THE DISTRICT
YSLETA INDEPENDENT SCHOOL DISTRICT

Middle School Course Code Catalog

Descriptions for

2026-2027

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Ysleta Independent School District

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

Executive Cabinet

Dr. Xavier De La Torre – Superintendent

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

Introduction to the Course Code Listing Catalog

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

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

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

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

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

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

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BOARD POLICY AND REGULATIONS

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To access information, click on links below.

YISD Board Policy Manual*

- **LEGAL** policies compile federal law, state law, and court decisions, providing the statutory context in which all other policies should be read.
- **LOCAL** policies reflect decisions made by the Board of Trustees of the Ysleta Independent School District.

YISD Regulations

***Note: Copyright and Disclaimer**

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

GRADE CLASSIFICATIONS

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Begins with students entering in 1996-97 Freshman class:

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

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

2025-2026 TEA and UIL Side-by-Side

2025-2026 TEA and UIL Side-by-Side*
https://www.uiltexas.org/policy/tea-uil-side-by-side

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

DISTINGUISHED LEVEL OF ACHIEVEMENT

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Distinguished Level of Achievement
Graduation Requirements 26 Credit Minimum

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

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

Performance Acknowledgments

Dual Credit:

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

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

(2) an associate degree while in high school.

Bilingualism and Biliteracy:

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

(1) A student may earn a performance acknowledgment by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:

(A) completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
(B) satisfying one of the following:
(i) completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
(ii) demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
(iii) completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
(iv) demonstrated proficiency in one or more languages other than English through one of the following methods:

(I) a score of 3 or higher on a College Board Advanced Placement examination for a language other than English; or
(II) a score of 4 or higher on an International Baccalaureate examination for a higher-level languages other than English course; or
(III) performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.

(2) In addition to meeting the requirements of paragraph (1) of this subsection, to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:

(A) participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
(B) scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

College Board Advanced Placement Test:

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

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

Nationally Norm-Referenced College Preliminary/Admissions Assessment:

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

(1) earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation;
(2) achieving the college readiness benchmark score on at least two of the four subject tests on the ACT Aspire™ examination;
(3) earning a total score of at least 1300 on the SAT®; or
(4) earning a composite score on the ACT® examination of 28 (excluding the writing subscore).

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

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

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

(A) performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
(B) performance on an examination sufficient to obtain a government-required credential to practice a profession.

(2) Nationally or internationally recognized business or industry certification shall be defined as an industry-validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:

(A) a national or international business, industry, or professional organization;
(B) a state agency or other government entity; or
(C) a state-based industry association.

(3) Certifications or licensures for performance acknowledgements shall:

(A) be age appropriate for high school students;
(B) represent a student's substantial course of study and/or end-of-program knowledge and skills;
(C) include an industry-recognized examination or series of examinations, an industry-validated skill test, or demonstrated proficiency through documented, supervised field experience; and
(D) represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

ADVANCED PLACEMENT

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AP/PRE-ADVANCED PLACEMENT Program Guidelines

AP/ PRE-ADVANCED PLACEMENT instruction requires a differentiated curriculum by content depth and performance assessed on the bases of higher level thinking skills (analysis, synthesis, and evaluation.) AP/PRE-ADVANCED PLACEMENT instruction emphasizes skill development for various disciplines while maintaining content appropriate to age and grade level. AP instruction will follow guidelines developed by The College Board in the appropriate ***AP Course Description Book and Teacher's Guide***. Pre-AP courses are designated by College Board. Pre-AP courses deliver grade-level appropriate instruction through focused course frameworks, instructional resources, classroom assessments for learning, and collaborative educator workshops. They are signed to support all students across varying levels of abilities. Pre-AP challenges students to build relevant critical thinking skills through the following share principles: Close Observation and Analysis, Higher-Order Questioning, Evidence-based Writing, and Academic Conversation.

Instruction

- PPRE-ADVANCED PLACEMENT courses only exist if they lead directly to an Advanced Placement Course as recognized by the College Board and the Texas Essential Knowledge & Skills (TEKS), which, in turn, lead to a recognized AP exam.
- AP/ PRE-ADVANCED PLACEMENT instruction will be available to students on all high school campuses in English, Mathematics Science, and Social Studies. In addition, the AP program provides a variety of other course offerings available at district high schools.
- PPRE-ADVANCED PLACEMENT instruction will be available to students on all middle school campuses in English and Mathematics. The Vertical Teams should always include middle school teachers to help prepare students for the culminating AP course.

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

Entrance Into/Exit from Program:
Entrance into the AP/ PRE-ADVANCED PLACEMENT program will be open to all YISD students where courses are offered. A student must meet normal prerequisites for each course; however, prerequisites need not be AP/ PRE-ADVANCED PLACEMENT courses nor are there restrictions based on designated levels of past achievement. Entry into the program may begin at any grade level. For a year-long course, a student may exit an Advanced Placement class during the first three weeks of the course or at the mid-term of a full year course. Grades in progress will transfer. Students who are failing an AP course at the end of the first semester may be removed from the course. For a semester course only, a student may exit an Advanced Placement class during the first nine weeks of the course.

Grade point average (GPA) bonus:
See tables related to GPA bonus points located in **Class Ranking EIC** located in Board Policy as listed above.

74.25. High School Credit for College Courses

(a) A school district board of trustees may adopt a policy that allows a student to be awarded credit toward high school graduation for completing a college-level course. The course must be provided only by an institution of higher education that is accredited by one of the following regional accrediting associations:

1. Southern Association of Colleges and Schools;
2. Middle States Association of Colleges and Schools;
3. New England Association of Schools and Colleges;
4. North Central Association of Colleges and Schools;
5. Western Association of Schools and Colleges; or

6. Northwest Association of Schools and Colleges.

a. To be eligible to enroll and be awarded credit toward state graduation requirements, a student must have the approval of the high school principal or other school official designated by the school district. The course for which credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course.

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

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

- Pass the appropriate Texas Success Initiative Assessment (TSIA), which includes taking the Pre-Assessment Activity Module (PAAM) prior to the TSIA or meet any of the other EPCC college readiness standards for the course(s)
- Complete an application for admission
- Submit a request for early admission, signed by parent and high school principal, indicating which specific courses can be taken at EPCC and the current high school load
- Submit an official copy of high school transcript
- Register for no more than 15 college hours per semester
- Attend a New Student Orientation session

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

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

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

HIGH SCHOOL GPA CONVERSION TABLES

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HIGH SCHOOL GPA CONVERSION TABLES FOR COLLEGES & UNIVERSITIES

Conversion Formulas

IF HS AVERAGE=	GPA CONVERSION	IF GPA =	HS AVERAGE CONVERSION
85 - 100	<(Average – 85) ÷ 15> + 3	3.0 – 4.0	(15 x GPA) + 40
77 - 84	<(Average – 77) ÷ 8> + 2	2.0 – 2.9	(8 x GPA) + 61
70 - 76	<(Average – 72) ÷ 5> + 1	0.0 – 1.9	(5 x GPA) + 67

Conversion from 100 Point to 4.0 GPA Scale

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

Conversion Scale for Transfer Student with Letter Grades

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

EVALUATION OF FOREIGN TRANSCRIPTS

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

INITIAL HIGH SCHOOL GRADE LEVEL PLACEMENT

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

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

DOCUMENTATION OF EVALUATION RESULTS

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

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

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

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

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

The campus counselor must verify the timely and accurate entry of the credit equivalency information and grade level assignment found on the Credit Equivalency form provided by the Department of School Counseling into the student's course history. Transcript evaluations and class schedules for students entering YISD from foreign schools must *be shared* with the campus Language Proficiency and Assessment Committee (LPAC).

GRADE LEVEL PLACEMENT BASED ON YEARS IN SCHOOL AND CREDITS EARNED

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

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

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

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

GUIDELINES FOR GRANTING COURSE CREDIT AND GRADES FROM MEXICO

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

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

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

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

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

1. It is strongly recommended that students with core subject area grades below an "8" be referred immediately for additional academic support. Students with low grades both in Spanish and in another core area will need targeted support in both language acquisition and the academic area(s) with low grades.

Failed courses and failing grades from foreign countries are not transferred to the student's course history.

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

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

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

1. Art and Physical Education accrue only 0.5 credits per year as these classes meet only about half the time that core classes meet.
2. *Geografía Mundial* and *Historia Mundial* at the secundaria level receive ***no*** credit. These courses have lower than 70% correlation to the TEKS.

3. Grades for Spanish I and II are from boletas (report cards) for 1st and 2nd year of secundaria, equivalent to 7th and 8th grade in YISD. If no boletas are available, the credits may be granted with a "P" (pass) if Español from the 3rd year of secundaria (grade 9) has been successfully completed. This is in accordance with YISD regulation EHAC-R.

4. English credit *cannot* be awarded for *ingles*. English as a foreign language taught in a non-English speaking country and English Language Arts or even English for Speakers of Other Languages (ESOL) are not equivalent courses.

   a) ESOL credit *may* be accepted from an identified bilingual, dual language, or international school whose curriculum is taught partially in English and the student is not identified as Limited English Proficient (LEP) by the receiving YISD high school using the District's identification process.

   b) The evaluation of the remaining student documents shall not be delayed due to the pending research and decision on the possible English course credit equivalency.

   c) Students coded as LEP will not be eligible for English credit.

