2016-2017

General Information Bulletin
Purpose, Vision, Mission and Beliefs

GiB Purpose
The General Information Bulletin is designed to ensure counselors provide quality support to students in the Dallas Independent School District. The guidance and information contained in this document will ensure students’ classes are properly scheduled as they strive to graduate on time ready to enter college, the military, or a “career-ready” job (Destination 2020).

Vision
Dallas ISD seeks to be a premier urban school district

Mission
Educating all students for success

Destination
By Fall 2020, 80% of our students will graduate on time ready to enter college, the military, or a "career-ready" job.

Staff Core Beliefs
• Our main purpose is to promote student success through a high-quality education.
• For every child to succeed, we must hold students and ourselves to high expectations.
• Only the courageous pursuit of excellence will lead to success.

Student Core Beliefs
• My future success depends on working hard today.
• I have high expectations for myself, my classmates, and my school.
• I aim for excellence even when it’s difficult.

Dallas ISD Core Beliefs
• Our main purpose is to improve student academic achievement.
• Effective instruction makes the most difference in student academic performance.
• There is no excuse for poor quality instruction.
• With our help, at risk students will achieve at the same rate as non-at risk students.
• Staff members must have a commitment to children and a commitment to the pursuit of excellence.
Superintendent Michael Hinojosa

Dr. Michael Hinojosa returned to Dallas ISD when he was named by the board of trustees to serve as superintendent in October 2015. Dr. Hinojosa has served 20 years as a superintendent/CEO of six public school systems in America, Dallas ISD in Texas and the Cobb County School District in suburban Atlanta, Georgia. His career in public education, from teacher and coach to superintendent/CEO, spans more than three decades.

With a firm belief that education and not environment is the key to a student's success, he has led several school districts to improved student achievement. Dr. Hinojosa’s recognitions include being named 2002 Superintendent of the Year by the Texas Association of School Boards and 2005 Superintendent of the Year by the University of Texas at Austin. He was honored as Distinguished Alumnus by the College of Education at Texas Tech University and as the Outstanding Latino Educator by the Association of Latino Administrators and Superintendents in 2014. He is past president of the Texas Association of School Administrators. He has served as an educational consultant for various organizations that support public education, including as a master teacher and coach for the American Association of School Administrators and the Association of Latino Administrators and Superintendents.

Dr. Hinojosa, a proud graduate of Dallas Independent School District, holds a doctorate in education from the University of Texas at Austin. He and wife Kitty have two sons, graduates of Princeton University and Harvard University. He has a son from a previous marriage who graduated from Texas Tech University. All three attended Dallas ISD for a significant portion of their K-12 careers.
Board of Trustees

President: Eric Cowan
District 7
Term Expires 2016
North Central Oak Cliff and parts of West Dallas

1st Vice President: Miguel Solis
District 8
Term Expires 2017

Love Field, Northwest Dallas, and Central Dallas

2nd Vice President: Lew Blackburn
District 5
Term Expires 2016
Oak Lawn, West Dallas, Wilmer, Hutchins and portions of East Oak Cliff

Board Secretary: Nancy Bingham
District 4
Term Expires 2016
Southeast Dallas, Seagoville, Balch Springs

Edwin Flores
District 1
Term Expires 2018
Northwest Dallas, including North Dallas, Addison, parts of Carrollton and Farmers Branch

Dan Micciche
District 3
Term Expires 2018
Northeast Dallas

Joyce Foreman
District 6
Term Expires 2017
Southwest Dallas

Bernadette Nutall
District 9
Term Expires 2018
South Dallas and parts of Downtown Dallas, Pleasant Grove, Deep Ellum, Uptown, and East Dallas

Navigate to the General Overview

Page 4 of 343

Navigate to the Table of Contents
# Teaching and Learning Department Contacts

*Vicente R. Reyes, Assistant Superintendent, (972) 925-8882, vireyes@dallasisd.org*

*Lupe Hernandez, Administrative Assistant, (972) 925-8882, guahernandez@dallasisd.org*

