLNESS AND NUTRITION

Credit: .5

Grade: 7-8

Course: 8703.RJ000.X

PEIMS: #13024500

Recommended Prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, or Principles of Health Science.

Lifetime Nutrition and Wellness is designed to be a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

PRINCIPLES OF INFORMATION TECHNOLOGY

Credit: 1

Grade: 7-8

Course: 8800.RJ000.Y

PEIMS: #13027200

Prerequisite: NONE

Principles of Information Technology course allows the development of a student's computer abilities and skills to use existing and new technologies found in schools, and in the worldwide workplace. Students will learn to use skills to get along well with others, and to prepare for changes in workplace conditions. Students will improve reading, writing, math/calculating, communication, and thinking skills and apply them to better use computers and information technology in school, and in the workplace.

FUNDAMENTALS OF COMPUTER SCIENCE

Credit: 1

Grade: 7-8

Course: 7000.RJ000.Y

PEIMS: #03580140

Prerequisite: NONE

Fundamentals of Computer Science is designed to allow students to discover the background behind what makes our technology work. Basic programming skills will be acquired for a foundation that leads to a vast understanding of Computer Science. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science.

WEB COMMUNICATIONS

Credit: .5

Grade: 8

Course: 7012.RJ000.X

PEIMS: #03580810

Prerequisite: NONE

Web Communications course is designed to help students acquire knowledge of web communications and technological operations and concepts. This is an exploratory course in web communications. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

FOUNDATIONS OF CYBERSECURITY

Credit: 1

Grade: 8

Course: 7015.RJ000.Y

PEIMS: #03580850

Prerequisite: NONE

Foundations of Cybersecurity course is designed to allow students to develop the knowledge and skills needed to explore fundamental concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will review and explore security policies designed to mitigate risks. The skills obtained in this course prepare students for additional study in cybersecurity.

PRINCIPLES OF MANUFACTURING

Credit: 1

Grade: 7–8

Course: 8630.RJ000.Y

PEIMS: #13032200

Recommended Prerequisite: Algebra I or Geometry

Principles of Manufacturing is designed so students are introduced to knowledge and skills used in the proper application of principles of manufacturing. The study of manufacturing technology allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities. Students will gain an understanding of what employers require to gain and maintain employment in manufacturing careers.

PRINCIPLES OF APPLIED ENGINEERING

Credit: 1

Grade: 7–8

Course: 8716.RJ000.Y

PEIMS: #13036200

Prerequisite: NONE

Principles of Applied Engineering is designed to allow students to be introduced to key concepts and skills in engineering design. Students explore the engineering design process using relevant hardware and software to complete hands-on and group projects in a variety of areas. Subjects may include robotics, electronics, mechanical design, computer-aided drafting (CAD), and career opportunities.

PRINCIPLES OF TRANSPORTATION SYSTEMS

Credit: 1

Grade: 7–8

Course: 8900.RJ000.Y

PEIMS: #13039250

Prerequisite: NONE

Principles of Transportation Systems is designed to help students gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the transportation industry. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY

Credit: 1

Grade: 7–8

Course: 8830.RJ000.Y

PEIMS: #13029200

Prerequisite: NONE

Principles of Law, Public Safety, Corrections, and Security is designed to introduce students to professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire safety, security, and corrections.

PRINCIPLES OF BIOSCIENCES

Credit: 1

Grade: 7–8

Course: 8717.RJ000.Y

PEIMS: #13036300

Prerequisite: NONE

Principles of Biosciences is designed to reinforce Biology content and provide an overview of biotechnology, bioengineering, and related fields. Topics include genetics, cell structure, proteins, nucleic acids, and the impact of immunological events in biotechnology. Students will further study the increasingly important agricultural, environmental, economic, and political roles of bioenergy and biological remediation; the roles of nanoscience and nanotechnology in biotechnology medical research; and future trends in biological science and biotechnology.

PRINCIPLES OF HOSPITALITY AND TOURISM

Credit: 1

Grade: 7–8

Course: 8413.RJ000.Y

PEIMS: #13022200

Prerequisite: NONE

Principles of Hospitality and Tourism is designed to encompass lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food and beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry.

GENERAL EMPLOYABILITY SKILLS

Credit: 1

Grade: 7–8

Course: 8002.RJ000.Y

PEIMS: #N1270153

Prerequisite: NONE

General Employability Skills is designed to provide students with the prerequisite skills for general employment. Employability skills are the skills and attitudes that allow employees to work well with their co-workers, make important work-related decisions and become strong members of the work team.

INTRODUCTION TO EVENT AND MEETING PLANNING

Credit: 1

Grade: 8

Course: 8424.RJ000.Y

PEIMS: #N1302269

Recommended Prerequisite: Principles of Hospitality and Tourism, Hotel management and/or Travel and Tourism Management

Introduction to Event and Meeting Planning is designed to introduce students to the concepts and topics necessary for the comprehensive understanding of the fundamentals of the meetings, conventions, events, and exposition industries. The course will review the roles of the organizations and people involved in the businesses that comprise the Meetings, Events, Expositions and Convention (MEEC) industry.

DIGITAL MEDIA

Credit: 1

Grade: 8

Course: 8807.RJ000.Y

PEIMS: #13027800

Prerequisite: NONE

Digital Media is designed to help students analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and thinking and apply them to the IT environment.

DIGITAL COMMUNICATIONS IN THE 21ST CENTURY

Credit: 1

Grade: 7–8

Course: 7009.RJ000.Y

PEIMS: #03580610

Prerequisite: NONE

Digital Communications in the 21st Century is designed to prepare students for the societal demands of increased civic literacy, independent working environments, global awareness, and the mastery of a base set of analysis and communication skills. Students will design and present an effective product based on well-researched issues to thoughtfully propose suggested solutions to authoritative stakeholders. This will provide students with an authentic platform to demonstrate effective application of multimedia tools within the contexts of global communications and collaborative communities and appropriately share their voices to affect change that concerns their future.

INTRODUCTION TO CULINARY ARTS

Credit: 1

Grade: 8

Course: 8414.RJ000.Y

PEIMS: #13022550

Recommended Prerequisite: Principles of Hospitality and Tourism

Introduction to Culinary Arts is designed to emphasize the principles of planning, organizing, staffing, directing and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into kitchen safety, food production skills, various levels of industry management and hospitality. This course is offered as a classroom and laboratory-based course.

INTERPERSONAL STUDIES

Credit: 0.5

Grade: 7

Course: 8702.RJ000.X

PEIMS: #13024400

Recommended Prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, Principles of Health Science, or Principles of Education and Training

Interpersonal Studies is designed to examine how the relationships between individuals and among family members significantly affect the quality of life. Students will learn to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles and pursue careers related to counseling and mental health services.

ROBOTICS I

Credit: 1

Grade: 8

Course: 8715.RJ000.Y

PEIMS: #13037000

Recommended Prerequisite: Principles of Applied Engineering

Robotics I is designed to allow students to transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

PRINCIPLES OF DISTRIBUTION AND LOGISTICS

Credit: 1

Grade: 7-8

Course: 8905.RJ000.Y

PEIMS: #13039260

Prerequisite: Principles of Applied Engineering

The Principles of Distribution and Logistics course allows students to gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the logistics of warehousing and transportation systems. Students should apply knowledge and skills in the application, design, and production of technology as it relates to distribution and logistics industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

INTRODUCTION TO WELDING

Credit: 1

Grade: 8

Course: 8612.RJ000.Y

PEIMS: #13032250

Recommended Prerequisite: Algebra 1

Introduction to Welding is designed to provide an introduction to welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will introduce students to knowledge, skills, and technologies required for employment in welding industries. Students will develop knowledge and skills related to welding and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success.

INTRODUCTION TO TRANSPORTATION TECHNOLOGY

Credit: 0.5

Grade: 7-8

Course: 8906.RJ000.X

PEIMS: #13039270

Prerequisite: NONE

Introduction to Transportation Technology is designed to include knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Transportation Technology includes applicable safety and environmental rules and regulations. In Transportation Technology, students will gain knowledge and skills in the repair, maintenance, and diagnosis of transportation systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

APPENDIX A: MULTILINGUAL PATHWAYS



Multilingual Education

MIDDLE SCHOOL ENGLISH LANGUAGE DEVELOPMENT PATHWAYS (ESL)

Years in US Schools: 0 – 3

English Proficiency: Beginner or Intermediate

Core course

Taken in place of ELAR
ESOL 6 1036.E0000.Y
ESOL 7 1037.E0000.Y
ESOL 8 1038.E0000.Y

ELDA Elective*

1st year taken 1803.EJ000.Y
2nd year taken 1804.EJ000.Y
*HS Credit course

Core course

Sheltered Content Courses for Social Studies, Math, Science
Course Code: "####.E0000.Y"

Content & ESL certified teacher

Curriculum & Resources:

ESOL Curriculum
Imagine Learning
Inside Fundamentals

Curriculum & Resources:

ELDA curriculum
Imagine Learning
Inside the USA

Years in US Schools: 3–5

English Proficiency: Intermediate

Core course

Taken in place of ELAR
ESOL 6 1036.E0000.Y
ESOL 7 1037.E0000.Y
ESOL 8 1038.E0000.Y

Core course

Sheltered Content Courses for Social Studies, Math, Science
Course Code: "####.E0000.Y"

Content & ESL certified teacher

Curriculum & Resources:

ESOL Curriculum
Imagine Learning
Inside Fundamentals

AVID Excel Elective

6th 9217.R1000.Y
7th 9218.R1000.Y
8th 9219.R1000.Y
or
Reading Elective ESL
6th 1026.E0000.Y
7th 1027.E0000.Y
8th 1028.E0000.Y

Certified Teacher (ESL cert recommended)

Curriculum & Resources:

AVID Excel Curriculum
Imagine Learning
Inside Level A-C

Years in US Schools: 6+

English Proficiency: Intermediate, Advanced, Advanced High

Core course

RLA 6 1006.R0000.Y
RLA 7 1007.R0000.Y
RLA 8 1008.R0000.Y

Reading Elective ESL

6th 1026.E0000.Y
7th 1027.E0000.Y
8th 1028.E0000.Y

ELA & ESL certified teacher

Curriculum & Resources:

RLA Curriculum
Imagine Learning
myPerspectives

Curriculum & Resources:

Imagine Learning
Inside Level A-C

Multilingual Instructional Framework: Content based language instruction



Multilingual Education

MIDDLE SCHOOL DUAL LANGUAGE PATHWAY

Traditional Path

Student participated in elementary Dual Language

Spanish Course

6th SSS 3A 2635.HJADLY
7th SSS 3B 2635.HJBDLY
8th SPN LANG & CULTURE AP
2545.PJ0DLY

DL Core Course

Science, Social Studies or Math taught in Spanish
Minimum of one course per year.