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

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

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

CREDIT BY EXAM FROM MEXICO "EXAMEN EXTRAORDINARIO DE REGULARIZACION"

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

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

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

SUBMISSIONS OF EDUCATIONAL RECORDS FOR REVIEW

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

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

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

The evaluation of any student's out-of-country educational records shall be completed within twenty (20) school days from the date of the student's enrollment.
The receiving campus IS NOT to submit a student's academic documents to an outside agency for evaluation. All transcript evaluations are completed in YISD or are completed with assistance of other agencies as determined by the Department of School Counseling.

DISTRICT REQUIREMENTS

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

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

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

MIDDLE SCHOOL CURRICULUM

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REQUIRED CURRICULUM FOR GRADES 6-8

1. Curriculum at the middle school level will include the prescribed Essential Knowledge and Skills in English language arts, mathematics, science, social studies, fine arts, health, physical education, technology applications, and to the extent possible, languages other than English.

2. In establishing schedules, campuses will ensure that sufficient time is provided for teachers to teach and for students to learn the essential elements in required and elective courses. Campuses will evaluate the impact of established schedules on student performance.

3. Campuses must adhere to the provisions of updated policy, relating to special education; updated policy, relating to gifted students and updated policy relating to Limited English proficient students.

4. Campuses may provide instruction in a variety of arrangements and settings including, but not limited to, mixed-age programs and integrated curriculums designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade level standards.

5. Each campus will provide both a foundation and an enrichment curriculum which includes:

    a. Instruction for two entire school years which addresses the prescribed Texas Essential Knowledge and Skills of English language arts, mathematics, science and social studies.

    b. Instruction which addresses the prescribed Texas Essential Knowledge and Skills of health, fine arts, technology applications and to the extent possible, languages other than English. At a minimum, instruction in each discipline will be provided for one-half of one school year.

    c. Campuses may provide instruction for both the foundation curriculum and the enrichment curriculum as discrete courses or in an integrated curriculum design. When a campus elects an integrated curriculum design, the campus must develop appropriate curriculum and assessment procedures to ensure that the essential knowledge and skills of the integrated disciplines are taught and learned.

    d. The District shall require students in grades 6-8 to participate in physical education for at least four semesters as part of the District's physical education curriculum.

6. Students who do not pass any section of the State of Texas Assessments of Academic Readiness (STAAR) will be required to attend summer school in a prescribed course. Students who fail to attend summer school may not be promoted.

MIDDLE SCHOOL COURSE DESCRIPTIONS

ENGLISH LANGUAGE ARTS AND READING

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E612 **6 READING LANGUAGE ARTS**
PEIMS# 03200510 **Recommended Grade Placement: 6**
Prerequisite: None
Description: Note: For sixth grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition. In Grade 6, students refine and master previously learned knowledge and skills through various reading genres and integrating writing. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Foundational language skills, Comprehension skills, Response skills, Multiple genres, Author's purpose and craft, Composition, and Inquiry and Research. Students read and understand a wide variety of literary and non-literary texts while engaged in listening, speaking, reading, writing, and thinking, as well as integrating the writing process in each of the genres. Instruction must be linguistically accommodated in accordance with ELPS and the student's English proficiency levels to ensure the mastery of knowledge and skills. ***This course must be taught by an ESL certified teacher who will employ best practices and approaches based on the current research in English language acquisition when Emergent Bilingual students are seated in this course.***

E614 **6 ADVANCED READING LANGUAGE ARTS (YWLA ONLY)**
PEIMS# 03200510 **Recommended Grade Placement: 6**
Prerequisite:
Description: 6th grade Advanced English Language Arts / Reading for Young Women's Leadership Academy. If a student who is identified as an Emergent Bilingual and receiving English as a Second Language (ESL) program services is enrolled, then this course must be taught by an ESL certified teacher.

E621 **6 ENGLISH AS A SECOND LANGUAGE 1**
PEIMS# 03210530 **Recommended Grade Placement: 6**
Prerequisite: *Students who are at 0-2 years in school should be in ESL and must be blocked with English Language Development and Acquisition (ELDA) or 6th Reading Sheltered.*
Description: Note: For sixth grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition. The course's objective is to develop competence in English while valuing the academic and cultural experience of the student. In Grade 6, students refine and master previously learned knowledge and skills through various reading genres and integrating writing. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Foundational language skills, Comprehension skills, Response skills, Multiple genres, Author's purpose and craft, Composition, and Inquiry and Research. Students read and understand a wide variety of literary and informational texts while engaged in listening, speaking, reading, writing, and thinking, as well as integrating the writing process in each of the genres. Instruction must be linguistically accommodated in accordance with ELPS and the student's English proficiency levels to ensure the mastery of knowledge and skills. ***This course must be taught by a bilingual/ESL certified teacher who will employ best practices and approaches based on the current research in English language acquisition.***

E712 **7 READING LANGUAGE ARTS**
PEIMS# 03200520 **Recommended Grade Placement: 7**
Prerequisite: None
Description: In Grade 7, students refine and master previously learned knowledge and skills through various reading genres and integrating writing. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Foundational language skills, Comprehension skills, Response skills, Multiple genres, Author's purpose and craft, Composition, and Inquiry and Research. Students read and understand a wide variety of literary and non-literary texts while engaged in listening, speaking, reading, writing, and thinking, as well as integrating the writing process in each of the genres. Instruction must be linguistically accommodated in accordance with ELPS and the student's English proficiency levels to ensure the mastery of knowledge and skills. ***This course must be taught by an ESL certified teacher who will employ best practices and approaches based on the current research in English language acquisition when Emergent Bilingual students are seated in this course.***

E714 **7 ADVANCED READING LANGUAGE ARTS (YWLA ONLY)**
PEIMS# 03200520 **Recommended Grade Placement: 7**
Prerequisite: None
Description: 7th grade Advanced English Language Arts and Reading for Young Women's Leadership Academy. If a student who is identified as an Emergent Bilingual and is receiving English as a Second Language (ESL) program services is enrolled, then this course must be taught by an ESL certified teacher.

E721 **7 ENGLISH AS A SECOND LANGUAGE**
PEIMS# 03200400 **Recommended Grade Placement: 7**
Prerequisite: *Students who are at 0-2 years in school should be in ESL 7th and must be blocked with English Language Development and Acquisition (ELDA) or 7th Reading Sheltered.*
Description: Note: For seventh grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition. The course's objective is to develop competence in English while valuing the academic and cultural experience of the student. In Grade 7, students refine and master previously learned knowledge and skills through various reading genres and integrating writing. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Foundational language skills, Comprehension skills, Response skills, Multiple genres, Author's purpose and craft, Composition, and Inquiry and Research. Students read and understand a wide variety of literary and informational texts while engaged in listening, speaking, reading, writing, and thinking, as well as integrating the writing process in each of the genres. Instruction must be linguistically accommodated in accordance with ELPS and the student's English proficiency levels to ensure the mastery of knowledge and skills. ***This course must be taught by an ESL certified teacher who will employ best practices and approaches based on the current research in English language acquisition***

E811 **8 READING LANGUAGE ARTS**

PEIMS# 03200530 **Recommended Grade Placement: 8**

Prerequisite: None

Description: In Grade 8, students refine and master previously learned knowledge and skills through various reading genres and integrating writing. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Foundational language skills, Comprehension skills, Response skills, Multiple genres, Author's purpose and craft, Composition, and Inquiry and Research. Students read and understand a wide variety of literary and non-literary texts while engaged in listening, speaking, reading, writing, and thinking, as well as integrating the writing process in each of the genres. For eighth grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition. Instruction must be linguistically accommodated in accordance with ELPS and the student's English proficiency levels to ensure the mastery of knowledge and skills. ***This course must be taught by an ESL certified teacher who will employ best practices and approaches based on the current research in English language acquisition when Emergent Bilingual students are seated in this course.***

E821 **8 ENGLISH AS A SECOND LANGUAGE**

PEIMS# 03200500 **Recommended Grade Placement: 8**

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

Description: Note: For eighth grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition. The course's objective is to develop competence in English while valuing the academic and cultural experience of the student. In Grade 8, students refine and master previously learned knowledge and skills through various reading genres and integrating writing. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Foundational language skills, Comprehension skills, Response skills, Multiple genres, Author's purpose and craft, Composition, and Inquiry and Research. Students read and understand a wide variety of literary and informational texts while engaged in listening, speaking, reading, writing, and thinking, as well as integrating the writing process in each of the genres. Instruction must be linguistically accommodated in accordance with ELPS and the student's English proficiency levels to ensure the mastery of knowledge and skills. ***This course must be taught by a bilingual/ESL certified teacher who will employ best practices and approaches based on the current research in English language acquisition.***

READING

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J626 **6 READING – DRD (READING ELECTIVE, GRADE 6)**
PEIMS# 03273410 **Recommended Grade Placement: 6**
Prerequisite: None
Description: This course is designed to follow the YISD appropriate curriculum for students identified with dyslexia. Instruction is strategy oriented and addresses phonemic awareness, graphophonemic knowledge, reading proficiency, fluency, comprehension, vocabulary, and spelling through a multisensory approach. This course includes language structure instruction that encompasses morphology, semantics, syntax, and pragmatics.