<table>
<thead>
<tr>
<th>Department Name</th>
<th>Contact Person</th>
<th>Title</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning</td>
<td>Vicente R. Reyes</td>
<td>Assistant Superintendent</td>
<td>(972) 925-8882</td>
<td><a href="mailto:vireyes@dallasisd.org">vireyes@dallasisd.org</a></td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>Danielle Hernandez</td>
<td>Executive Director</td>
<td>(972) 925-6765</td>
<td><a href="mailto:dahernandez@dallasisd.org">dahernandez@dallasisd.org</a></td>
</tr>
<tr>
<td>Teaching and Learning (I2020/AASI)</td>
<td>Regina Rice</td>
<td>Director</td>
<td>(972) 925 - 8817</td>
<td><a href="mailto:rerice@dallasisd.org">rerice@dallasisd.org</a></td>
</tr>
<tr>
<td>Instructional Support Services</td>
<td>Keitha Shelby</td>
<td>Director</td>
<td>(972) 925-6787</td>
<td><a href="mailto:kshaw@dallasisd.org">kshaw@dallasisd.org</a></td>
</tr>
<tr>
<td>Special Projects</td>
<td>Juany Valdespino-Gaytan</td>
<td>Director</td>
<td>(972) 925-6778</td>
<td><a href="mailto:jvaldespinogaytan@dallasisd.org">jvaldespinogaytan@dallasisd.org</a></td>
</tr>
<tr>
<td>College and Career Readiness</td>
<td>Linda Johnson</td>
<td>Executive Director</td>
<td>(972) 925-8885</td>
<td><a href="mailto:lindjohnson@dallasisd.org">lindjohnson@dallasisd.org</a></td>
</tr>
<tr>
<td>Advanced Academic Services (K-12)</td>
<td>Mitchell W. Morken</td>
<td>Director</td>
<td>(972) 925-8828</td>
<td><a href="mailto:mmorken@dallasisd.org">mmorken@dallasisd.org</a></td>
</tr>
<tr>
<td>Career Education and Workforce Partnerships</td>
<td>Richard Grimsley</td>
<td>Director</td>
<td>(972) 925-8900</td>
<td><a href="mailto:tgrimsley@dallasisd.org">tgrimsley@dallasisd.org</a></td>
</tr>
<tr>
<td>Post-Secondary Success Department</td>
<td>Keisha Crowder-Davis</td>
<td>Director</td>
<td>(972) 925-6710</td>
<td><a href="mailto:keidavis@dallasisd.org">keidavis@dallasisd.org</a></td>
</tr>
<tr>
<td>Language and Literacy</td>
<td>Susan Walker</td>
<td>Executive Director</td>
<td>(972) 925-6783</td>
<td><a href="mailto:swalker@dallasisd.org">swalker@dallasisd.org</a></td>
</tr>
<tr>
<td>Bilingual/ESL Department</td>
<td>Vacant</td>
<td>ESL and Newcomer Programs Director</td>
<td>(972) 925-8953</td>
<td>Vacant</td>
</tr>
<tr>
<td>Bilingual/ESL Department</td>
<td>Cloris Paulette Rangel</td>
<td>Dual Language Programs Director</td>
<td>(972) 925-6490</td>
<td><a href="mailto:cbarrera@dallasisd.org">cbarrera@dallasisd.org</a></td>
</tr>
<tr>
<td>Bilingual/ESL Department</td>
<td>Amanda Clymer</td>
<td>ELL Compliance/Student Intake Director</td>
<td>(972) 925-6490</td>
<td><a href="mailto:amreyes@dallasisd.org">amreyes@dallasisd.org</a></td>
</tr>
<tr>
<td>Library Media Services</td>
<td>Gay D. Patrick</td>
<td>Director</td>
<td>(972) 925-2160</td>
<td><a href="mailto:gapatrick@dallasisd.org">gapatrick@dallasisd.org</a></td>
</tr>
<tr>
<td>Reading and Language Arts</td>
<td>Seema Tejura</td>
<td>Director</td>
<td>(972) 925-8822</td>
<td><a href="mailto:stejura@dallasisd.org">stejura@dallasisd.org</a></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Robert Edison</td>
<td>Director</td>
<td>(972) 925-8004</td>
<td><a href="mailto:roedison@dallasisd.org">roedison@dallasisd.org</a></td>
</tr>
<tr>
<td>World Languages</td>
<td>Amy Anderton</td>
<td>Director</td>
<td>(972) 925-8912</td>
<td><a href="mailto:aanderton@dallasisd.org">aanderton@dallasisd.org</a></td>
</tr>
<tr>
<td>504 and Dyslexia Services</td>
<td>Alicia Zornig</td>
<td>Supervisor</td>
<td>(972) 581-4242</td>
<td><a href="mailto:alizornig@dallasisd.org">alizornig@dallasisd.org</a></td>
</tr>
<tr>
<td>Special Education</td>
<td>Tanya Browne</td>
<td>Executive Director</td>
<td>(972) 581-4100</td>
<td><a href="mailto:tbrowne@dallasisd.org">tbrowne@dallasisd.org</a></td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Special Education</td>
<td>Vacant</td>
<td>Director of SPED Compliance</td>
<td>(972) 581-4305</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>Karen Jones</td>
<td>Director-Individual Evaluation</td>
<td>(972) 581-4541</td>
<td><a href="mailto:karjones@dallasisd.org">karjones@dallasisd.org</a></td>
</tr>
<tr>
<td>Special Education</td>
<td>Stacy Venson</td>
<td>Director-Special Education Curriculum and Instruction</td>
<td>(972) 925-4293</td>
<td><a href="mailto:svenson@dallasisd.org">svenson@dallasisd.org</a></td>
</tr>
<tr>
<td>STEM (Science, Technology, Engineering, Mathematics)</td>
<td>Oswaldo Alvarenga</td>
<td>Executive Director</td>
<td>(972) 925-8811</td>
<td><a href="mailto:oalvarenga@dallasisd.org">oalvarenga@dallasisd.org</a></td>
</tr>
<tr>
<td>Educational Technology</td>
<td>Roland Antoine</td>
<td>Director</td>
<td>(972) 925-8072</td>
<td><a href="mailto:roantoine@dallasisd.org">roantoine@dallasisd.org</a></td>
</tr>
<tr>
<td>Health and Physical Education Department</td>
<td>Barbara Johnson</td>
<td>Director</td>
<td>(972) 925-6790</td>
<td><a href="mailto:barbarajohnson@dallasisd.org">barbarajohnson@dallasisd.org</a></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Stej Sanchez</td>
<td>Director</td>
<td>(972) 925-8811</td>
<td><a href="mailto:stsanchez@dallasisd.org">stsanchez@dallasisd.org</a></td>
</tr>
<tr>
<td>Science</td>
<td>Jenny Christian</td>
<td>Director</td>
<td>(972) 925-8811</td>
<td><a href="mailto:jechristian@dallasisd.org">jechristian@dallasisd.org</a></td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>Danna Rothlisberger</td>
<td>Executive Director</td>
<td>(214) 932-5190</td>
<td><a href="mailto:drothlisberger@dallasisd.org">drothlisberger@dallasisd.org</a></td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>Elaine Thomas</td>
<td>Director of Elementary Art &amp; Music</td>
<td>(214) 932-5085</td>
<td><a href="mailto:elthomas@dallasisd.org">elthomas@dallasisd.org</a></td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>Tim Linley</td>
<td>Director, Instrumental Music</td>
<td>(214) 932-5092</td>
<td><a href="mailto:tilinley@dallasisd.org">tilinley@dallasisd.org</a></td>
</tr>
</tbody>
</table>
General Overview of Major Sections in the GIB*