World Languages & Bilingual Certified Teacher

Content & Bilingual Certified Teacher

Resources:

Spanish Curriculum
AP College Board
Temas

Resources:

DL Curriculum

Begins Dual Language in 7th or 8th Grade

Student must be Spanish proficient

Spanish Course

Student may begin in the same Spanish level as their cohort. If the student is SIFE or needs more support, they may begin in SSS 3A or 3B.

DL Core Course

Science, Social Studies or Math taught in Spanish. Minimum of one course per year.

World Languages & Bilingual Certified Teacher

Content & Bilingual Certified Teacher

Resources:

Spanish Curriculum
AP College Board
Temas

Resources:

DL Curriculum

For Emergent Bilingual Students see English Language Development Pathway recommendations

Multilingual Instructional Framework: Content based language instruction

APPENDIX B: LOOKING AHEAD AND PLANNING FOR HIGH SCHOOL

The documents below are to help students and parents plan for the transition from middle school to high school. Please see the high school counselors for more information.

AUSTIN ISD GRADUATION PLANS

FOUNDATION HIGH SCHOOL PROGRAM (FHSP; 22 CREDITS)	FHSP + ENDORSEMENT (26 CREDITS)	FHSP + ENDORSEMENT + DISTINGUISHED LEVEL OF ACHIEVEMENT (26 CREDITS)
<p>ENGLISH LANGUAGE ARTS (4 CREDITS)</p> <ul style="list-style-type: none"> English I, English II, English III, 4th English Credit <p>MATHEMATICS (3 CREDITS)</p> <ul style="list-style-type: none"> Algebra I, Geometry, Additional Math from Group A and/or Group B <p>SOCIAL STUDIES (3 CREDITS)</p> <ul style="list-style-type: none"> World Geography or World History, U.S. History, Government (0.5), Economics (0.5) <p>SCIENCE (3 CREDITS)</p> <ul style="list-style-type: none"> Biology, Additional Science from Group A, Additional Science from Group B <p>WORLD LANGUAGES (2 CREDITS)</p> <p>HEALTH (0.5 CREDITS)</p> <p>PHYSICAL EDUCATION (1 CREDIT)</p> <p>FINE ARTS (1 CREDIT)</p> <p>ELECTIVES (4.5 CREDITS)</p>	<p>Completion of all Foundation Credits Plus:</p> <p>MATHEMATICS (1 ADDITIONAL CREDIT)</p> <ul style="list-style-type: none"> Additional Course from Group B <p>SCIENCE (1 ADDITIONAL CREDIT)</p> <ul style="list-style-type: none"> Additional Course from Group B <p>WORLD LANGUAGES</p> <ul style="list-style-type: none"> No substitutions other than specified in rule ELECTIVES (2 ADDITIONAL CREDITS) <p>AVAILABLE ENDORSEMENTS:</p> <ul style="list-style-type: none"> Science, Technology, Engineering, & Mathematics (STEM) Business & Industry Public Service Arts & Humanities* Multidisciplinary 	<p>AISD's prescribed plan for all incoming ninth graders. Completion of all Foundation credits and at least one Endorsement:</p> <p>MATHEMATICS</p> <ul style="list-style-type: none"> To include completion of Algebra II

ENDORSEMENT AREAS				
ARTS/HUMANITIES	BUSINESS & INDUSTRY	PUBLIC SERVICE	STEM	MULTIDISCIPLINARY
<ul style="list-style-type: none"> Fine Arts: <ul style="list-style-type: none"> Art: <ul style="list-style-type: none"> Ceramic Drawing Painting Photography Printmaking Sculpture Dance Music: Band Music: Choir Music: Guitar Music: Orchestra Music: Piano Music Studies Musical Theatre Technical Theatre Theatre Arts World Languages Social Studies 	<ul style="list-style-type: none"> Accounting and Financial Services Animal Science Applied Agricultural Engineering Architectural Design Automotive* Business Management Construction* Culinary Arts* Design and Multimedia Arts Digital Communications Electrical* English Electives Entrepreneurship Environmental and Natural Resources Lodging and Resort Management* Marketing and Sales Plant Science 	<ul style="list-style-type: none"> Education and Training Health Science Human Services Law and Public Service Career Preparation I or II Problems and Solutions I or II Project-Based Research I, II, or III JROTC 	<ul style="list-style-type: none"> Biomedical Science (PLTW)* Cybersecurity Engineering (PLTW) Mathematics Programming and Software Development Science STEM Studies 	<ul style="list-style-type: none"> Multidisciplinary Option 1: <p>Four credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics</p> Multidisciplinary Option 2: <p>Four credits in AP, IB or dual credit selected from English, Mathematics, Science, Social Studies, Economics, LOTE and Fine Arts.</p>

**offered at designated campuses only*

STATE ASSESSMENTS REQUIRED FOR GRADUATION	PERFORMANCE ACKNOWLEDGMENTS	QUESTIONS?
English I, II; Algebra I; U.S. History; Biology	Outstanding performance: SAT® ACT®, PSAT®, IB, AP®, Dual Credit, Bilingualism/Bi-Literacy, and Business/Industry Certifications	Contact your student's counselor or visit www.austinisd.org .

ENGLISH LANGUAGE ARTS

The 4th English Language Arts credit may be selected from one full credit or a combination of two half-credits, subject to prerequisite requirements, from the following courses:

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

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

MATHEMATICS

GROUP A

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

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

GROUP B

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

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

*After completion of all Foundations math requirements. Note: If Mathematical Models with Applications was completed prior to September 1, 2015, the course is ineligible for a fourth math credit.

SCIENCE

GROUP A

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

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

GROUP B

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

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

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

SOCIAL STUDIES

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

World History Studies • World Geography Studies

WORLD LANGUAGES

The credits may be selected from the following:

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

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

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

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

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

****THE DETERMINATION TO COMPLETE THE WORLD LANGUAGES (LOTE) CREDIT REQUIREMENTS, WILL BE MADE BY THE STUDENT'S ARD COMMITTEE OR THE COMMITTEE ESTABLISHED FOR THE STUDENT UNDER SECTION 504, REHABILITATION ACT OF 1973, WHICHEVER APPLIES.**

FINE ARTS

ONE CREDIT. THE CREDIT MAY BE SELECTED FROM THE FOLLOWING COURSES SUBJECT TO PREREQUISITE REQUIREMENTS:

Art: Level I, II, III, or IV • Band: Level I, II, III, or IV • Choir: Level I, II, III, or IV • Dance: Level I, II, III, or IV • Guitar: Level I, II, III, or IV
Orchestra: Level I, II, III, or IV • Theatre: Level I, II, III, or IV • Technical Theatre: Level I, II, III, or IV • Piano: Level I, II, III, or IV

ELECTIVE COURSES

FROM ANY OF THE FOLLOWING:

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

CTE ENDORSEMENT AREAS AND REQUIREMENTS

Helpful Terms:

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

AISD Graduation Requirements

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

- One additional math credit (Algebra II)
- One additional science credit
- Two LOTE credits

Two additional elective credits, and endorsement credits

SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS (STEM) ENDORSEMENT [19 TAC 74.13 (F)(1)(A)]

MATH REQUIREMENT	Algebra II
SCIENCE REQUIREMENT	Chemistry Physics
CTE REQUIREMENTS	<ul style="list-style-type: none"> • Four or more credits in a *coherent sequence with at least three courses in an approved CTE STEM* pathway • At least one Advanced CTE course in an approved AISD CTE *coherent sequence • Final course must come from the STEM cluster

BUSINESS & INDUSTRY ENDORSEMENT [19 TAC 74.13 (F)(2)(A)]

CTE REQUIREMENTS	<ul style="list-style-type: none"> • Four or more credits in a *coherent sequence with at least three courses in an approved CTE BUSINESS and INDUSTRY pathway • At least one Advanced CTE course in an approved AISD CTE *coherent sequence Final course must come from the CTE BUSINESS and INDUSTRY STEM cluster.
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PUBLIC SERVICES ENDORSEMENT [19 TAC 74.13 (F)(3)(A)]

CTE REQUIREMENTS	<ul style="list-style-type: none"> • Four or more credits in an approved AISD CTE *coherent with at least three courses in an approved CTE PUBLIC SERVICE pathway. • At least one Advanced CTE course in an approved AISD CTE *coherent sequence. Final course must come from the PUBLIC SERVICE cluster.
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FOUR PLAN PLANNING DOCUMENT

Students will begin their high school 4-year planning process during the 8th grade school year. Parents will be required to sign-off on the 4-year plan by the end of the student's 9th grade school year. Counselors will meet with students and parents annually to review graduation plans. Please review specific graduation plan requirements and options when completing your 4-year plan.