J624 **6 READING SHELTERED (READING ELECTIVE, GRADE 6)**
PEIMS# 03273410 **Recommended Grade Placement: 6**
Prerequisite: ***The LPAC may review individual student records to make a placement recommendation that will support the student's academic success. (TELPAS Composite & Reading Proficiency levels, LAS Links Placement, STAAR, grades, attendance, discipline, etc.)*** Depending on the level of the student, course can *be scheduled with ESL 6th or ELA 6th.*
Description: Students learn and use a variety of word recognition strategies to comprehend and read text of increasing difficulty with fluency. Students acquire a more extensive vocabulary through systematic word study, discussion, reading, and writing. Students read varied genres of literature and analyze characteristics of each genre. This course recognizes critical processes and features of second language acquisition and provides appropriate instruction to enable students to meet Texas Essential Knowledge and Skills (TEKS). Comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. Instruction must be linguistically accommodated and consistently monitored in accordance with English Language Proficiency Standards (ELPS) and the student's English proficiency levels to ensure the mastery of knowledge and skills. ***This course must be taught by a bilingual/ESL certified teacher who will employ best practices and approaches based on the current research in English language acquisition. Highly recommend that the same teacher from ESL 6th and ELA 6th teaches this course.***

J726 **7 READING – DRD (READING ELECTIVE, GRADE 7)**
PEIMS# 03273420 **Recommended Grade Placement: 7**
Prerequisite: None
Description: This course is designed to follow the YISD appropriate curriculum for students identified with dyslexia. Instruction is strategy oriented and addresses phonemic awareness, graphophonemic knowledge, reading proficiency, fluency, comprehension, vocabulary, and spelling through a multisensory approach. This course includes language structure instruction that encompasses morphology, semantics, syntax, and pragmatics.

J724 **7 READING SHELTERED (READING ELECTIVE, GRADE 7)**
PEIMS# 03273420 **Recommended Grade Placement: 7**
Prerequisite: **The LPAC may review individual student records to make a placement recommendation that will support the student's academic success. (TELPAS Composite & Reading Proficiency levels, LAS Links Placement, STAAR, grades, attendance, discipline, etc.) Depending on the level of the student, course can be scheduled with ESL 7th or ELA 7th.*
Description: Students learn and use a variety of word recognition strategies to comprehend and read text of increasing difficulty with fluency. Students acquire a more extensive vocabulary through systematic word study, discussion, reading, and writing. Students read varied genres of literature and analyze characteristics of each genre. This course recognizes critical processes and features of second language acquisition and provides appropriate instruction to enable students to meet Texas Essential Knowledge and Skills (TEKS). Instruction must be linguistically accommodated and consistently monitored in accordance with English Language Proficiency Standards (ELPSe) and the student's English proficiency levels to ensure the mastery of knowledge and skills. ***This course must be taught by a bilingual/ESL certified teacher who will employ best practices and approaches based on the current research in English language acquisition. Highly recommend that the same teacher from ESL 7th and ELA 7th teaches this course.***

J826 **8 READING – DRD (READING ELECTIVE, GRADE 8)**
PEIMS# 03273430 **Recommended Grade Placement: 8**
Prerequisite: None
Description: This course is designed to follow the YISD appropriate curriculum for students identified with dyslexia. Instruction is strategy oriented and addresses phonemic awareness, graph phonemic knowledge, reading proficiency, fluency, comprehension, vocabulary, and spelling through a multisensory approach. This course includes language structure instruction that encompasses morphology, semantics, syntax, and pragmatics.

J824 **8 READING SHELTERED (READING ELECTIVE, GRADE 8)**
PEIMS# 03273430 **Recommended Grade Placement: 8**
Prerequisite: **The LPAC may review individual student records to make a placement recommendation that will support the student's academic success. (TELPAS Composite & Reading Proficiency levels, LAS Links Placement, STAAR, grades, attendance, discipline, etc.) Depending on the level of the student, course can be scheduled with ESL 8th or ELA 8th. Highly recommend that the same teacher from ESL 8th and ELA 8th teaches this course.*
Description: Students learn and use a variety of word recognition strategies to comprehend and read text of increasing difficulty with fluency. Students acquire a more extensive vocabulary through systematic word study, discussion, reading, and writing. Students read varied genres of literature and analyze characteristics of each genre. This course recognizes critical processes and features of second language acquisition and provides appropriate instruction to enable students to meet Texas Essential Knowledge and Skills (TEKS). Instruction must be linguistically accommodated and consistently monitored in accordance with English Language Proficiency Standards (ELPS) and the student's English proficiency levels to ensure the mastery of knowledge and skills. ***This course must be taught by a bilingual/ESL certified teacher who will employ best practices and approaches based on the current research in English language acquisition. Highly recommend that the same teacher from ESL 8th and ELA 8th teaches this course.***

L305 **ENGLISH LANGUAGE DEVELOPMENT AND ACQUISITION (ELDA)**

PEIMS# 85000XXX **Recommended Grade Placement: 6, 7, 8**

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

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

COMMUNICATIONS APPLICATIONS/JOURNALISM

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J1850 **COMMUNICATIONS APPLICATIONS HS CREDIT SEMESTER**
PEIMS# 03241400 **Recommended Grade Placement: 8** **.5 state credit**
Prerequisite: None
Description: Middle school students develop and apply skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic, and public formats.

J601 **6 JOURNALISM LOCAL**
PEIMS# 84000XXX **Recommended Grade Placement: 6**
Prerequisite: None
Description: Students learn and use a variety of word recognition strategies to comprehend and read with fluency text of increasing difficulty. Students acquire a more extensive vocabulary through systematic word study and reading. Students read varied genres of literature and analyze characteristics of each.

J701 **7 JOURNALISM LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 7**
Prerequisite: None
Description: Students learn and use a variety of word recognition strategies to comprehend and read with fluency text of increasing difficulty. Students acquire a more extensive vocabulary through systematic word study and reading. Students read varied genres of literature and analyze characteristics of each.

J801 **8 JOURNALISM LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 8**
Prerequisite: None
Description: Students learn and use a variety of word recognition strategies to comprehend and read with fluency text of increasing difficulty. Students acquire a more extensive vocabulary through systematic word study and reading. Students read varied genres of literature and analyze characteristics of each.

FINE ARTS

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D606 **MS ART I**
ART, MIDDLE SCHOOL I
PEIMS# 03154110 **Recommended Grade Placement: 6-8**
Prerequisite: None
Description: Students use direct observation, imagination, and personal experiences as inspiration for artworks. For planning original works, students record visual ideas about their environment and experiences in a sketchbook, on film, or on a computer. Learners use concise vocabulary to compare and contrast the use of art elements and design principles in personal works and the works of others.

D715 **MS ART II**
ART, MIDDLE SCHOOL II
PEIMS# 03154210 **Recommended Grade Placement: 7-8**
Prerequisite: Art I
Description: Students use direct observation, imagination, and personal experiences as inspiration for artworks. For planning original works, students record visual ideas about their environment and experiences in a sketchbook, on film, or on a computer. Learners use concise vocabulary to compare and contrast the use of art elements and design principles in personal works and the works of others.

D815 **MS ART III**
ART, MIDDLE SCHOOL III
PEIMS# 03154310 **Recommended Grade Placement: 8**
Prerequisite: Art II
Description: Students use direct observation, imagination, and personal experiences as inspiration for artworks. For planning original works, students record visual ideas about their environment and experiences in a sketchbook, on film, or on a computer. Learners use concise vocabulary to compare and contrast the use of art elements and design principles in personal works and the works of others.

I600 **6 BAND**
MUSIC, MIDDLE SCHOOL I, BAND
PEIMS# 03154130 **Recommended Grade Placement: 6**
Prerequisite: None
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I700 **7 BAND**
MUSIC, MIDDLE SCHOOL II, BAND
PEIMS# 03154230 **Recommended Grade Placement: 7**
Prerequisite: Instructor Approval
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I800 **8 BAND**
MUSIC, MIDDLE SCHOOL III, BAND
PEIMS# 03154330 **Recommended Grade Placement: 8**
Prerequisite: Instructor Approval
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I610 **6 GUITAR**
MUSIC, MID. SCHL. I, INSTRUMENTAL ENSEMBLE
PEIMS# 03154133 **Recommended Grade Placement: 6**
Prerequisite: None
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I704 **7 GUITAR**
MUSIC, MID. SCHL. II, INSTRUMENTAL ENSEMBLE
PEIMS# 03154233 **Recommended Grade Placement: 7**
Prerequisite: Instructor Approval
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I804 **8 GUITAR**
MUSIC, MID. SCHL. III, INSTRUMENTAL ENSEMBLE
PEIMS# 03154333 **Recommended Grade Placement: 8**
Prerequisite: Instructor Approval
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I635 **7 JAZZ BAND I**
MUSIC, MIDDLE SCHOOL II, JAZZ ENSEMBLE
PEIMS# 03154235 **Recommended Grade Placement: 7**
Prerequisite: Instructor Approval
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I818 **8 JAZZ BAND II**
MUSIC, MIDDLE SCHOOL III, JAZZ ENSEMBLE
PEIMS# 03154335 **Recommended Grade Placement: 8**
Prerequisite: Instructor Approval
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