*Please see Table of Contents or use the “Find Function” (Ctrl +f) to search for specific items.

Section I: CARAC

This section details the purpose, charge and duties of the Curriculum, Alignment, Review, and Approval Committee (CARAC). It also outlines the required department representatives who serve on the committee.

Section II: House Bill 5 Information

Information about the recently enacted House Bill 5 (HB 5) is provided in this section, including graduation requirements for students entering 9th grade for the first time in the 2015-2016 school year. Please keep in mind that Section III of the GIB has additional information about graduation requirements for current high school students.

Section III: Graduation Requirements

Graduation requirements for students entering high school prior to the 2015-2016 school year are provided in this section.

Section IV: Admission and Attendance

Admission requirements for students entering Dallas ISD schools are described in this section. In addition, attendance information ranging from compulsory attendance laws to absences related to extracurricular activities are described. Please note the policy citations in this section. Links are provided to the most current policies on these items.

Section V: Secondary School Scheduling

This overview provides a brief definition of each quality assurance step noted in the Calendar of Critical Dates. Specific information is provided to demonstrate compliance with each quality assurance step. Adherence to the timelines for quality assurance steps included on the calendar will ensure that the computer-based master schedule process is completed prior to the first day of the school year as required.

Section VI: Foundation Course Information

Information related to the course sequences and criteria for the scheduling of students into specific courses for the Foundation Courses is provided. Foundation Courses include Mathematics, Science, Social Studies, and Reading/Language Arts.

Section VII: Grades, Credits, Promotion, and Retention

Critical information regarding how secondary students earn grades and credits and the subsequent ramifications on promotion or retention of students is provided in this section. Please note the policy citations in this section. One should always refer to policy as the final authority on situations concerning a student’s grades, credits, promotion, or retention. Links are provided to the most current policies on these items.
General Overview of Major Sections in the GIB*

*Please see Table of Contents or use the “Find Function” (Ctrl +f) to search for specific items.

Section VIII: College and Career Readiness

Information related to the course sequences and criteria for the scheduling of students into specific courses for the College and Career Ready Courses is provided. College and Career Ready Course include, but not limited to, Advanced Placement (AP), Career and Technical Education (CTE), or Dual Credit.

Section IX: Enrichment Course Information

Information related to the course sequences and criteria for the scheduling of students into specific courses for the Enrichment Courses is provided. Enrichment Courses include, but not limited to, those categorized as Fine Arts, Health/PE, or World Languages.

Section X: Special Education Department

Information related to scheduling and transitioning for middle and high school special education students is included in this section. District, federal and state regulations and requirements are also provided.

Section XI: Bilingual Education

Information related to the scheduling of ESL students is included in this section.

Section XII: Middle School Course Descriptions

Middle school course information consisting of DISD and TEA course numbers, credits earned, grade levels, prerequisites and other important details related to middle school courses are included in this section.

Section XIII: High School Course Descriptions

High school course information consisting of DISD and TEA course numbers, credits earned, grade levels, prerequisites and other important details related to high school courses are included in this section.
Table of Contents

Section I: The Curriculum, Alignment, Review, and Approval Committee (CARAC)

CARAC: The Curriculum, Alignment, Review, and Approval Committee

Section II: House Bill 5 Information

House Bill (HB) 5
Five Endorsements
New Graduation Plans

Section III: Graduation Requirements

Alternative Means of Earning Credit
Correspondence Courses
Distance Learning
Foreign Study/Travel
DISD Virtual School
Extended-Year Programs/Summer School
High School 9-12
Extended School Year (ESY)
Adult and Community Education
Maya Angelou High School
Credit Recovery Center / Reconnection Centers
Evening Academy
Credit by Examination and Examination for Acceleration
Credit by Examination for Acceleration (CEFA) (Without Prior Instruction)