NAME:	DATE:			
ENDORSEMENT AREA: (Please check at least one endorsement area)				
ARTS AND HUMANITIES <input style="width: 40px; height: 30px; margin: 5px auto;" type="checkbox"/>	BUSINESS AND INDUSTRY <input style="width: 40px; height: 30px; margin: 5px auto;" type="checkbox"/>	PUBLIC SERVICE <input style="width: 40px; height: 30px; margin: 5px auto;" type="checkbox"/>	STEM <input style="width: 40px; height: 30px; margin: 5px auto;" type="checkbox"/>	MULTIDISCIPLINARY <input style="width: 40px; height: 30px; margin: 5px auto;" type="checkbox"/>
PROGRAM OF STUDY: (please list all that apply)				

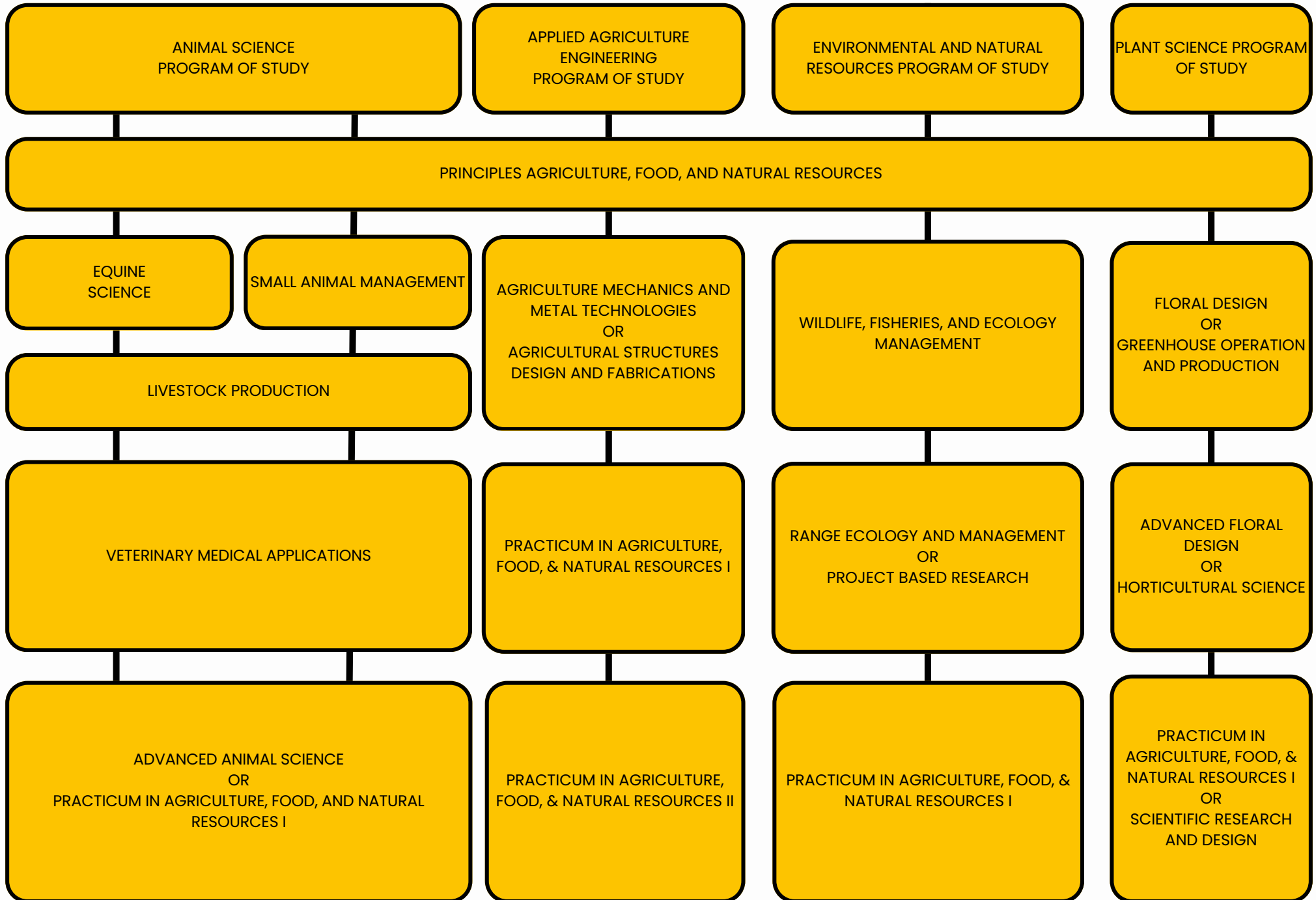
9TH	10TH	SUMMER	11TH	SUMMER	12TH
ENGLISH I	ENGLISH II		ENGLISH III		ENGLISH IV
MATH	MATH		MATH		MATH
BIOLOGY	SCIENCE		SCIENCE		SCIENCE
WORLD GEOGRAPHY	WORLD HISTORY		U.S. HISTORY		GOVERNMENT/ ECONOMICS

CTE PROGRAMS OF STUDY

CAREER AND TECHNICAL EDUCATION

All students can enroll in Career and Technical Education (CTE) courses along with traditional core academic courses. CTE courses are designed to provide an authentic learning experience through academically rigorous and technology rich curriculum, and real-world applications. Ideally, students create balanced 4-year plans that include the best of both academic and CTE classes. Enrollment in CTE courses is open to all students without regard to race, color, creed, religious affiliation, sex, or handicapping conditions. Each student enrolled in a CTE course is eligible to participate in a Career and Technical Student Organization (CTSO) that provides content enrichment and student leadership opportunities appropriate to the course in which they enrolled. Students will have the opportunity to reach advanced level CTE courses to increase the rigor of their learning, earn industry-based certifications, have work-based learning experiences, and complete a CTE coherent sequence for a program of study and/or endorsement. Austin ISD defines a CTE course as advanced if it is a Tier I weighted level course if it is only offered at the junior or senior grade levels or if it is listed as a level III or IV course as defined on the state Programs of Study framework.





ELECTRICAL
PROGRAM OF STUDY

CONSTRUCTION
PROGRAM OF STUDY

PRINCIPLES OF CONSTRUCTION

ELECTRICAL TECHNOLOGY I

CONSTRUCTION TECHNOLOGY I

ELECTRICAL TECHNOLOGY II

CONSTRUCTION TECHNOLOGY II

PRACTICUM IN CONSTRUCTION TECHNOLOGY
EXTENDED PRACTICUM IN CONSTRUCTION TECHNOLOGY

PRACTICUM IN CONSTRUCTION TECHNOLOGY

**DIGITAL COMMUNICATIONS
PROGRAM OF STUDY**

**GRAPHIC DESIGN & MULTIMEDIA ARTS
PROGRAM OF STUDY**

PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS

DIGITAL COMMUNICATIONS IN THE 21ST CENTURY

AUDIO/VIDEO PRODUCTION I
OR
DIGITAL AUDIO TECHNOLOGY I

AUDIO/VIDEO PRODUCTION II
OR
DIGITAL AUDIO TECHNOLOGY II

PRACTICUM OF AUDIO/VIDEO PRODUCTION I
OR
PRACTICUM OF AUDIO/VIDEO PRODUCTION II

DIGITAL MEDIA

GRAPHIC DESIGN AND ILLUSTRATION I
ANIMATION I
VIDEO GAME DESIGN
DIGITAL DESIGN AND MEDIA PRODUCTIONS
COMMERCIAL PHOTOGRAPHY I

ANIMATION II
OR
DIGITAL ARTS AND ANIMATION

GRAPHIC DESIGN AND ILLUSTRATION II
PRACTICUM GRAPHIC DESIGN AND ILLUSTRATION II
COMMERCIAL PHOTOGRAPHY II
PRACTICUM COMMERCIAL PHOTOGRAPHY II

**ACCOUNTING AND FINANCIAL SERVICES
PROGRAM OF STUDY**

PRINCIPLES OF BUSINESS, MARKETING,
AND FINANCE
OR
BUSINESS INFORMATION MANAGEMENT I

ACCOUNTING I
OR
MONEY MATTERS

ACCOUNTING II
OR
FINANCIAL MATHEMATICS

PRACTICUM IN BUSINESS MANAGEMENT
OR
PRACTICUM IN ENTREPRENEURSHIP

**BUSINESS MANAGEMENT
RESOURCES
PROGRAM OF STUDY**

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE

BUSINESS INFORMATION MANAGEMENT I

BUSINESS MANAGEMENT

PRACTICUM IN BUSINESS MANAGEMENT

**ENTREPRENEURSHIP
PROGRAM OF STUDY**

PRINCIPLES OF BUSINESS, MARKETING,
AND FINANCE
OR
BUSINESS INFORMATION MANAGEMENT I

ENTREPRENEURSHIP I

MOBILE APPLICATION DEVELOPMENT
ENTREPRENEURSHIP II

PRACTICUM IN BUSINESS MANAGEMENT
PRACTICUM IN ENTREPRENEURSHIP

**EARLY LEARNING
PROGRAM OF STUDY**

PRINCIPLES OF HUMAN SERVICES

CHILD DEVELOPMENT

CHILD GUIDANCE

PRACTICUM IN EARLY LEARNING
OR
CAREER PREPARATION I

**TEACHING AND TRAINING
PROGRAM OF STUDY**

PRINCIPLES OF EDUCATION AND TRAINING
OR
PRINCIPLES OF HUMAN SERVICE

HUMAN GROWTH AND DEVELOPMENT
OR
CHILD DEVELOPMENT

INSTRUCTIONAL PRACTICES

PRACTICUM IN EDUCATION AND TRAINING

**BIOMEDICAL SCIENCE
PROGRAM OF STUDY**

PRINCIPLES OF BIOSCIENCES
OR
PRINCIPLES OF BIOMEDICAL
SCIENCES (PLTW)