D640 **6 MARIACHI**
MUSIC, MIDDLE SCHOOL I, INSTRUMENTAL ENSEMBLE
PEIMS# 03154133 **Recommended Grade Placement: 6**.
Prerequisite: Instructor Approval, completion of at least one year in a foundational course (Band, Orchestra, Guitar, or Choir), and concurrent enrollment in that course.
Description:
Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I708 **7 MARIACHI**
MUSIC, MIDDLE SCHOOL II, ORCHESTRA
PEIMS# 03154232 **Recommended Grade Placement: 7**
Prerequisite: Instructor Approval, completion of at least one year in a foundational course (Band, Orchestra, Guitar, or Choir), and concurrent enrollment in that course.
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I808 **8 MARIACHI**
MUSIC, MIDDLE SCHOOL III, ORCHESTRA
PEIMS# 03154332 **Recommended Grade Placement: 8**
Prerequisite: Instructor Approval, completion of at least two years in a foundational course (Band, Orchestra, Guitar, or Choir).
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I609 **6 PIANO**
MUSIC, MID. SCHL. I, INSTRUMENTAL ENSEMBLE
PEIMS# 03154133 **Recommended Grade Placement: 6**
Prerequisite: None
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I703 **7 PIANO**
MUSIC, MID. SCHL. II, INSTRUMENTAL ENSEMBLE
PEIMS# 03154233 **Recommended Grade Placement: 7**
Prerequisite: Instructor Approval
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I803 **8 PIANO**
MUSIC, MID. SCHL. III, INSTRUMENTAL ENSEMBLE
PEIMS# 03154333 **Recommended Grade Placement: 8**
Prerequisite: Instructor Approval
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I608 **6 ORCHESTRA**
MUSIC, MIDDLE SCHOOL I, ORCHESTRA
PEIMS# 03154132 **Recommended Grade Placement: 6**
Prerequisite: None
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices

I736 **7 ORCHESTRA**
MUSIC, MIDDLE SCHOOL II, ORCHESTRA
PEIMS# 03154232 **Recommended Grade Placement: 7**
Prerequisite: Instructor Approval
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I836 **8 ORCHESTRA**
MUSIC, MIDDLE SCHOOL III, ORCHESTRA
PEIMS# 03154332 **Recommended Grade Placement: 8**
Prerequisite: Instructor Approval
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I602 **6 CHOIR I**
MUSIC, MIDDLE SCHOOL I, CHOIR
PEIMS# 03154131 **Recommended Grade Placement: 6**
Prerequisite: None
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices

I775 **7 CHOIR II**
MUSIC, MIDDLE SCHOOL II, CHOIR
PEIMS# 03154231 **Recommended Grade Placement: 7**
Prerequisite: None
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I885 **8 CHOIR III**
MUSIC, MIDDLE SCHOOL III, CHOIR
PEIMS# 03154331 **Recommended Grade Placement: 8**
Prerequisite: Instructor Approval
Description: Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

I611 **DANCE I**
DANCE, MIDDLE SCHOOL I
PEIMS# 03154120 **Recommended Grade Placement: 6-8**
Prerequisite: None
Description: Students will broaden their knowledge and experience in the area of body movement. Rhythm structure, axial and locomotor movements, and dance history will be taught. These areas include axial movement, limbering techniques, and stretching techniques for dance.

I706 **DANCE II**
DANCE, MIDDLE SCHOOL II
PEIMS# 03154220 **Recommended Grade Placement: 7-8**
Prerequisite: 6-8 Dance I
Description: Students will broaden their knowledge and experience in the area of body movement. Rhythm structure, axial and locomotor movements, and dance history will be taught. These areas include axial movement, limbering techniques, and stretching techniques for dance.

I806 **DANCE III**
DANCE, MIDDLE SCHOOL III
PEIMS# 03154320 **Recommended Grade Placement: 8**
Prerequisite: 7-8 Dance II
Description: Students will broaden their knowledge and experience in the area of body movement. Rhythm structure, axial and locomotor movements, and dance history will be taught. These areas include axial movement, limbering techniques, and stretching techniques for dance.

I612 **6 DANCE FOLKLORICO I**
DANCE, MIDDLE SCHOOL I
PEIMS# 03154120 **Recommended Grade Placement: 6**
Prerequisite: None
Description: Students will broaden their knowledge and experience in the area of body movement. Rhythm structure, axial and locomotor movements, and dance history will be taught.

I707 **7 DANCE FOLKLORICO II**
DANCE, MIDDLE SCHOOL II
PEIMS# 03154220 **Recommended Grade Placement: 7**
Prerequisite: 6-8 Dance Folklorico
Description: Students will broaden their knowledge and experience in the area of body movement. Rhythm structure, axial and locomotor movements, and dance history will be taught.

I807 **8 DANCE FOLKLORICO III**
DANCE, MIDDLE SCHOOL III
PEIMS# 03154320 **Recommended Grade Placement: 8**
Prerequisite: 7-8 Dance Folklorico
Description: Students will broaden their knowledge and experience in the area of body movement. Rhythm structure, axial and locomotor movements, and dance history will be taught.

D601 **THEATER ARTS I**
THEATRE, MIDDLE SCHOOL I
PEIMS# 03154140 **Recommended Grade Placement: 6-8**
Prerequisite: None
Description: Students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Study of basic theatre concepts as well as basic acting techniques including movement, vocal quality and character development.

D725 **THEATER ARTS II**
THEATRE, MIDDLE SCHOOL II
PEIMS# 03154240 **Recommended Grade Placement: 7-8**
Prerequisite: 6-8 Theatre Arts I
Description: Students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Study of basic theatre concepts as well as basic acting techniques including movement, vocal quality and character development.

D825 **THEATER ARTS III**
THEATRE, MIDDLE SCHOOL III
PEIMS# 03154340 **Recommended Grade Placement: 8**
Prerequisite: 7-8 Theatre Arts II
Description: Students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Study of basic theatre concepts as well as basic acting techniques including movement, vocal quality and character development.

D726 **7 THEATER VIDEO ARTS LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 7**
Prerequisite: None
Description: Students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Study of basic theatre concepts as well as basic acting techniques including movement, vocal quality and character development.

D806 **8 THEATER VIDEO ARTS LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 8**
Prerequisite: None
Description: Students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Study of basic theatre concepts as well as basic acting techniques including movement, vocal quality and character development.

HEALTH EDUCATION

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P610 **6 HEALTH EDUCATION**
PEIMS# 02860000 **Recommended Grade Placement: 6**
Prerequisite: None
Description: Course will provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. Students gain an understanding of health information and skills through six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health.

P710 **7 HEALTH EDUCATION**
PEIMS# 03813000 **Recommended Grade Placement: 7**
Prerequisite: None
Description: Course will provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. Students gain an understanding of health information and skills through six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health.

P810 **8 HEALTH EDUCATION**
PEIMS# 03813000 **Recommended Grade Placement: 8**
Prerequisite: None
Description: Course will provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. Students gain an understanding of health information and skills through six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health.

LANGUAGES OTHER THAN ENGLISH (LOTE)

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

Levels for LOTE courses are required to be taken in sequential order, unless a student qualifies to be initially placed in an upper level course based on the course placement criteria.

Placement of students for Spanish courses both level and native/non-native classification is determined by district Spanish placement assessment. All other LOTE courses require placement in sequential level courses. Please refer to YISD EHAC-Regulation *Languages Other Than English* (**EHAC-R link**).

F8100 **AMERICAN SIGN LANGUAGE – LEVEL I**
PEIMS# 03980100 **Recommended Grade Placement: 7-12** **1 state credit**
Prerequisite: None
Description: Through the learning of ASL, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of ASL develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using ASL to participate in Deaf communities in Texas, in other states, and around the world.

W8100 **AMERICAN SIGN LANGUAGE – LEVEL I ONLINE YWLA ONLY**
PEIMS# 03980100 **Recommended Grade Placement: 6-12** **1 state credit**
Prerequisite: None
Description: Through the learning of ASL, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of ASL develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using ASL to participate in Deaf communities in Texas, in other states, and around the world.

F8200 **AMERICAN SIGN LANGUAGE – LEVEL II**
PEIMS# 03980200 **Recommended Grade Placement: 7-12** **1 state credit**
Prerequisite: 8100 or placement
Description: Through the learning of ASL, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of ASL develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using ASL to participate in Deaf communities in Texas, in other states, and around the world.

W8200 **AMERICAN SIGN LANGUAGE – LEVEL II ONLINE YWLA ONLY**
PEIMS# 03980200 **Recommended Grade Placement: 6-12** **1 state credit**
Prerequisite: F8100/W8100 or placement
Description: Through the learning of ASL, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of ASL develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using ASL to participate in Deaf communities in Texas, in other states, and around the world.

F8300 **AMERICAN SIGN LANGUAGE – LEVEL III**
PEIMS# 03980300 **Recommended Grade Placement: 7-12** **1 state credit**
Prerequisite: 8200 or placement
Description: Through the learning of ASL, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of ASL develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using ASL to participate in Deaf communities in Texas, in other states, and around the world.

W8300 **AMERICAN SIGN LANGUAGE – LEVEL III ONLINE YWLA ONLY**
PEIMS# 03980300 **Recommended Grade Placement: 6-12** **1 state credit**
Prerequisite: F8200/W8200 or placement
Description: Through the learning of ASL, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of ASL develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using ASL to participate in Deaf communities in Texas, in other states, and around the world.