Distinguished Achievement Program
Distinguished Achievement Program Completion Information
Completion Deadlines for the Distinguished Achievement Program
Procedures for Upgrading to the Distinguished Achievement Program after Graduation
College Coursework for DAP not Dual Credit

Academic Elective Requirement

Graduation
Eligibility
Graduation with Honors
Certificates of Attendance for Special Education
Certificates of Coursework Completion
Out-of-School Students
Requirements for all Graduation Programs
Section IV: Admission and Attendance

Admission, Attendance, and Academic Achievement Record Information
  Admission Eligibility
  Residence Requirements for Enrollment
  Attendance
  Compulsory Attendance
  Violation of Compulsory School Attendance Notice
  Excused Absences for Compulsory Attendance Determinations
  Attendance for Credit
  Excused Temporary Absence
  In School Suspension
  Out of School Suspension
  Extended Absence (Personal Illness)
  Unexcused Absence
  Tardies
  Parent Notification
  Regaining Credit
  Absences Due to Extracurricular Activities
  Vacations and Ski Trips
  Releasing Students from School
  Perfect Attendance Awards

Section V: Secondary School Scheduling

Athletics
  Middle School Athletics
Middle School Sports Offered
  Employment (Work Permits)
  Scheduling Requirements (Grades 9-12)
Secondary School Scheduling
  Part I: Training
  Part II: Calendar of Master Scheduling Critical Dates
  Part III: Quality Assurance Standards for Scheduling
Master Scheduling
  Critical Attributes/Best Practices
The Scheduling Process
Determination of Schedule and Courses
Special Populations
Marketing School Offerings
Choice Sheets
Course Counts/Tallies
Technical Work for Master Schedule
Pre-Registration/Early Enrollment
Schedule Changes

Section VI: Foundation Course Information
Science
Middle School Science
High School Science
Social Studies
Reading Language Arts
Middle School
High School

Section VII: Grades, Credits, Promotion, and Retention
Grade Check to Regain Eligibility
Grades, Credits, Promotion, and Retention
  Secondary Courses
  Course Sequences, Graduation Units, and Course Completion
  General Grading Information
  Guidelines for Grading
  Grade Errors and Corrections
  Makeup Work and Late Work Defined
  Grade Reporting/Parent Conferences
  Grading for Special Education Students
  Middle School Six-Week and Semester Grades
  Re-test Policy for Grades 6-8
  High School Courses Taken in Middle School
  High School Grades
  Calculating Grade Point Average (GPA)
  Six Weeks and Semester Grades
  Re-test Policy for Grades 9-12
Grade Conversion for Transcripts with Letter Grades

Class Rank

Top Ten Percent

Valedictorian and Salutatorian (Highest Ranking Students)

Middle School Promotion and Retention

High School Grade Level Advancement and Classification

Students At-Risk/Dropout Reduction

Section VIII: College and Career Readiness

Advanced Placement (AP) College Board

AP Potential

Advanced Placement Program and AP Exams

AP Course List: Grades 9 – 12

The Annual AP Course Audit and Authorization to Offer AP Courses

International Baccalaureate

Early College High Schools (ECHS)

Trinidad "Trini" Garza Early College High School at Mountain View College

Kathlyn Joy Gilliam Collegiate Academy

Dr. Wright Lassiter Jr., Early College at El Centro College

Samuell Early College High School

Spruce Early College CTE High School

Magnet Schools

The AVID Program

Gifted and Talented (G/T) Program

Identification and Selection

Middle School Gifted and Talented Program

High School Gifted and Talented Program

Career and Technical Education

Middle School: Grades 7-8

High School: Grades 9 - 12

Career Preparation and Practicum Learning Experiences

Career Preparation Courses

Practicum Courses

Training Plans, Teacher Site Visits and Additional Requirements

CTE Problems and Solutions (Formerly Independent Study)

Career and Technical Education Electives, Coherent Sequence
Section IX: Enrichment Course Information

Languages Other than English (LOTE)

Language Level Placement System for LOTE

Middle School

High School- NEW options starting in 2014-2015:

Fine Arts

Middle School

High School

HB5 Arts and Humanities Endorsement options for students entering 9th grade in 2014-2015:

Physical Education

Grades 6 - 8

Grades 9 – 12

Physical Education Health Restrictions

Off-Campus Physical Education Program

Health Education

Technology Applications

Grades 6 - 8

Grades 9 – 12

Section X: Special Education Department

Middle School and High School Special Education Program

Transfer Students

Program Offerings for Various Graduation Plans

Transition Planning for Students Receiving Special Education Services (IDEA-P.L. 101-476)

Federal and State Regulations Regarding Transition Services

District Transition Planning Regarding Transition Services

Special Education Scheduling Recommendations

Additional Information Regarding Entries for Students Receiving Special Education Services

Section XI: Bilingual Education

English as a Second Language (ESL) Program

Section XII: Middle School Course Descriptions

Section XIII: High School Course Descriptions
CARAC: The Curriculum, Alignment, Review, and Approval Committee

The purpose or charge of the Curriculum, Alignment, Review, and Approval Committee (CARAC) is to assist schools and departments to add, delete, and/or modify courses for their master schedules. The committee is also the conduit for innovative courses to be approved and submitted to TEA. Additionally, all updated information included in the General Information Bulletin (GIB) begins with and is revised through the CARAC committee.