HUMAN BODY SYSTEMS (PLTW)
OR
BIOTECHNOLOGY I

BIOTECHNOLOGY II
OR
MEDICAL MICROBIOLOGY
OR
MEDICAL INTERVENTIONS (PLTW)

PATHOPHYSIOLOGY
OR
SCIENTIFIC RESEARCH AND DESIGN
OR
PRACTICUM IN STEM

**CYBERSECURITY
PROGRAM OF STUDY**

FUNDAMENTALS OF COMPUTER SCIENCE
OR
FOUNDATIONS OF CYBERSECURITY

COMPUTER SCIENCE I

ENGINEERING APPLICATIONS OF
COMPUTER SCIENCE PRINCIPLES
OR
AP COMPUTER SCIENCE A-MATH
OR
AP COMPUTER SCIENCE B-LOTE

CYBERSECURITY CAPSTONE
OR
INDEPENDENT STUDY IN TECHNOLOGY
APPLICATIONS

**ENGINEERING
PROGRAM OF STUDY**

PRINCIPLES OF APPLIED ENGINEERING
OR
INTRODUCTION TO ENGINEERING DESIGN
(PLTW)

ENGINEERING DESIGN AND PRESENTATION I
OR
COMPUTER INTEGRATED MANUFACTURING
(PLTW)
OR
ENGINEERING SCIENCE

ENGINEERING DESIGN AND PRESENTATION I
OR
AEROSPACE ENGINEERING (PLTW)
OR
DIGITAL ELECTRONICS
OR
CIVIL ENGINEERING AND ARCHITECTURE
(PLTW)
OR
ENGINEERING DESIGN AND PROBLEM
SOLVING

ENGINEERING DESIGN AND PRESENTATION II
OR
PRACTICUM IN STEM
OR
SCIENTIFIC RESEARCH AND DESIGN

**PROGRAMMING AND SOFTWARE
DEVELOPMENT
PROGRAM OF STUDY**

FUNDAMENTALS OF COMPUTER
SCIENCE

AP COMPUTER SCIENCE PRINCIPLES
OR
COMPUTER SCIENCE I

AP COMPUTER SCIENCE A, MATH
OR
AP COMPUTER SCIENCE A, LOTE
OR
MOBILE APPLICATION DEVELOPMENT
OR
COMPUTER SCIENCE II

COMPUTER SCIENCE III
OR
PRACTICUM IN INFORMATION
TECHNOLOGY
OR
PRACTICUM IN STEM

**HEALTHCARE DIAGNOSTICS
PROGRAM OF STUDY**

PRINCIPLES OF DIAGNOSTIC HEALTHCARE

MEDICAL TERMINOLOGY

HEALTH SCIENCE THEORY

MEDICAL MICROBIOLOGY
ANATOMY AND PHYSIOLOGY
PATHOPHYSIOLOGY
PRACTICUM IN HEALTH SCIENCE

**HEALTHCARE THERAPEUTIC
PROGRAM OF STUDY**

PRINCIPLES OF HEALTH SCIENCE
OR
PRINCIPLES OF THERAPEUTIC HEALTHCARE

MEDICAL TERMINOLOGY
OR
INTRODUCTION TO DENTAL SCIENCE

HEALTH SCIENCE THEORY
OR
MEDICAL ASSISTANT

ANATOMY AND PHYSIOLOGY
OR
PATHOPHYSIOLOGY
OR
PRACTICUM IN HEALTH SCIENCE

**CULINARY ARTS
PROGRAM OF STUDY**

INTRODUCTION TO CULINARY ARTS
OR
PRINCIPLES OF HOSPITALITY AND TOURISM

CULINARY ARTS

ADVANCED CULINARY ARTS

FOOD SCIENCE
OR
PRACTICUM IN CULINARY ARTS
OR
PRACTICUM IN ENTREPRENEURSHIP

**LODGING AND RESORT MANAGEMENT
PROGRAM OF STUDY**

PRINCIPLES OF HOSPITALITY AND TOURISM

INTRODUCTION TO EVENT AND MEETING PLANNING

HOSPITALITY SERVICES

PRACTICUM IN HOSPITALITY SERVICES

**COSMETOLOGY AND PERSONAL CARE SERVICES
PROGRAM OF STUDY**

PRINCIPLES OF HUMAN SERVICES
OR
PRINCIPLES OF COSMETOLOGY DESIGN AND COLOR THEORY
OR
MICROBIOLOGY AND SAFETY FOR COSMETOLOGY CAREERS

INTRODUCTION TO COSMETOLOGY

COSMETOLOGY I

COSMETOLOGY II

**FAMILY AND COMMUNITY SERVICES
PROGRAM OF STUDY**

PRINCIPLES OF HUMAN SERVICES

HUMAN GROWTH AND DEVELOPMENT
OR
CHILD DEVELOPMENT

COUNSELING AND MENTAL HEALTH

PRACTICUM IN HUMAN SERVICES

**INFORMATION TECHNOLOGY SUPPORT AND SERVICES
PROGRAM OF STUDY**

PRINCIPLES OF INFORMATION TECHNOLOGY

COMPUTER MAINTENANCE

COMPUTER TECHNICIAN PRACTICUM I

COMPUTER TECHNICIAN PRACTICUM II

**WEB DEVELOPMENT
PROGRAM OF STUDY**

PRINCIPLES OF INFORMATION TECHNOLOGY
OR
COMPUTER SCIENCE I

WEB COMMUNICATIONS
OR
WEB GAME DEVELOPMENT

WEB DESIGN
OR
INDEPENDENT STUDY IN TECHNOLOGY APPLICATIONS

PRACTICUM IN INFORMATION TECHNOLOGY
OR
PROJECT BASED RESEARCH
OR
INDEPENDENT STUDY IN EVOLVING/EMERGING TECHNOLOGIES

AEROSPACE SCIENCE I (AFJROTC 1)

AEROSPACE SCIENCE II (AFJROTC 2)

AEROSPACE SCIENCE III (AFJROTC 3)

AEROSPACE SCIENCE III (AFJROTC 4)