W8400 **AMERICAN SIGN LANGUAGE – LEVEL IV ONLINE YWLA ONLY**
PEIMS# 03980400 **Recommended Grade Placement: 6-12** **1 state credit**
Prerequisite: F8300/W8300 or placement
Description: Through the learning of ASL, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of ASL develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using ASL to participate in Deaf communities in Texas, in other states, and around the world.

F1850 **CHINESE – LEVEL I**
PEIMS# 03490100 **Recommended Grade Placement: 7-12** **1 state credit**
Prerequisite: None
Description: Students are introduced to the sounds and writing system of Chinese while developing oral and written communication skills in familiar contexts. Students will participate in cultural activities and gain confidence in the target language.

F2850 **CHINESE – LEVEL II**
PEIMS# 03490200 **Recommended Grade Placement: 7-12** **1 state credit**
Prerequisite: F1850 or placement, 3rd language FLES
Description: Students further develop basic oral and written communication skills in the language through culturally authentic activities continuing to develop confidence and competence in the target language.

F3850 **CHINESE – LEVEL III**
PEIMS# 03490300 **Recommended Grade Placement: 8-12** **1 state credit**
Prerequisite: F2850 or placement
Description: Students continue developing and refining language proficiency with increasing accuracy in the areas of speaking, listening, reading, and writing. Students will learn how to effectively interact with speakers of the target language. Cultural appreciation is increased through study of literature, art and other aspects of target culture.

F1010 **FRENCH – LEVEL I**
PEIMS# 03410100 **Recommended Grade Placement: 7-12** **1 state credit**
Prerequisite: None
Description: Students begin developing oral and written communication skills in familiar contexts while building confidence in their language abilities and exploring the target culture.

F2010 **FRENCH – LEVEL II**
PEIMS# 03410200 **Recommended Grade Placement: 7-12** **1 state credit**
Prerequisite: F1010 or placement, 3rd language FLES
Description: Students further develop basic oral and written communication skills in the language through culturally authentic activities continuing to develop confidence and competence in the target language.

F3450 **FRENCH – LEVEL III**
PEIMS# 03410300 **Recommended Grade Placement: 8-12** **1 state credit**
Prerequisite: F2010 or placement
Description: Students continue developing and refining language proficiency with increasing accuracy in the areas of speaking, listening, reading, and writing. Students will learn how to effectively interact with speakers of the target language. Cultural appreciation is increased through study of literature, art and other aspects of target culture.

F1110 **GERMAN – LEVEL I**
PEIMS# 03420100 **Recommended Grade Placement: 7-12** **1 state credit**
Prerequisite: None
Description: Students begin developing oral and written communication skills in familiar contexts while building confidence in their language abilities and exploring the target culture.

F2110 **GERMAN – LEVEL II**
PEIMS# 03420200 **Recommended Grade Placement: 7-12** **1 state credit**
Prerequisite: F1110 or placement, 3rd language FLES
Description: Students further develop basic oral and written communication skill in the language through culturally authentic activities, continuing to develop confidence and competence in the target language.

F3470 **GERMAN – LEVEL III**
PEIMS# 03420300 **Recommended Grade Placement: 8-12** **1 state credit**
Prerequisite: F2110 or placement
Description: Students continue developing and refining language proficiency with increasing accuracy in the areas of speaking, listening, reading, and writing. Students will learn how to effectively interact with speakers of the target language. Cultural appreciation is increased through study of literature, art and other aspects of target culture.

F1830 **JAPANESE – LEVEL I**
PEIMS# 03120100 **Recommended Grade Placement: 7-12** **1 state credit**
Prerequisite: None
Description: Students are introduced to the sounds and writing system of Japanese while developing oral and written communication skills in familiar contexts. Students will participate in cultural activities and gain confidence in the target language.

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

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

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

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

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

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

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

F2710 **SPANISH – LEVEL II**
PEIMS# 03440200 **Recommended Grade Placement: ~~6~~7-12** **1 state credit**
Prerequisite: F1710 or placement, 3rd language FLES - NN
Description: Students further develop basic oral and written communication skills in the language through culturally authentic activities continuing to develop confidence and competence in the target language. Upon the completion of this course, students have the option of continuing to Spanish 3 or Spanish 3 PreAP. Grade 6 only offered at YWLA.

F2730 **SPANISH FOR SPANISH SPEAKERS – LEVEL II**
PEIMS# 03440220 **Recommended Grade Placement: 7-12** **1 state credit**
Prerequisite: F1730 or placement, 3rd language FLES - N
Description: Designed for native speakers and those students who speak Spanish but have not yet developed reading and writing skills. Instruction focuses on furthering the development of language structures, reading, writing, and academic vocabulary through the study of Hispanic writings and cultures. Upon completion of this course, it is recommended to continue with Spanish 3 PreAP.

F3670 **SPANISH FOR SPANISH SPEAKERS – LEVEL III**
PEIMS# 03440330 **Recommended Grade Placement: 8-12** **1 state credit**
Prerequisite: F2730 or placement
Description: Students continue developing and refining language proficiency with increasing accuracy in the areas of speaking, listening, reading, and writing. Students will learn how to effectively interact with speakers of the target language. Cultural appreciation is increased through the study of literature, art and other aspects of target culture.

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

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

MATHEMATICS

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M1610 PRE-AP ALGEBRA I
PEIMS# 03100500 Recommended Grade Placement: 8 1 state credit
Prerequisite: Mathematics, Grade 8 or its equivalent.
Description: Pre-AP Algebra I is a preparatory course that places an emphasis on the systematic development of the language through which most of mathematics is communicated. This course provides a mathematical understanding of functions and the ability to work with concepts at an abstract level, applying them through the process standards to real-life applications, fostering conceptual generalizations. Concepts covered include linear functions and equations; quadratic functions and equations; exponential functions and equations; inequalities; and, algebraic manipulations with operations on real numbers and polynomials. Students use multiple representations (pictorial, numerical, symbolic, graphical, and verbal), tools and technology (including calculators with graphing capabilities). Successful completion of this sequence prepares students for Algebra II or Geometry. Course content covers Algebra I topics in greater depth and at a faster pace, allowing time for enrichment. Successful completion of this course prepares students for entry into Geometry Pre-AP/Algebra II Pre-AP.

M1615 PRE-AP ALGEBRA I (YWLA ONLY)
PEIMS# 03100500 Recommended Grade Placement: 8 1 state credit
Prerequisite: Mathematics, Grade 8 or its equivalent.
Description: Pre-AP Algebra I is a preparatory course that places an emphasis on the systematic development of the language through which most of mathematics is communicated. This course provides a mathematical understanding of functions and the ability to work with concepts at an abstract level, applying them through the process standards to real-life applications, fostering conceptual generalizations. This course covers linear, quadratic, and exponential functions and equations; inequalities; and algebraic operations with real numbers and polynomials. Students work with multiple representations, including pictorial, numerical, symbolic, graphical, and verbal forms, and they use a variety of tools and technology, such as graphing calculators. Completing this course prepares students for Algebra II or Geometry. Course content covers Algebra I topics in greater depth and at a faster pace, allowing time for enrichment. Successful completion of this course prepares students for entry into Geometry Pre-AP/Algebra II Pre-AP.

M1620 ENRICHMENT COURSE I (YWLA ONLY)
PEIMS# 85000XXX Recommended Grade Placement: 8 0 state credit
Prerequisite: Mathematics, Grade 7 or its equivalent.
Description: In Mathematics Enrichment Course 1, students will continue to acquire and demonstrate mathematical understanding and reasoning that will deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of numerical representations, proportional relationships, equations and inequalities, algebraic representations, geometry and measurement, data analysis and financial literacy integrating the use of the graphing calculator.

M1625 ENRICHMENT COURSE II (YWLA ONLY)
PEIMS# 85000XXX Recommended Grade Placement: 8 0 state credit
Prerequisite: Mathematics, Grade 8 or its equivalent.
Description: In Mathematics Enrichment Course 2, students will continue to acquire and demonstrate mathematical understanding and reasoning that will deepen a foundation for studies in subsequent mathematics courses and college readiness. Students will broaden their knowledge of number and Algebraic methods, including linear, quadratic, and exponential functions, and will integrate the use of the graphing calculator.

M1850 **PRE-AP ALGEBRA I DUAL LANGUAGE**
PEIMS# 03100500 **Recommended Grade Placement: 8** **1 state credit**
Prerequisite: Mathematics, Grade 8 or its equivalent.
Description: Pre-AP Algebra I is a preparatory course that places an emphasis on the systematic development of the language through which most of mathematics is communicated. This course provides a mathematical understanding of functions and the ability to work with concepts at an abstract level, applying them through the process standards to real-life applications, fostering conceptual generalizations. Concepts covered are linear functions and equations; quadratic functions and equations; exponential functions and equations; inequalities, algebraic manipulations with operations on real numbers and polynomials. Students use multiple representations (pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including calculators with graphing capabilities). Successful completion of this sequence prepares students for Algebra II or Geometry. Course content covers Algebra I topics in greater depth and at a faster pace, allowing time for enrichment. Successful completion of this course prepares students for entry into Geometry Pre-AP/Algebra II Pre-AP. This course is open to Dual Language Program participants. The course may be appropriate for recent immigrants as determined by LPAC. **This course is taught entirely in Spanish and is open to Dual Language Program participants.** The course must be taught by a bilingual certified teacher or one working on certification.

M611 **6 MATH**
PEIMS# 02820000 **Recommended Grade Placement: 6**
Prerequisite: None
Description: The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; measurement and data; and personal financial literacy. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations.