The CARAC committee is comprised of staff members from the following departments:

<table>
<thead>
<tr>
<th>CARAC Committee Department Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Academic Services</td>
</tr>
<tr>
<td>AVID</td>
</tr>
<tr>
<td>Career and Technology Education</td>
</tr>
<tr>
<td>College and Career Readiness</td>
</tr>
<tr>
<td>Compliance</td>
</tr>
<tr>
<td>Counseling Services</td>
</tr>
<tr>
<td>Data Services</td>
</tr>
<tr>
<td>Educational Technology</td>
</tr>
<tr>
<td>Reading Language Arts</td>
</tr>
<tr>
<td>Extended Year (Summer School)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Section II: House Bill 5 Information

Navigate to the Table of Contents

House Bill (HB) 5

With the passage of House Bill (HB) 5, new graduation requirements will take effect for this year’s eighth graders as they begin high school in 2014-15. Every student must declare a high school endorsement.

A student may earn an endorsement on the student's diploma and transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule. The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The State Board of Education by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student's junior year. An endorsement may be earned in any of the following categories:

Five Endorsements

<table>
<thead>
<tr>
<th>STEM</th>
<th>Business and Industry</th>
<th>Public Services</th>
<th>Arts and Humanities</th>
<th>Multidisciplinary Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Algebra II, a Chemistry credit and a Physics credit required for all STEM endorsements)</td>
<td>Database Management; Information Technology; Communications; Accounting; Finance; Marketing; Graphic Design; Architecture; Construction; Welding; Logistics; Automotive Technology; Agricultural Science; and Heating, Ventilation, and Air Conditioning (HVAC)</td>
<td>Health Sciences and occupations; Education and Training; Law Enforcement; and Culinary Arts and Hospitality</td>
<td>Political Science; World Languages; Cultural Studies; English Literature; History; and Fine and Performing Arts</td>
<td>Students select courses from the curriculum of each of the other endorsement areas and earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement</td>
</tr>
</tbody>
</table>

A minimum of four credits of coherently sequenced electives, including required advanced course(s), need to be completed in order to receive an Endorsement.
### Sample Coherent Course Sequences: STEM

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE-Career-Cluster (Option A), such as Engineering (Project Lead The Way)</td>
<td>Introduction to Engineering Design</td>
<td>Principles of Engineering</td>
<td>Aerospace Engineering or Biotechnical Engineering or Digital Electronics or Computer Integrated Manufacturing or Civil Engineering and Architecture</td>
<td>Engineering Design and Development</td>
</tr>
<tr>
<td>A coherent sequence of courses of four or more credits in CTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(B) A coherent sequence of four credits in computer science selected from the following courses to include Fundamentals of Computer Science or Computer Science I and Computer Science II or AP Computer Science:

- Fundamentals of Computer Science
- Computer Science I
- Computer Science II
- Computer Science III
- AP Computer Science
- IB Computer Science, Standard Level
- IB Computer Science, Higher Level
- Discrete Mathematics for Computer Science
- Digital Forensics
- Game Programming and Design
- Mobile Application Development
- Robotics Programming and Design
# Sample Coherent Course Sequences: STEM

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEM Endorsement: Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Foundation requires 3 credits:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Biology</td>
<td>Astronomy, 3125</td>
<td>Astronomy, 3125</td>
<td>AP Biology, 3200</td>
<td>AP Biology, 3200</td>
</tr>
<tr>
<td>ii) IPC or 1 Advanced Science course</td>
<td>PreAP Biology, 3190</td>
<td>PreAP Biology, 3190</td>
<td>IB Biology, 3196</td>
<td>IB Biology, 3196</td>
</tr>
<tr>
<td>iii) 1 Advanced Science course</td>
<td>Physics, 3260</td>
<td>Chemistry, 3220</td>
<td>Chemistry, 3220</td>
<td>Chemistry, 3220</td>
</tr>
<tr>
<td><strong>All STEM Endorsements require a minimum of 4 credits of science, including Chemistry and Physics.</strong></td>
<td>IPC, 3276</td>
<td>PreAP Chemistry, 3210</td>
<td>PreAP Chemistry, 3210</td>
<td>PreAP Chemistry, 3210</td>
</tr>
<tr>
<td><strong>STEM Endorsement Option D – Science</strong></td>
<td>PreAP Physics, 3245</td>
<td>AP Chemistry, 3235</td>
<td>AP Chemistry, 3235</td>
<td>AP Chemistry, 3235</td>
</tr>
<tr>
<td>Requires:</td>
<td>IPC, 3245</td>
<td>IB Chemistry, 3232</td>
<td>IB Chemistry, 3232</td>
<td>IB Chemistry, 3232</td>
</tr>
<tr>
<td>i) A Biology Credit</td>
<td>Principles of Technology, 7184</td>
<td>Physics, 3260</td>
<td>Physics, 3260</td>
<td>Physics, 3260</td>
</tr>
<tr>
<td>ii) A Chemistry Credit</td>
<td>AP Physics, 6896</td>
<td>PreAP Physics, 3245</td>
<td>PreAP Physics, 3245</td>
<td>PreAP Physics, 3245</td>
</tr>
<tr>
<td>iii) A Physics Credit</td>
<td>IB Physics (currently not offered in Dallas ISD)</td>
<td>Principles of Technology, 7184</td>
<td>Principles of Technology, 7184</td>
<td>Principles of Technology, 7184</td>
</tr>
<tr>
<td>iv) 2 additional science courses</td>
<td>AP Physics I, 6896</td>
<td>AP Physics I, 6896</td>
<td>AP Physics I, 6896</td>
<td>AP Physics I, 6896</td>
</tr>
</tbody>
</table>