**EMERGENCY SERVICES
PROGRAM OF STUDY**

**LAW ENFORCEMENT
PROGRAM OF STUDY**

**ENTREPRENEURSHIP
PROGRAM OF STUDY**

PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

DISASTER RESPONSE

LAW ENFORCEMENT I

COURT SYSTEMS AND PRACTICES

FIREFIGHTER I
OR
EMERGENCY MEDICAL TECHNICIAN – BASIC

LAW ENFORCEMENT II
OR
CORRECTIONAL SERVICES

POLITICAL SCIENCE I

FIREFIGHTER II
OR
PRACTICUM IN LAW, PUBLIC SAFETY, CORRECTIONS,
AND SECURITY

CRIMINAL INVESTIGATION
OR
FORENSIC SCIENCE
OR
PRACTICUM IN LAW, PUBLIC SAFETY CORRECTIONS,
AND SECURITY

PRACTICUM IN LAW, PUBLIC SAFETY, CORRECTIONS,
AND SECURITY

ADVANCED MANUFACTURING AND MACHINERY MECHANICS PROGRAM OF STUDY

PRINCIPLES OF APPLIED ENGINEERING

MANUFACTURING ENGINEERING TECHNOLOGY I
OR
ENGINEERING DESIGN AND PRESENTATION I

MANUFACTURING ENGINEERING TECHNOLOGY II
OR
ROBOTICS I

PRACTICUM IN MANUFACTURING
OR
ROBOTICS II

MANUFACTURING TECHNOLOGY PROGRAM OF STUDY

PRINCIPLES OF MANUFACTURING

METAL FABRICATION AND MACHINING I

PRECISION METAL MANUFACTURING I

PRECISION IN METAL MANUFACTURING II/LAB

AUTOMOTIVE
PROGRAM OF STUDY

PRINCIPLES OF TRANSPORTATION SYSTEMS
OR
BASIC COLLISION REPAIR AND REFINISHING

AUTOMOTIVE BASICS
OR
COLLISION REPAIR

AUTOMOTIVE TECHNOLOGY I
OR
PAINT AND REFINISHING/LAB

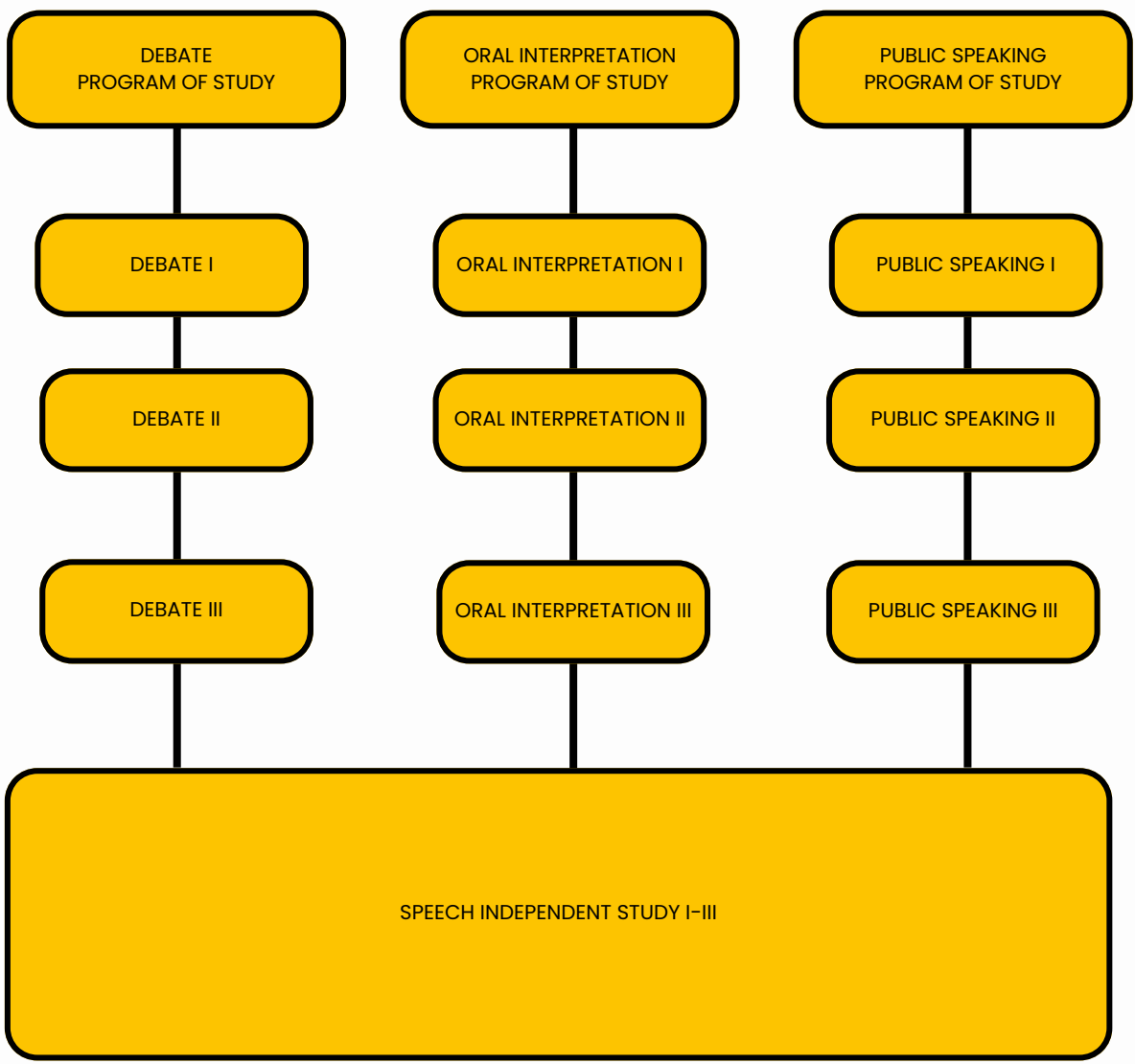
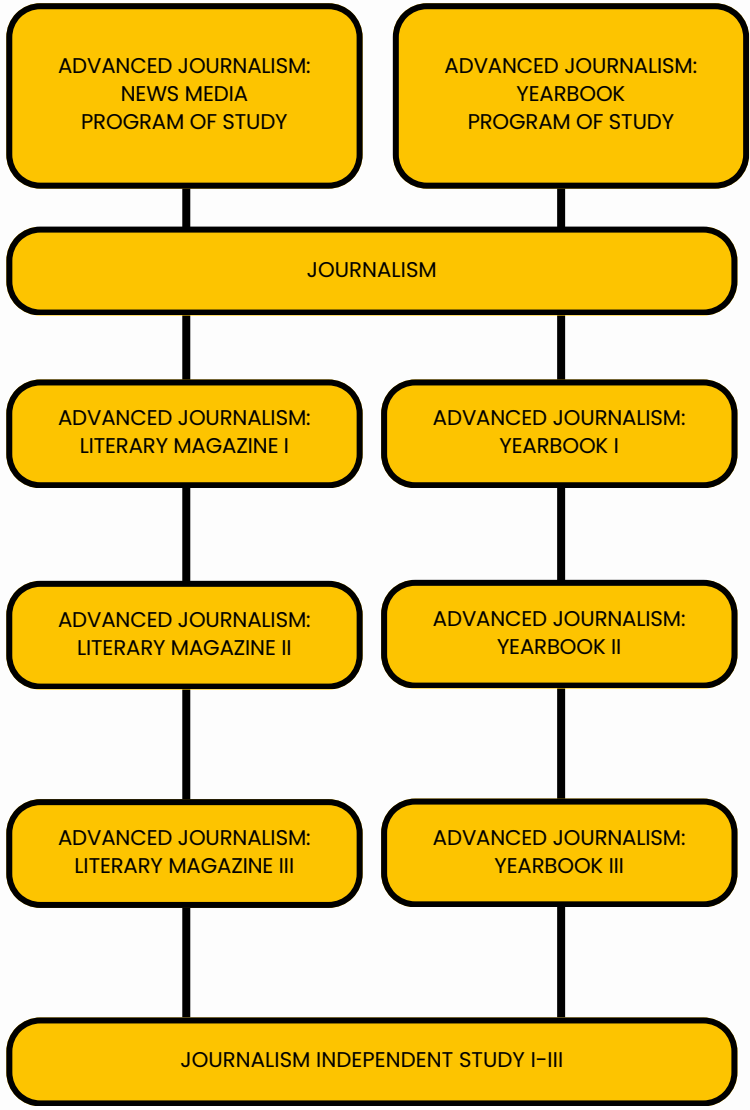
AUTOMOTIVE TECHNOLOGY II
OR
PRACTICUM IN TRANSPORTATION SYSTEMS

ENGLISH I
OR
ENGLISH I ADVANCED

ENGLISH II
OR
ENGLISH II ADVANCED

ENGLISH III
OR
ENGLISH III ADVANCED
OR
AP ENGLISH LANGUAGE & COMPOSITION (III)

ENGLISH IV
OR
ENGLISH IV ADVANCED
OR
AP ENGLISH LITERATURE & COMPOSITION (IV)



YEARS IN US SCHOOLS: 0 - 3

ENGLISH PROFICIENCY: BEGINNER OR INTERMEDIATE

YEARS IN US SCHOOLS: 3-5

ENGLISH PROFICIENCY: INTERMEDIATE

YEARS IN US SCHOOLS: 6+

ENGLISH PROFICIENCY: INTERMEDIATE, ADVANCED,
ADVANCED HIGH

CORE COURSE

TAKEN IN PLACE OF ENG
ESOL I 1801.E000.Y
ESOL II 1802.E000.Y
ENG 3

ELDA ELECTIVE

1ST YEAR TAKEN
1803.E000.Y
2ND YEAR TAKEN
1804.E000.Y

CORE COURSE

TAKEN IN PLACE OF ENG
ESOL I 1801.E000.Y
ESOL II 1802.E000.Y
ENG 3

READING ELECTIVE ESL

RDG ESL 1 1005.E000.Y
RDG ESL 2 1006.E000.Y
RDG ESL 3 1007.E000.Y

CORE COURSE

GENERAL ENGLISH
COURSES

READING ELECTIVE ESL

RDG ESL 1 1005.E000.Y
RDG ESL 2 1006.E000.Y
RDG ESL 3 1007.E000.Y

CORE COURSE

SHELTERED CONTENT
COURSES FOR
SOCIAL STUDIES, MATH,
SCIENCE
COURSE CODE:
"####.E000.Y"

CORE COURSE

SHELTERED CONTENT
COURSES FOR
SOCIAL STUDIES, MATH,
SCIENCE
COURSE CODE:
"####.E000.Y"

CONTENT & ESL CERTIFIED TEACHER

CONTENT & ESL CERTIFIED TEACHER

ELA & ESL CERTIFIED TEACHER

**CURRICULUM &
RESOURCES**

ESOL CURRICULUM
IMAGINE LEARNING
EDGE FUNDAMENTALS

**CURRICULUM &
RESOURCES:**

ELDA CURRICULUM
IMAGINE LEARNING
INSIDE THE USA

**CURRICULUM &
RESOURCES:**

ENG CURRICULUM
IMAGINE LEARNING
EDGE FUNDAMENTALS

**CURRICULUM &
RESOURCES:**

IMAGINE LEARNING
EDGE LEVEL A - C

**CURRICULUM &
RESOURCES:**

ENG CURRICULUM
IMAGINE LEARNING
STUDYSYNC

**CURRICULUM &
RESOURCES:**

EDGE LEVEL A - C

MULTILINGUAL INSTRUCTIONAL FRAMEWORK: CONTENT BASED LANGUAGE INSTRUCTION

ALGEBRA I

GEOMETRY OR GEOMETRY ADVANCED

ALGEBRA II OR ALGEBRA II ADVANCED

PRE-CALCULUS
OR
PRE-CALCULUS ADVANCED

STATISTICS

COLLEGE PREPARATORY
MATHEMATICS

AP CALCULUS AB
OR
AP CALCULUS BC
OR
MULTI-VARIABLE CALCULUS

STATISTICS AP

BIOLOGY

CHEMISTRY OR IPC

PHYSICS

AP BIOLOGY

AP CHEMISTRY

AP PHYSICS

AP ENVIRONMENTAL SCIENCE

EARTH AND SPACE

*WORLD GEOGRAPHY
*AP HUMAN GEOGRAPHY

ETHNIC STUDIES, OR PERSONAL FINANCIAL LITERACY

*WORLD HISTORY

AP U.S. HISTORY, OR ETHNIC STUDIES, OR PSYCHOLOGY, OR AP PSYCHOLOGY, OR SOCIOLOGY, OR PERSONAL FINANCIAL LITERACY, OR AFRICAN AMERICAN STUDIES, OR LATIN AMERICAN STUDIES, OR AP HUMAN GEOGRAPHY