M614 **6 ADVANCED MATH (YWLA ONLY)**
PEIMS# 02820000 **Recommended Grade Placement: 6**
Prerequisite: None
Description: 6th grade
6th Grade Advanced Math is compartmentalized for Young Women's Leadership Academy. The primary focal areas in Grade 6 are number and operations, proportionality, expressions, equations, and relationships; measurement and data; and personal financial literacy. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations.

M616 **6 MATH ADVANCED**
PEIMS# 03103210 **Recommended Grade Placement: 6**
Prerequisite: Must meet district requirements to participate.
Description: This course includes all of 6th Grade Math and selected topics to the level of mastery of the 7th Grade Math course. As such, this course is fast-paced and rigorous. The students will participate in Grade 6 STAAR. The student who takes this course is expected to continue into the 7th Grade Math Advanced Option.

M711 **7 MATH**
PEIMS# 03103000 **Recommended Grade Placement: 7**
Prerequisite: None
Description: The primary focal areas in Grade 7 are number and operations, proportionality, expressions, equations, and relationships; measurement and data; and personal financial literacy. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations.
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M714 **7 ADVANCED MATH (YWLA ONLY)**
PEIMS# 03103000 **Recommended Grade Placement: 7**
Prerequisite: None
Description: 7th-grade Advanced Math for Young Women's Leadership Academy. The primary focal areas in Grade 7 are number and operations, proportionality, expressions, equations, and relationships; measurement and data; and personal financial literacy. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations.

M716 **7 MATH ADVANCED**
PEIMS# 03103220 **Recommended Grade Placement: 7**
Prerequisite: Must meet district requirements to participate.
Description: This course includes the remainder of the 7th-grade Texas Essential Knowledge and Skills (TEKS) and all of the 8th-grade Math TEKS, and takes those topics to the level of mastery of the 8th -grade Math course. As such, this course is fast-paced and rigorous. The student who takes this course is expected to continue into the 8th Grade Algebra Pre-Advanced class. **Note: Students enrolled in this course will take only the 8th STAAR Math Assessment.**

M811 **8 MATH**
PEIMS# 03103100 **Recommended Grade Placement: 8**
Prerequisite: None
Description: The primary focal areas in grade 8 are number and operations, proportionality, expressions, equations, relationships, two-dimensional shapes, measurement and data, and personal financial literacy. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations.

M858 **8 MATH DUAL LANGUAGE**
PEIMS# 03103100 **Recommended Grade Placement: 8**
Prerequisite: Based on YISD DL guidelines
Description: **The primary focal areas in grade 8 are number and operations, proportionality, expressions, equations, relationships, two-dimensional shapes, measurement and data, and personal financial literacy. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations.** This course is open to Dual Language Program participants. The course may be appropriate for recent immigrants as determined by LPAC. **This course is taught entirely in Spanish and is open to Dual Language Program participants.** The course must be taught by a bilingual certified teacher or one working on certification.

PHYSICAL EDUCATION

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P616 **6 PHYSICAL EDUCATION YEAR-LONG**
PEIMS# 02850000 **Recommended Grade Placement: 6**
Prerequisite: None
Description: Students will apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in greater detail the function of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.

P716 **7 PHYSICAL EDUCATION YEAR-LONG**
PEIMS# 03823070 **Recommended Grade Placement: 7**
Prerequisite: None
Description: Students will apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in greater detail the function of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.

P820 **8 PHYSICAL EDUCATION LOCAL SEMESTER OR YEAR-LONG**
PEIMS# 83210XXX **Recommended Grade Placement: 8**
Prerequisite: None
Description: The 8 Physical Education Local course is to be used for physical activities to include but not limited to weights and gymnastics

SCIENCE

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S611 **6 SCIENCE**
PEIMS# 03060600 **Recommended Grade Placement: 6**
Prerequisite: None
Description: In grade 6, the study of science includes both scientific and engineering practices that require students to ask questions, plan and conduct investigations to answer questions, explain phenomena using appropriate tools and models, identify problems and design solutions. Students will build on their knowledge of properties of solids, liquids and gases and further explore their molecular energies, classify elements as metals, nonmetals, or metalloids based on their properties on the Periodic Table, investigate relationships between force and motion using calculations and measurements through the study of Newton's Third Law of Motion, explore various forms of potential and kinetic energy, investigate how energy changes forms and transfers through waves, study cycles with Sun, Earth, and Moon systems to include seasons and tides, examine relationships and interactions between organisms in an ecosystem. Completion of a science fair project is encouraged for all students. **As determined by ARD Committee, campus will indicate manually with M designation on student information system (SIS).** This course is recommended for students in Specialized Support Behavior and Specialized Support Alternate Behavior.

S658 **6 SCIENCE DUAL LANGUAGE**
PEIMS# 03060600 **Grade Placement: 6**
Prerequisite: Based on YISD DL guidelines
Description: In grade 6, the study of science includes both scientific and engineering practices that require students to ask question, plan and conduct investigations to answer questions, explain phenomena using appropriate tools and models, identify problems and designs solutions. Students will build on their knowledge of properties of solids, liquids and gases and further explore their molecular energies, classify elements as metals, nonmetals, or metalloids based on their properties on the Periodic Table, investigate relationships between force and motion using calculations and measurements through the study of Newton's Third Law of Motion, explore various forms of potential and kinetic energy, investigate how energy changes forms and transfers through wave, study cycles with Sun, Earth, and Moon systems to include seasons and tides, examine relationships and interactions between organisms in an ecosystem. Completion of a science fair project is encouraged for all students. **This course is taught entirely in Spanish and is open to Dual Language Program participants.** The course must be taught by a bilingual certified teacher or one working on certification.

S711 **7 SCIENCE**
PEIMS# 03060700 **Recommended Grade Placement: 7**
Prerequisite: None
Description: In grade 7, the study of science includes both scientific and engineering practices that require students to ask questions, plan and conduct investigations to answer questions, explain phenomena using appropriate tools and models, identify problems and design solutions. Students will investigate elements and compounds, measure, calculate, graph, and investigate how forces impact motion, explore characteristics and organization of objects and the role of gravity within our solar system, further their understanding of organisms as systems by identifying the main functions of organs within the human body learn about genetics, explore how populations change though the processes of natural and artificial selection, and study biodiversity and taxonomic classification of organisms. Completion of a science fair project is encouraged for all students. **As determined by ARD Committee, campus will indicate manually with M designation on student information system (SIS).** This course is recommended for students in Specialized Support Behavior and Specialized Support Alternate Behavior.

S758 **7 SCIENCE DUAL LANGUAGE**
PEIMS# 03060700 **Recommended Grade Placement: 7**
Prerequisite: Based on YISD DL guidelines
Description: In grade 7, the study of science includes both scientific and engineering practices that require students to ask questions, plan and conduct investigations to answer questions, explain phenomena using appropriate tools and models, identify problems and designs solutions. Students will investigate elements and compounds, measure, calculate, graph, and investigate hoe forces impact motion, explore characteristics and organization of objects and the role of gravity within our solar system, further their understanding of organisms as systems by identifying the main functions of organs within the human body learn about genetics, explore how populations change though the processes of natural and artificial selection, and study biodiversity and taxonomic classification of organisms. Completion of a science fair project is encouraged for all students. **This course is taught entirely in Spanish and is open to Dual Language Program participants.** The course must be taught by a bilingual certified teacher or one working on certification.

S811 **8 SCIENCE**
PEIMS# 03060800 **Recommended Grade Placement: 8**
Prerequisite: None
Description: In grade 8, the study of science includes both scientific and engineering practices that require students to ask questions, plan and conduct investigations to answer questions, explain phenomena using appropriate tools and models, identify problems and design solutions. Students will make connections between elements, compounds, and mixtures by examining properties of water, acids, and bases, understand the conservation of mass using chemical equations, investigate how all three laws of motion act simultaneously within systems, explore the characteristics and applications of waves, learn that stars and galaxies are part of the universe, and how interactions in solar, weather, and ocean systems create changes in weather patterns and climate which can impact natural events and human activities, identify the function of organelles, explore how traits influence the success of species over time, and how populations respond to environmental changes, including those caused by human activities. Completion of a science fair project is encouraged for all students. **As determined by ARD Committee, campus will indicate manually with M designation on student information system (SIS).** This course is recommended for students in Specialized Support Behavior and Specialized Support Alternate Behavior.

SOCIAL STUDIES

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H611 **6 SOCIAL STUDIES**
PEIMS# 02660060 **Recommended Grade Placement: 6**
Prerequisite: None
Description: In Grade 6, students study people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of selected societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the selected societies and identify different points of view about selected events. The concept of frame of reference is introduced as an influence on an individual's point of view. **As determined by ARD Committee, campus will indicate manually with M designation on student information system (SIS).** This course is recommended for students in Specialized Support Behavior and Specialized Support Alternate Behavior.

H631 **6 SOCIAL STUDIES DUAL LANGUAGE**
PEIMS# 02660060 **Recommended Grade Placement: 6**
Prerequisite: None
Description: In Grade 6, students study people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of selected societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the selected societies and identify different points of view about selected events. The concept of frame of reference is introduced as an influence on an individual's point of view. **THIS COURSE IS TAUGHT ENTIRELY IN SPANISH AND IS OPEN TO DUAL LANGUAGE PROGRAM PARTICIPANTS.**

H711 **7 SOCIAL STUDIES**
PEIMS# 03343000 **Recommended Grade Placement: 7**
Prerequisite: None
Description: Students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. **As determined by ARD Committee, campus will indicate manually with M designation on student information system (SIS).** This course is recommended for students in Specialized Support Behavior and Specialized Support Alternate Behavior.