**NOTE:**

- Students may select Biology, AP Biology, or IB Biology to fulfill their Biology credit.
- Students may select Chemistry, AP Chemistry, or IB Chemistry to fulfill their Chemistry credit.
- Students may select Physics, AP Physics, IB Physics, or Principles of Technology to fulfill their Physics credit.
- The use of the terms “second credit” and “third credit” do not imply a particular sequence. Close attention should be paid to [TEA High School Science Prerequisites](#).
- A student may earn a distinguished level of achievement by

---

Astronomy, 3125
Biology, 3150
PreAP Biology, 3190
IPC, 3276
PreAP Physics, 3245
PreAP Physics, 3245
AP Physics, 6896
IB Physics (currently not offered in Dallas ISD)
AP Biology, 3200
IB Biology, 3196
Chemistry, 3220
PreAP Chemistry, 3210
AP Chemistry, 3235
IB Chemistry, 3232
Physics, 3260
PreAP Physics, 3245
Principles of Technology, 7184
AP Physics I, 6896
AP Physics 2, 6901
AP Physics C, 3250
AP Physics C – Electricity and Magnetism, 3256
IB Physics (currently not offered in Dallas ISD)
Aqua Science, 3132
Astronomy, 3125
Earth and Space Science, 3107
Environmental Systems, 3128
IB Environmental Systems (currently not offered in Dallas ISD)
AP Environmental Science, 3115
Advanced Animal Science, 7241
Advanced Plant and Soil Science, 7574
Anatomy and Physiology, 7455
Medical Microbiology (currently not offered in Dallas ISD)
Past Phylogenetics, 7456
Food Science, 7289
Forensic Science, 7333
Advanced Biotechnology, 7177
Scientific Research and Design II, 7134
Scientific Research and Design III, 7135
Engineering Design and Problem Solving, 7578
Principles of Engineering, 7188
Successfully completing a total of four credits in science.

<table>
<thead>
<tr>
<th>Problem Solving, 7578</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Engineering, 7188</td>
</tr>
</tbody>
</table>

**Sample Coherent Sequences: Business and Industry**

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Management</td>
<td>Principles of Business, Marketing and Finance</td>
<td>Business Information Management I or Accounting I</td>
<td>Business Information Management II or Accounting II</td>
<td>Banking and Financial Services (.5 credit) or Securities and Investments (.5 credit) or Career Prep (2 credits) or Career Prep (3 credits)</td>
</tr>
<tr>
<td>A coherent sequence of 3 or more courses for 4 or more credits in CTE that includes at least 2 courses in the same career cluster and at least 1 advanced CTE course (the third or higher course in a sequence)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Navigate to the General Overview

Page 18 of 343
### Sample Coherent Sequences: Public Services

**Public Services Endorsement**

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Reserve Officer Training Corps (JROTC)</td>
<td>Four courses in JROTC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>Principles of Law, Public Safety, Corrections and Security</td>
<td>Forensic Science of Court Systems and Practices</td>
<td>Law Enforcement I</td>
<td>Law Enforcement II or Practicum, Law, Public Safety, Corrections and Security</td>
</tr>
</tbody>
</table>

### Sample Coherent Course Sequences: Arts and Humanities

**Arts and Humanities Endorsement**

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>Symphonic Band</td>
<td>Wind Symphony</td>
<td>Wind Symphony</td>
<td>Wind Symphony</td>
</tr>
<tr>
<td>Visual Art</td>
<td>Art I</td>
<td>Art II - Drawing or Painting or Ceramics or Sculpture or Photography or Electronic Media or Jewelry or Printmaking</td>
<td>Art III - Drawing or Painting or Ceramics or Sculpture or Photography or Electronic Media or Jewelry or Printmaking</td>
<td>Art IV - Drawing or Painting or Ceramics or Sculpture or Photography or Electronic Media or Jewelry or Printmaking</td>
</tr>
</tbody>
</table>
Sample Coherent Course Sequences: Multidisciplinary Studies