*U.S. HISTORY

WORLD HISTORY AP, OR AP HUMAN GEOGRAPHY, OR ETHNIC STUDIES, OR PSYCHOLOGY, OR AP PSYCHOLOGY, OR SOCIOLOGY, OR PERSONAL FINANCIAL LITERACY

*ECONOMICS
*U.S. GOVERNMENT
*ECONOMICS AND PERSONAL
FINANCIAL LITERACY

MICROECONOMICS AP, OR MACROECONOMICS AP, OR ETHNIC STUDIES, OR PSYCHOLOGY, OR AP PSYCHOLOGY, OR SOCIOLOGY, OR U.S. GOVERNMENT AP, OR PERSONAL FINANCIAL LITERACY, OR AFRICAN AMERICAN STUDIES, OR LATIN AMERICAN STUDIES, OR AP HUMAN GEOGRAPHY

*REQUIRED COURSES

TRADITIONAL PATH
STUDENT PARTICIPATED IN ELEMENTARY AND/OR MIDDLE SCHOOL DUAL LANGUAGE

BEGINS DL PROGRAM LATER
STUDENT MUST BE SPANISH PROFICIENT

SPANISH COURSE

- 9TH – 11TH: CHOOSE ONE PER YEAR
 - LATIN AMERICAN STUDIES 2115.HODLY
 - CINE LAS AMÉRICAS 2215.HODLY
 - ADV. SPN 5 2055.HODLY
 - SPN AP LIT. & CULTURE** 2655.PODLY
- 12TH: ALCA 2117.HODLY
- FOR ECHS STUDENTS, PLEASE SUBMIT AP SPN IV LANGUAGE & CULTURE SCORES TO ACC
***RECOMMENDED FOR 11TH OR 12TH*

DL CORE COURSE

SCIENCE, SOCIAL STUDIES OR MATH
TAUGHT IN SPANISH. MINIMUM OF ONE
COURSE PER YEAR.

SPANISH COURSE

- 9TH: SPN LANG & CULTURE AP 2545.HODLY OR SPANISH FOR SPANISH SPEAKERS 3 2635.HODLY
- 10TH & 11TH: CHOOSE ONE PER YEAR
 - LATIN AMERICAN STUDIES* 2115.HODLY
 - CINE LAS AMÉRICAS* 2215.HODLY
 - SPN 5 2055.HODLY
 - SPN AP LIT. & CULTURE** 2655.PODLY
- 12TH: ADVANCED LANGUAGE & CAREER APPLICATIONS* 2117.HODLY
**PREREQUISITE: SPN LANG & CULTURE AP
**RECOMMENDED FOR 11TH OR 12TH*

DL CORE COURSE

SCIENCE, SOCIAL STUDIES OR MATH
TAUGHT IN SPANISH. MINIMUM OF ONE
COURSE PER YEAR.

WORLD LANGUAGE & BILINGUAL CERTIFIED
TEACHER

CONTENT & BILINGUAL CERTIFIED
TEACHER

WORLD LANGUAGE & BILINGUAL CERTIFIED
TEACHER

CONTENT & BILINGUAL CERTIFIED
TEACHER

FOR EMERGENT BILINGUAL STUDENTS SEE ENGLISH LANGUAGE DEVELOPMENT COURSE SEQUENCE RECOMMENDATIONS

MULTILINGUAL INSTRUCTIONAL FRAMEWORK: CONTENT BASED LANGUAGE INSTRUCTION

MIDDLE SCHOOL

6TH: SSS 3A 2635.HJ0A0.Y
7TH: SSS 3B 2635.HJ0B0.Y
8TH: SPN AP LANGUAGE AND CULTURE
2545.PJ000.Y
OR SPANISH 4

HIGH SCHOOL

SPANISH COURSE
9TH - 12TH ONE PER YEAR

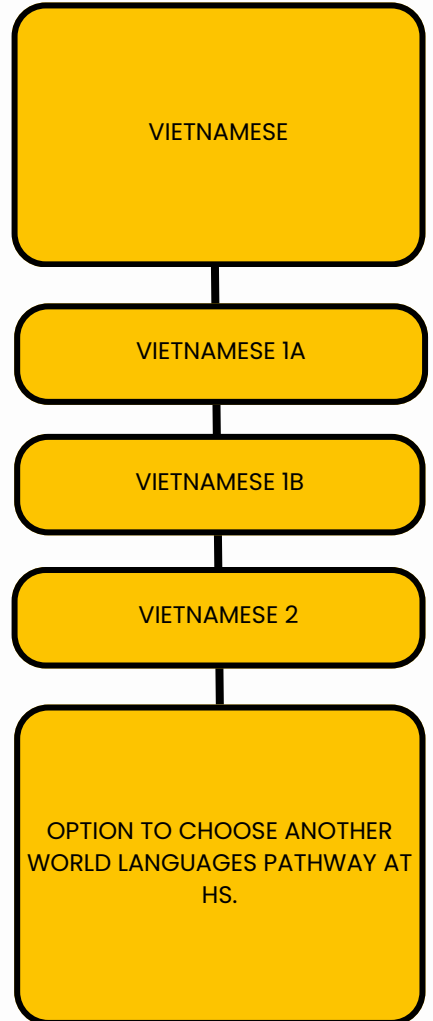
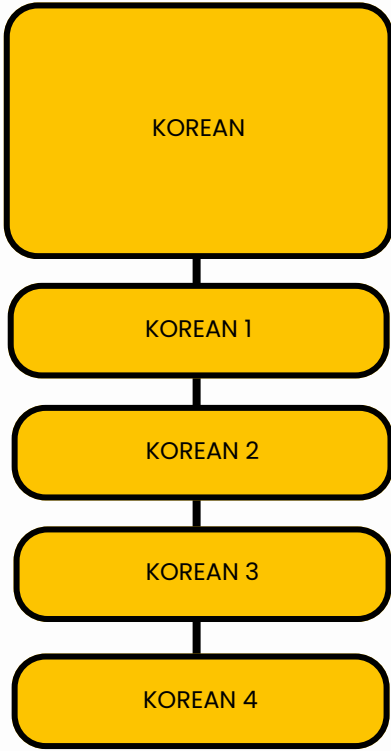
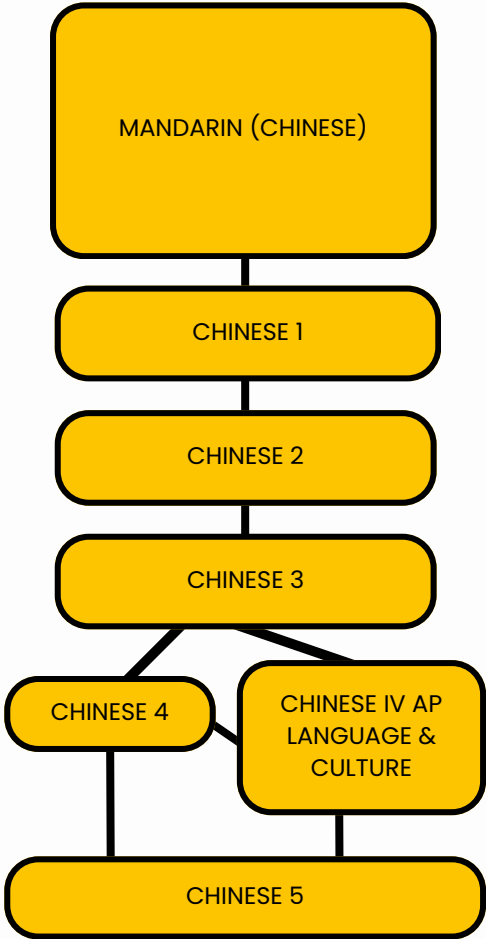
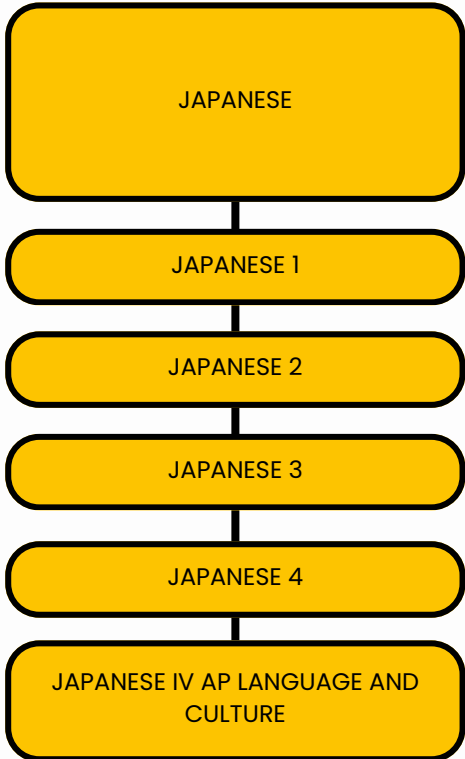
- SPN AP LANGUAGE & CULTURE 2545.P000.Y
- SPN 5 2055.H000.Y
- CINE LAS AMÉRICAS 2215.H000.Y
- LATIN AMERICAN STUDIES 2115.H000.Y
- SPANISH AP LIT. & CULTURE 2655.P000.Y
- SPN 6 2065.H000.Y
- SPN 7 2075.H000.Y
- ADVANCED LANGUAGE FOR CAREER APPLICATIONS (NON DL CURRICULUM)

**ECHS DUAL LANGUAGE
STUDENT**

STUDENT MAY BEGIN IN THE SAME SPANISH LEVEL
AS THEIR COHORT. AP SCORES FROM MS/HS
SHOULD BE SUBMITTED TO REGISTRAR FOR ACC
CREDIT.