H758 **7 SOCIAL STUDIES DUAL LANGUAGE**
PEIMS# 03343000 **Recommended Grade Placement: 7**
Prerequisite: Based on YISD DL guidelines
Description: Students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. **This course is taught entirely in Spanish and is open to Dual Language Program participants.** The course must be taught by a bilingual certified teacher or one working on certification.

H811 **8 SOCIAL STUDIES**
PEIMS# 03343100 **Recommended Grade Placement: 8**
Prerequisite: None
Description: Students study the history of the United States from the early colonial period through Reconstruction. The knowledge and skills in subsection (b) of this section comprise the first part of a two-year study of U.S. history. The second part, comprising U.S. history from Reconstruction to the present, is provided in §113.41 of this title (relating to United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012). The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. **As determined by ARD Committee, campus will indicate manually with M designation on student information system (SIS).** This course is recommended for students in Specialized Support Behavior and Specialized Support Alternate Behavior.

V817-0 CAREER AND COLLEGE EXPLORATION SEM
PEIMS# 12700110 Recommended Grade Placement: 8 0 state credit
Prerequisite: None
Description: The goal of this course is to help students build career awareness and engage in deep exploration and study of the Texas CTE career clusters to create a foundation for success in high school, possible postsecondary studies, and careers. Students research labor market information, learn job-seeking skills, and create documents required for employment. The career development process is unique to every person and evolves throughout one's life. Students will use decision-making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career readiness achievement plan. Students will use interest inventory software or other tools available to explore college and career areas of personal interest. Students will use this information to explore educational requirements for various colleges and a variety of chosen career paths.

V818-0 CAREER AND COLLEGE EXPLORATION DUAL LANGUAGE SEM
PEIMS# 12700110 Recommended Grade Placement: 8 0 state credit
Prerequisite: Dual Language Participant
Description: This course is taught in Spanish. The goal of this course is to help students build career awareness and engage in deep exploration and study of the Texas CTE career clusters to create a foundation for success in high school, possible postsecondary studies, and careers. Students research labor market information, learn job-seeking skills, and create documents required for employment. The career development process is unique to every person and evolves throughout one's life. Students will use decision-making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career readiness achievement plan. Students will use interest inventory software or other tools available to explore college and career areas of personal interest. Students will use this information to explore educational requirements for various colleges and a variety of chosen career paths.

V730 INDEPENDENT STUDY IN TECHNOLOGY APPLICATIONS I
PEIMS# 03580900 Recommended Grade Placement: 7 1 state credit
Prerequisite: None
POS Pathway: Graphic Design and Interactive Media; Level 4
Programming and Software Development; Level 4
Description: In Independent Study in Technology Applications, through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students will communicate information in different formats and to diverse audiences using a variety of technologies. Students will learn to make informed decisions; develop and produce original work that exemplifies the standards identified by the selected profession or discipline; and publish the product in electronic media and print. Students will practice the efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. 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.

SPECIAL EDUCATION

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R100 6-8 ADVISORY
PEIMS# 85000XXX Recommended Grade Placement:6-8
Prerequisite: As determined by ARD Committee
Description: This course focuses on instruction using a modified curriculum related to academic and functional living skills. This course is recommended for students requiring access to the TEKS curriculum through perquisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class

R612 6 READING LANGUAGE ARTS
PEIMS# 03200510 Recommended Grade Placement: 6
Prerequisite: As determined by ARD Committee
Description: In Grade 6, students refine and master previously learned knowledge and skills through various reading genres and integrating writing. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Foundational language skills, Comprehension skills, Response skills, Multiple genres, Author's purpose and craft, Composition, and Inquiry and Research. Students read and understand a wide variety of literary and informational texts while engaged in listening, speaking, reading, writing, and thinking, as well as integrating the writing process in each of the genres. This course is recommended for Specialized Support Resource.

R613 6 READING LANGUAGE ARTS (ALT)
PEIMS# 03200510 Recommended Grade Placement: 6
Prerequisite: As determined by ARD Committee
Description: This course includes the study of proper grammar usage. Students use study strategies to learn and recall important ideas as it pertains to functional living skills for daily life. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R635 6 MATH
PEIMS# 02820000 Recommended Grade Placement: 6
Prerequisite: As determined by ARD Committee
Description: The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; measurement and data; and personal financial literacy. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. This course is recommended for Specialized Support Resource.

R636 6 MATH (ALT)
PEIMS# 02820000 Recommended Grade Placement: 6
Prerequisite: As determined by ARD Committee
Description: This course addresses the usage of ratios to describe direct proportional relationships involving number, geometry, and measurement as it pertains to functional living skills for daily life. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R675 6 SCIENCE (ALT)
PEIMS# 03060600 Recommended Grade Placement: 6
Prerequisite: As determined by ARD Committee
Description: This course includes the study of conducting field and laboratory investigations, and the use of computers to support scientific investigations as it pertains to functional living skills for daily life. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R684 **6 SOCIAL STUDIES (ALT)**
PEIMS# 02660060 **Recommended Grade Placement: 6**
Prerequisite: As determined by ARD Committee
Description: This course focuses on the study of people and places of the contemporary world as it pertains to functional living skills for daily life. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R690 **6 TRANSITION**
PEIMS# 82900XXX **Recommended Grade Placement: 6**
Prerequisite: As determined by ARD Committee
his course focuses in the instruction of vocational, social and adaptive behaviors learned at various community based sites and reinforced by classroom strategies under direct supervision of school transition staff. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R694 **6 PRE-VOCATIONAL SKILLS**
PEIMS# 82900XXX **Recommended Grade Placement: 6**
Prerequisite: As determined by ARD Committee
Description: Course focuses in the instruction of work attitudes, reasons for employment and a realistic assessment of personal aptitudes and limitations. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R708 **7 READING LANGUAGE ARTS**
PEIMS# 03200520 **Recommended Grade Placement: 7**
Prerequisite: As determined by ARD Committee
Description: In Grade 7, students refine and master previously learned knowledge and skills through various reading genres and integrating writing. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Foundational language skills, Composition, and Inquiry and Research. Students read and understand a wide variety of literary and informational texts while engaged in listening, speaking, reading, writing, and thinking, as well as integrating the writing process in each of the genres. This course is recommended for students requiring access to a modified TEKS curriculum. This course is recommended for Specialized Support Resource.

R713 **7 READING LANGUAGE ARTS (ALT)**
PEIMS# 03200520 **Recommended Grade Placement: 7**
Prerequisite: As determined by ARD Committee
Description: This course focuses on the selection and usage of different forms of writing for a specific purpose as related to functional living skills for daily life. Students recognize how style, tone, and mood contribute to the effect of the text. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R735 **7 MATH**
PEIMS# 03103000 **Recommended Grade Placement: 7**
Prerequisite: As determined by ARD Committee
Description: The primary focal areas in Grade 7 are number and operations; proportionality; expressions, equations, and relationships; measurement and data; personal financial literacy. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. This course is recommended for Specialized Support Resource.

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

R775 **7 LIFE SCIENCE (ALT)**
PEIMS# 03060700 **Recommended Grade Placement: 7**
Prerequisite: As determined by ARD Committee
Description: This course focuses on conducting field and laboratory investigations, and the use of computers to support scientific investigations as it pertains to functional living skills for daily life. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R784 **7 SOCIAL STUDIES (ALT)**
PEIMS# 03343000 **Recommended Grade Placement: 7**
Prerequisite: As determined by ARD Committee
Description: Students examine the full scope of Texas history as it pertains to functional living skills for daily life. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R790 **7 TRANSITION I**
PEIMS# 82990XXX **Recommended Grade Placement: 7**
Prerequisite: As determined by ARD Committee
Description: This course focuses in the instruction of vocational, social and adaptive behaviors learned at various community-based sites and reinforced by classroom strategies under direct supervision of school transition staff. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R794 **7 PRE-VOCATIONAL SKILLS I**
PEIMS# 82990XXX **Recommended Grade Placement: 7**
Prerequisite: As determined by ARD Committee
Description: Course focuses in the instruction of work attitudes, reasons for employment and a realistic assessment of personal aptitudes and limitations. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R812 **8 READING LANGUAGE ARTS**
PEIMS# 03200530 **Recommended Grade Placement: 8**
Prerequisite: As determined by ARD Committee
Description: In Grade 8, students refine and master previously learned knowledge and skills through various reading genres and integrating writing. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Foundational language skills, Composition, and Inquiry and Research. Students read and understand a wide variety of literary and informational texts while engaged in listening, speaking, reading, writing, and thinking, as well as integrating the writing process in each of the genres. For eighth grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition. This course is recommended for Specialized Support Resource.

R813 **8 READING LANGUAGE ARTS (ALT)**
PEIMS# 03200530 **Recommended Grade Placement: 8**
Prerequisite: As determined by ARD Committee
Description: This course addresses the usage of different forms of writing for specific purposes such as to inform, persuade, or entertain as it pertains to functional living skills for daily life. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R835 **8 MATH**
PEIMS# 03103100 **Recommended Grade Placement: 8**
Prerequisite: As determined by ARD Committee
Description: The primary focal areas in grade 8 are number and operations, proportionality, expressions, equations, relationships, two-dimensional shapes, measurement and data, and personal financial literacy. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. This course is recommended for Specialized Support Resource.