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Career-Oriented</td>
<td></td>
<td></td>
<td><strong>Four Advanced courses either within one Endorsement area or among Endorsement areas</strong></td>
<td></td>
</tr>
<tr>
<td>Foundation Subject Areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English I</td>
<td>English II</td>
<td>English III</td>
<td>English IV</td>
<td></td>
</tr>
<tr>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Advanced Math</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics</td>
<td>Advanced Science</td>
<td></td>
</tr>
<tr>
<td>World History OR World Geography</td>
<td>U.S. History</td>
<td>Government/Economics</td>
<td>Advanced Social Studies</td>
<td></td>
</tr>
<tr>
<td>Four total credits in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Placement (AP) OR Dual Credit OR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Baccalaureate (IB) (Woodrow Wilson HS 2014-15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP/IB Math + AP/IB</td>
<td></td>
<td>DC English + DC Math + DC Science + DC Social Studies + DC Economics + DC LOTE + DC Fine Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP/IB Science + AP/IB Social Studies + AP/IB Economics + AP/IB LOTE + AP/IB Fine Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP/IB Economics +</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP/IB LOTE + AP/IB Fine Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DC English + DC Math + DC Science + DC Social Studies + DC Economics + DC LOTE + DC Fine Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DC English + DC Math + DC Science + DC Social Studies + DC Economics + DC LOTE + DC Fine Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DC Economics +</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DC LOTE + DC Fine Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 20 of 343
New Graduation Plans

<table>
<thead>
<tr>
<th>Discipline</th>
<th>NEW Distinguished Plan</th>
<th>Foundation Plan + Endorsements</th>
<th>Foundation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Credits</td>
<td>Credits</td>
<td>Credits</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Math</td>
<td>4</td>
<td>4 (+ 1 STEM, Option C)</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>4 (+ 1 STEM, Option D)</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Language Other Than English</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Health <em>(Dallas ISD Local)</em></td>
<td>.5</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>Electives</td>
<td>6.5</td>
<td>6.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Total Credits for Graduation:</td>
<td>26</td>
<td>26</td>
<td>22</td>
</tr>
</tbody>
</table>

NEW DISTINGUISHED GRADUATION PLAN: 26 CREDITS *(Dallas ISD)*

4 credits English: ELA I, ELA II, ELA III, one credit in an authorized advanced English course
4 credits Mathematics: Algebra I, Geometry, Algebra II, one credit in an authorized advanced mathematics course
4 credits Science: Biology, one credit in IPC or in an authorized advanced science course, two credits in an authorized advanced science course
3 credits Social Studies: U.S. History, Government, Economics, World Geography or World History
2 credits LOTE or Computer Programming
1 credit Fine Arts
1 credit Physical Education
.5 credit Health *(Dallas ISD Local)*
6.5 credits in electives (may include CTE or certification courses)

Eligible for automatic admission to a Texas four-year college or university under top 10% rule.
Eligible for Texas grant.
Credit requirements specific to at least one Endorsement must be earned.
## FOUNDATION PLAN + ENDORSEMENT(S): 26 CREDITS

<table>
<thead>
<tr>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>LOTE or Computer Programming</th>
<th>Health</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 credits English: ELA I, ELA II, ELA III, one credit in any authorized advanced English course</td>
<td>4 credits Mathematics: Algebra I, Geometry, two credits in an authorized advanced math course (STEM Endorsement requires Algebra II)</td>
<td>4 credits Science: Biology, one credit in IPC or in an authorized advanced science course, two credits in an authorized advanced science course (STEM Endorsement requires Chemistry and Physics)</td>
<td>3 credits Social Studies: U.S. History, Government, Economics, World Geography or World History</td>
<td>2 credits LOTE or Computer Programming</td>
<td>.5 credit Health <em>(Dallas ISD Local)</em></td>
<td>6.5 credits in electives (may include CTE or certification courses)</td>
</tr>
<tr>
<td>4 credits Mathematics: Algebra I, Geometry, two credits in an authorized advanced math course (STEM Endorsement requires Algebra II)</td>
<td>4 credits Science: Biology, one credit in IPC or in an authorized advanced science course, two credits in an authorized advanced science course (STEM Endorsement requires Chemistry and Physics)</td>
<td>3 credits Social Studies: U.S. History, Government, Economics, World Geography or World History</td>
<td>2 credits LOTE or Computer Programming</td>
<td>1 credit Fine Arts</td>
<td>1 credit Physical Education</td>
<td></td>
</tr>
<tr>
<td>4 credits Science: Biology, one credit in IPC or in an authorized advanced science course, two credits in an authorized advanced science course (STEM Endorsement requires Chemistry and Physics)</td>
<td>3 credits Social Studies: U.S. History, Government, Economics, World Geography or World History</td>
<td>2 credits LOTE or Computer Programming</td>
<td>1 credit Fine Arts</td>
<td>1 credit Physical Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credit requirements specific to at least one Endorsement must be earned.