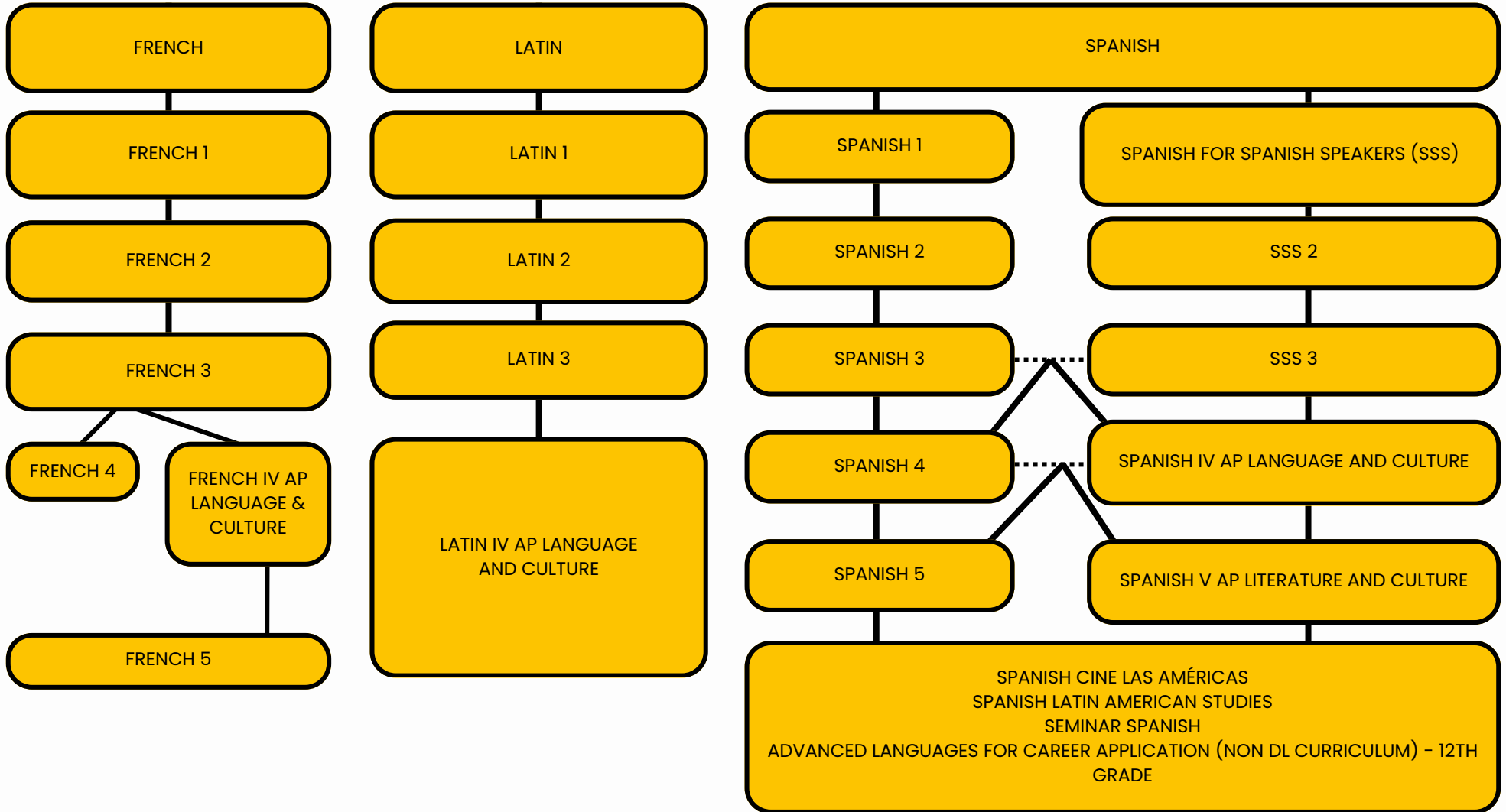
FOR EMERGENT BILINGUAL STUDENTS SEE ENGLISH LANGUAGE DEVELOPMENT COURSE SEQUENCE RECOMMENDATIONS

MULTILINGUAL INSTRUCTIONAL FRAMEWORK: CONTENT BASED LANGUAGE INSTRUCTION



WORLD LANGUAGES CERTIFIED TEACHER

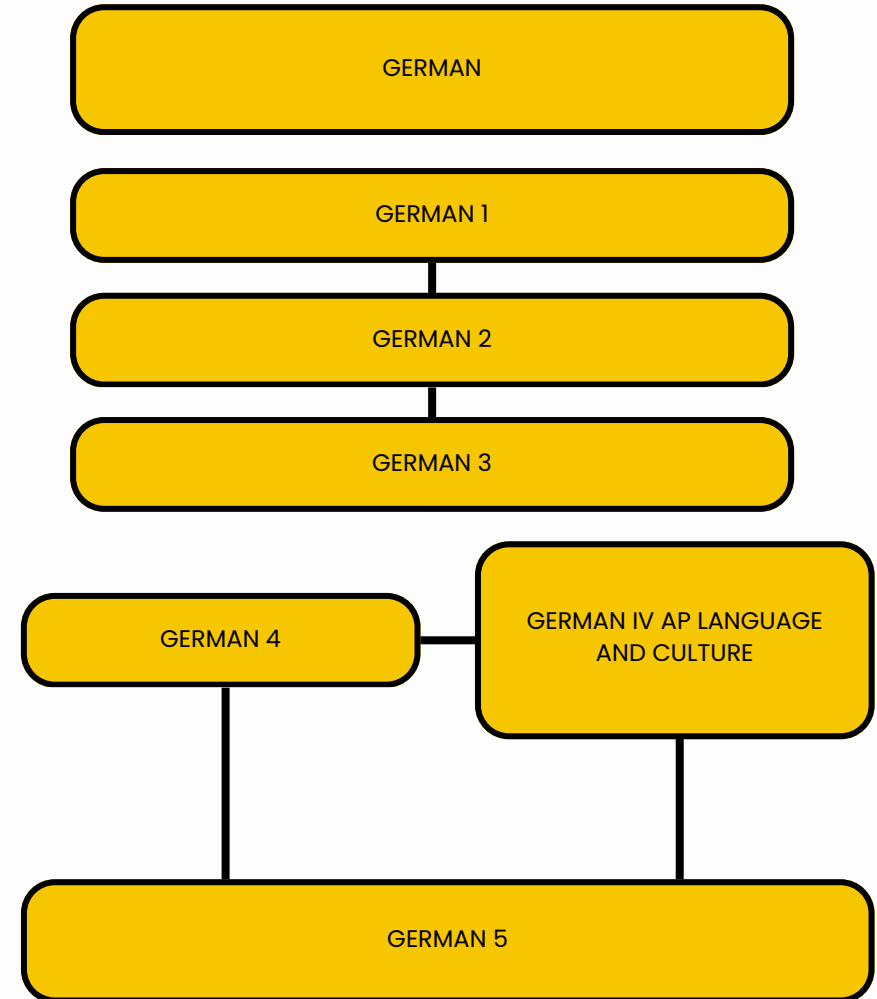
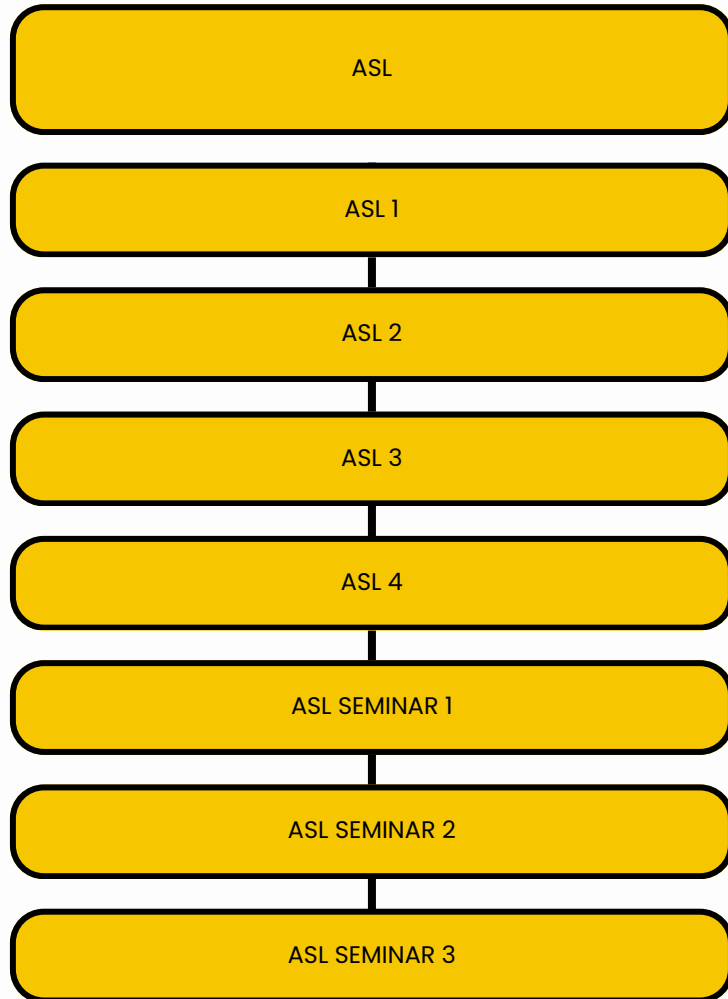
WORLD LANGUAGES COURSES MAY VARY ON CAMPUSES DEPENDING ON AVAILABILITY. REFER TO COURSE CATALOG FOR ADDITIONAL COURSE SEQUENCE OPTIONS, COURSE DESCRIPTIONS AND ENDORSEMENT REQUIREMENTS. DUAL CREDIT COURSES MAY BE SUBSTITUTED FOR REQUIREMENTS IN APPROPRIATE AREAS; CHECK WITH YOUR COUNSELOR ON AVAILABLE OPTIONS.