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

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

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

R890 **8 TRANSITION II LOCAL**
PEIMS# 83800XXX **Recommended Grade Placement: 8**
Prerequisite: As determined by ARD Committee
Description: This course focuses in functional instruction in vocational awareness, social and adaptive behaviors learned at various community based sites and reinforced by classroom strategies under direct supervision of school/transition staff. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R894 **8 PRE-VOCATIONAL SKILLS II LOCAL**
PEIMS# 83800XXX **Recommended Grade Placement: 8**
Prerequisite: As determined by ARD Committee
Description: This course focuses on the instruction of vocationally directed career surveys of possible vocations with directed interest and talent inventories. This course is recommended for students requiring access to the TEKS curriculum through prerequisite skills. This course is recommended for Specialized Support Alternate Class and Specialized Support/Structured Communication Class.

R900 **ADVISORY SOCIAL SKILLS LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 6-8**
Prerequisite: As determined by ARD Committee
Description: The course helps students develop and generalize appropriate and beneficial social skills, thereby increasing their postsecondary outcomes. Students will recognize and manage emotions, develop care and concerns for others, establish positive relationships, make responsible decisions, and learn how to handle challenging situations constructively and ethically. Students will be taught skills that will address active listening and the ability to bounce back from setbacks that they will encounter throughout life. The primary purpose is to make sure that each student has an adult who will act as an advocate for the middle school student. Class activities will include, but are not limited to personal and academic goal setting, classroom discussions, small group discussions, self-reflections, mindfulness activities, interactive character education lessons and support for any academic areas.

LR01 **CURRICULUM ENRICHMENT RESOURCE LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 6-8**
Prerequisite: As determined by ARD Committee
Description: Placeholder for scheduling purposes. This course is designed for special education students who need intensive support in a core content area in addition to the support provided through the core class setting.

OTHER COURSES FOR SCHEDULING PURPOSES

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A622 **6 ADVISORY LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 6**
Prerequisite: None
Description: The purpose of an advisory class is to help create a strong support system that students need to develop academically, socially, and emotionally. Students will recognize and manage emotions, develop care and concerns for others, establish positive relationships, make responsible decisions and learn how to handle challenging situations constructively and ethically. Students will be taught skills that will address active listening and the ability to bounce back from setbacks that they will encounter throughout life. The primary purpose is to make sure that each student has an adult who will act as an advocate for the middle school student. Class activities will include, but are not limited to personal and academic goal setting, classroom discussions, small group discussions, self-reflections, mindfulness activities, interactive character education lessons and support for any academic areas.

A623 **6 ADVISORY G/T LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 6**
Prerequisite: None
Description: The purpose of an advisory class is to help create a strong support system that students need to develop academically, socially, and emotionally. Students will recognize and manage emotions, develop care and concerns for others, establish positive relationships, make responsible decisions and learn how to handle challenging situations constructively and ethically. Students will be taught skills that will address active listening and the ability to bounce back from setbacks that they will encounter throughout life. The primary purpose is to make sure that each student has an adult who will act as an advocate for the middle school student. Class activities will include, but are not limited to personal and academic goal setting, classroom discussions, small group discussions, self-reflections, mindfulness activities, interactive character education lessons and support for any academic areas. **Course is open for students in the school's G/T Program.**

A722 **7 ADVISORY LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 7**
Prerequisite: None
Description: The purpose of an advisory class is to help create a strong support system that students need to develop academically, socially, and emotionally. Students will recognize and manage emotions, develop care and concerns for others, establish positive relationships, make responsible decisions and learn how to handle challenging situations constructively and ethically. Students will be taught skills that will address active listening and the ability to bounce back from setbacks that they will encounter throughout life. The primary purpose is to make sure that each student has an adult who will act as an advocate for the middle school student. Class activities will include, but are not limited to personal and academic goal setting, classroom discussions, small group discussions, self-reflections, mindfulness activities, interactive character education lessons and support for any academic areas.

A723 **7 ADVISORY G/T LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 7**
Prerequisite: None
Description: The purpose of an advisory class is to help create a strong support system that students need to develop academically, socially, and emotionally. Students will recognize and manage emotions, develop care and concerns for others, establish positive relationships, make responsible decisions and learn how to handle challenging situations constructively and ethically. Students will be taught skills that will address active listening and the ability to bounce back from setbacks that they will encounter throughout life. The primary purpose is to make sure that each student has an adult who will act as an advocate for the middle school student. Class activities will include, but are not limited to personal and academic goal setting, classroom discussions, small group discussions, self-reflections, mindfulness activities, interactive character education lessons and support for any academic areas. **Course is open for students in the school's G/T Program.**

A822 **8 ADVISORY LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 8**
Prerequisite: None
Description: The purpose of an advisory class is to help create a strong support system that students need to develop academically, socially, and emotionally. Students will recognize and manage emotions, develop care and concerns for others, establish positive relationships, make responsible decisions and learn how to handle challenging situations constructively and ethically. Students will be taught skills that will address active listening and the ability to bounce back from setbacks that they will encounter throughout life. The primary purpose is to make sure that each student has an adult who will act as an advocate for the middle school student. Class activities will include, but are not limited to personal and academic goal setting, classroom discussions, small group discussions, self-reflections, mindfulness activities, interactive character education lessons and support for any academic areas.

A823 **8 ADVISORY G/T LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 8**
Prerequisite: None
Description: The purpose of an advisory class is to help create a strong support system that students need to develop academically, socially, and emotionally. Students will recognize and manage emotions, develop care and concerns for others, establish positive relationships, make responsible decisions and learn how to handle challenging situations constructively and ethically. Students will be taught skills that will address active listening and the ability to bounce back from setbacks that they will encounter throughout life. The primary purpose is to make sure that each student has an adult who will act as an advocate for the middle school student. Class activities will include, but are not limited to personal and academic goal setting, classroom discussions, small group discussions, self-reflections, mindfulness activities, interactive character education lessons and support for any academic areas. **Course is open for students in the school's G/T Program.**

C019 **LUNCH A LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 6-8**
Prerequisite: None
Description: Placeholder for scheduling purposes.

C029 **LUNCH B LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 6-8**
Prerequisite: None
Description: Placeholder for scheduling purposes.

C039 **LUNCH C LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 6-8**
Prerequisite: None
Description: Placeholder for scheduling purposes.

C065 **COORDINATING PERIOD LOCAL – ATHLETICS**
PEIMS# 85000XXX **Recommended Grade Placement:**
Prerequisite: None
Description: Placeholder for scheduling purposes.

C070 **COORDINATING PERIOD LOCAL – TESTING**
PEIMS# 85000XXX **Recommended Grade Placement:**
Prerequisite: None
Description: Placeholder for scheduling purposes.

C080 **CONFERENCE LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 6-8**
Prerequisite: None
Description: Placeholder for scheduling purposes- Teacher conference period.

C081 **DEPARTMENT LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 6-8**
Prerequisite: None
Description: Placeholder for scheduling purposes – Department meeting period.

C090 **DUTY LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 6-8**
Prerequisite: None
Description: Placeholder for scheduling purposes.

C100 **6 ACADEMIC INTERVENTION LOCAL**
PEIMS# 82900XXX **Recommended Grade Placement: 6**
Prerequisite: None
Description: Placeholder for scheduling purposes to allow for campus flexibility in scheduling. This course is designed for students who need academic intervention**.**

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

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

C815 **WRITING CENTER LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 7-8**
Prerequisite: None
Description: Students will focus on a study of various forms and genres of prose and poetry. Literary works will serve as models trough analysis, application, and imitation. Composition exercises will reflect an understanding of studied forms and an application of creative techniques.

C900 **INDEP STUDY 6TH STEM**
PEIMS# 82900XXX **Recommended Grade Placement: 6**
Prerequisite: None
Description: An introductory project-based course for 6th grade students interested in STEM (Science, Technology, Engineering and Mathematics).

C905 **INDEP STUDY 8TH STEM**
PEIMS# 82900XXX **Recommended Grade Placement: 8**
Prerequisite: None
Description: An introductory project-based course for 8th grade students interested in STEM (Science, Technology, Engineering and Mathematics).

C970 **PSAT CODING (BAMS ONLY)**
PEIMS# 85000XXX **Recommended Grade Placement: 8**
Prerequisite: None
Description: This course will provide an introduction to the PSAT structure, focus, sample items, and post PSAT follow-up, indicating areas for improvement. Students will also participate in the Good CS First curriculum and learn coding through the SCRATCH program.

C990 **CURRICULUM ENRICHMENT LOCAL**
PEIMS# 85000XXX
Description: Placeholder for scheduling purposes to allow for campus flexibility in scheduling. This course is designed for students who need intensive support in the core subject areas**.**

C995 **STUDY SKILLS LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 7-8**
Prerequisite: None
Description: Designed for students who are not performing at grade level in any core content course and are in need of additional instructional support.

C150 **TSI PREP LOCAL**
PEIMS# 85000XXX **Recommended Grade Placement: 7-8**
Prerequisite: None
Description: Designed to prepare students for Texas Success Initiative.