WORLD LANGUAGES CERTIFIED TEACHER

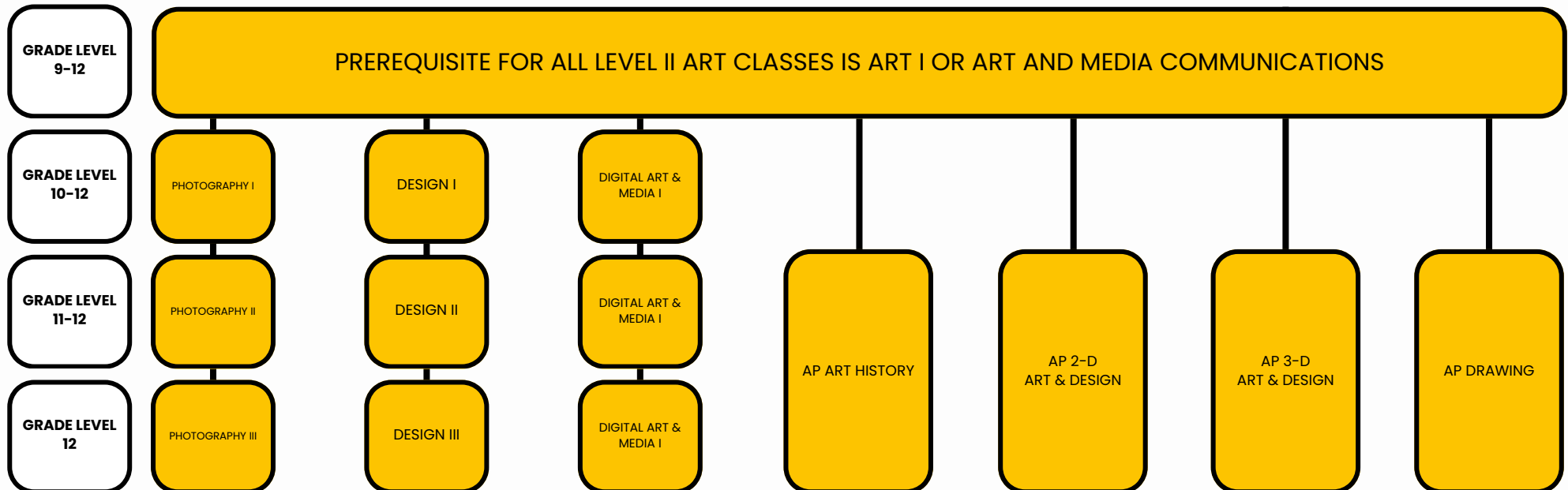
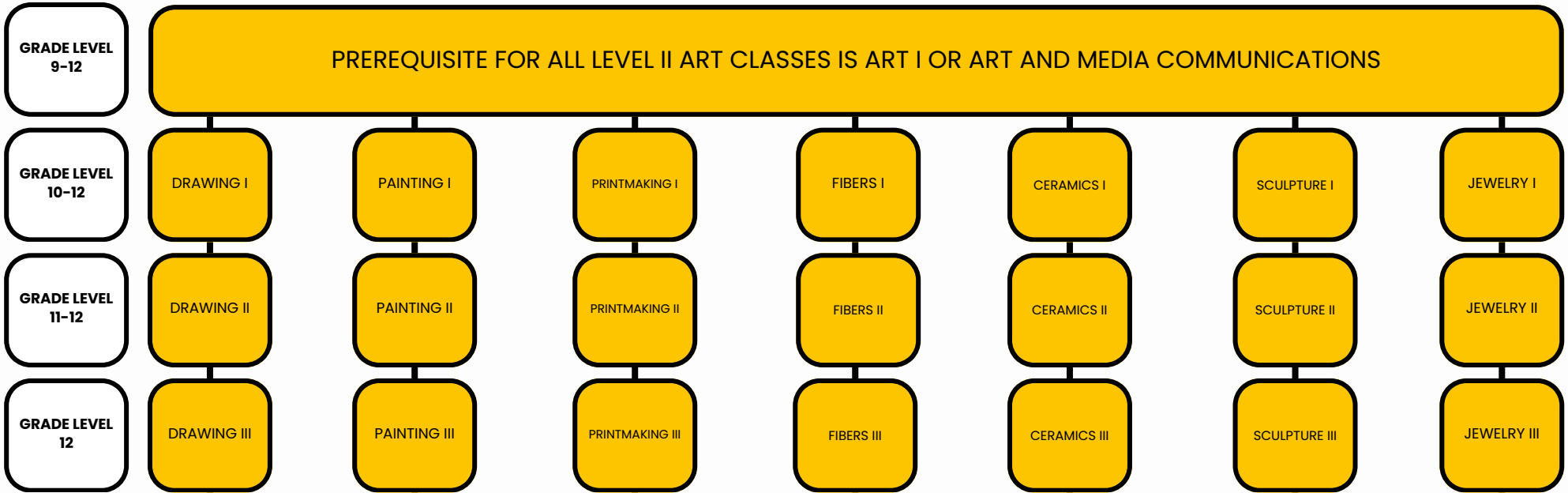
WORLD LANGUAGES COURSES MAY VARY ON CAMPUSES DEPENDING ON AVAILABILITY. REFER TO COURSE CATALOG FOR ADDITIONAL COURSE SEQUENCE OPTIONS, COURSE DESCRIPTIONS AND ENDORSEMENT REQUIREMENTS. DUAL CREDIT COURSES MAY BE SUBSTITUTED FOR REQUIREMENTS IN APPROPRIATE AREAS; CHECK WITH YOUR COUNSELOR ON AVAILABLE OPTIONS.

WORLD LANGUAGES PATHWAYS ASL AND GERMAN LANGUAGES RECOMMENDED COURSE SEQUENCE



WORLD LANGUAGES CERTIFIED TEACHER

WORLD LANGUAGES COURSES MAY VARY ON CAMPUSES DEPENDING ON AVAILABILITY. REFER TO COURSE CATALOG FOR ADDITIONAL COURSE SEQUENCE OPTIONS, COURSE DESCRIPTIONS AND ENDORSEMENT REQUIREMENTS. DUAL CREDIT COURSES MAY BE SUBSTITUTED FOR REQUIREMENTS IN APPROPRIATE AREAS; CHECK WITH YOUR COUNSELOR ON AVAILABLE OPTIONS.



GRADE LEVEL 9-12	BAND I	CHOIR I	PRINCIPLES OF DANCE I	ORCHESTRA I	HARP I	GUITAR I	THEATRE I	MUSICAL THEATRE I	TECHNICAL THEATRE I	THEATRE PRODUCTION I
GRADE LEVEL 10-12	BAND II	CHOIR II	PRINCIPLES OF DANCE II	ORCHESTRA II	HARP II	GUITAR II	THEATRE II	MUSICAL THEATRE II	TECHNICAL THEATRE II	THEATRE PRODUCTION II
GRADE LEVEL 11-12	BAND III	CHOIR III	PRINCIPLES OF DANCE III	ORCHESTRA III	HARP III	GUITAR III	THEATRE III	MUSICAL THEATRE III	TECHNICAL THEATRE III	THEATRE PRODUCTION III
GRADE LEVEL 12	BAND IV	CHOIR IV	PRINCIPLES OF DANCE IV	ORCHESTRA IV	HARP IV	GUITAR IV	THEATRE IV	MUSICAL THEATRE IV	TECHNICAL THEATRE IV	THEATRE PRODUCTION IV

GRADE LEVEL 9-12	PIANO I	JAZZ BAND I	MARIACHI I	INSTRUMENTAL ENSEMBLE I	APPLIED MUSIC (INSTRUMENTAL) I	VOCAL ENSEMBLE I	APPLIED MUSIC (VOCAL) I	MUSIC THEORY I	DANCE COMPOSITION/IMP ROV I	DANCE PERFORMANCE ENSEMBLE I
GRADE LEVEL 10-12	PIANO II	JAZZ BAND II	MARIACHI II	INSTRUMENTAL ENSEMBLE II	APPLIED MUSIC (INSTRUMENTAL) II	VOCAL ENSEMBLE II	APPLIED MUSIC (VOCAL) II	MUSIC THEORY II	DANCE COMPOSITION/IMP ROV II	DANCE PERFORMANCE ENSEMBLE II
GRADE LEVEL 11-12	PIANO III	JAZZ BAND III	MARIACHI III	INSTRUMENTAL ENSEMBLE III	APPLIED MUSIC (INSTRUMENTAL) III	VOCAL ENSEMBLE III	APPLIED MUSIC (VOCAL) III	MUSIC THEORY III	DANCE COMPOSITION/IMP ROV III	DANCE PERFORMANCE ENSEMBLE III
GRADE LEVEL 12	PIANO IV	JAZZ BAND IV	MARIACHI IV	INSTRUMENTAL ENSEMBLE IV	APPLIED MUSIC (INSTRUMENTAL) IV	VOCAL ENSEMBLE IV	APPLIED MUSIC (VOCAL) IV	MUSIC THEORY IV	DANCE COMPOSITION/IMP ROV IV	DANCE PERFORMANCE ENSEMBLE IV