---

## FOUNDATION GRADUATION PLAN: 22 CREDITS

<table>
<thead>
<tr>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>LOTE or Computer Programming</th>
<th>Health</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 credits English: ELA I,II,III, one credit in any authorized advanced English course</td>
<td>3 credits Mathematics: Algebra I, Geometry, one credit in an authorized advanced math course</td>
<td>3 credits Science: Biology, one credit in IPC or in an authorized advanced science course, one credit in an authorized advanced science course</td>
<td>3 credits Social Studies: U.S. History, Government, Economics, World Geography or World History</td>
<td>2 credits LOTE or Computer Programming</td>
<td>.5 credit Health <em>(Dallas ISD Local)</em></td>
<td>4.5 credits in electives (may include CTE or certification courses)</td>
</tr>
<tr>
<td>3 credits Mathematics: Algebra I, Geometry, one credit in an authorized advanced math course</td>
<td>3 credits Science: Biology, one credit in IPC or in an authorized advanced science course, one credit in an authorized advanced science course</td>
<td>3 credits Social Studies: U.S. History, Government, Economics, World Geography or World History</td>
<td>2 credits LOTE or Computer Programming</td>
<td>1 credit Fine Arts</td>
<td>1 credit Physical Education</td>
<td></td>
</tr>
<tr>
<td>3 credits Science: Biology, one credit in IPC or in an authorized advanced science course, one credit in an authorized advanced science course</td>
<td>3 credits Social Studies: U.S. History, Government, Economics, World Geography or World History</td>
<td>2 credits LOTE or Computer Programming</td>
<td>1 credit Fine Arts</td>
<td>1 credit Physical Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Eligible for admission to a Texas four-year college or university. College admission is not guaranteed under this graduation plan.
Section III: Graduation Requirements

Alternative Means of Earning Credit

Correspondence Courses

The district permits high school students to take correspondence courses—by mail or via the Internet—for credit toward high school graduation. All high school students are eligible to take correspondence courses and earn credit toward graduation. Prior to enrollment in correspondence courses, students must make a written request to the principal or designee for approval to enroll in the course. Students will not be awarded credit toward graduation if approval was not granted prior to enrollment.

Correspondence credit toward state graduation requirements is granted only under the following conditions:

1. The institution offering the course is the University of Texas at Austin or Texas Tech University, or another public institution of higher education approved by the Commissioner.
2. The correspondence course includes the state-required TEKS for the course.
3. Students may be enrolled in only one correspondence course at a time.
4. Seniors who are enrolled in correspondence courses to earn credits required for graduation must complete the course and submit the grade for recording by March 1 prior to the graduation date in order to be eligible for graduation at the end of the term.
5. Correspondence course grades are entered on the student’s academic achievement record. Credit is awarded for grades of 70 or above. Grades earned in approved correspondence courses are used in computing both grade point average and class ranking.
6. The Superintendent of Schools or designee may exercise discretion in waiving limitations on an individual basis.

Policies governing correspondence courses may be found at EHDE (LEGAL) and EHDE (LOCAL).

Distance Learning

In order to provide more learning opportunities to students, the district has expanded its eDISD online program. eDISD encompasses all electronic courses, including Texas Virtual School Network courses, vendor-based, or locally developed online courses.

Students may only be enrolled in two eDISD courses per semester. Prior to enrollment in distance learning electronic courses, a student shall make a written request to the principal or designee for approval to enroll in the course. If written approval is not granted prior to enrollment, the student shall not be awarded credit. Only those distance learning courses certified to meet all the state-required knowledge and skills for the courses shall earn graduation credit. The District’s grading procedures shall apply to all electronic courses. The electronic course handbook includes all policies, protocols, and procedures for students taking electronic courses as a means of earning graduate credit. In addition, to better support student acquisition of the TEKS, the district has made a course management system and video conferencing equipment available to teachers.

Moodle, the district’s course management system, allows teachers to add web-enhanced features to their instruction. By having the ability to join the best features of in-class teaching with the best features of online learning, teachers are able to promote active student learning. Using Moodle gives teachers another alternative for students to learn independently and interdependently by giving them the opportunity to study online. Students learn how to assimilate and process information and also learn to cooperate and interact with one another while engaging themselves in student centered learning activities like wiki projects, workshops and forums. Students learn while completing tasks assigned by the teacher in Moodle. Students can access their teachers’ Moodle courses from any Internet connection.

The District is expanding the number of campuses that have interactive video conferencing equipment. Using this equipment, teachers can connect their students to other classes and experts in the district, state, nation, and around the world. This equipment can also be utilized to provide teacher-to-teacher collaboration and support. Campuses that do not currently have an interactive video conferencing cart may reserve the video conferencing lab at the School Support Services Center for special instructional events for up to 25 students. Any video conferencing or virtual field trips utilized for class instruction shall be aligned to the TEKS prior to scheduling. For more information about video conferencing, participating in upcoming events, and reserving the video conferencing lab, contact the Educational Technology Department at 972-925-8072.

Distance learning is offered through Dallas ISD for students when specialized learning needs can be met most effectively through such learning. Distance learning programs not offered through the district or authorized through the office of Core Curriculum and Instruction or Enrichment Curriculum and Instruction are not recognized for credit.

Policies governing distance learning courses may be found at EHDE (LEGAL) and EHDE (LOCAL).
Foreign Study/Travel

The District permits students to participate in foreign study programs. These programs provide enriching experiences not available in campus programs and should be encouraged. Expenses vary among programs and are the responsibility of the students/parents. Counselors need to plan carefully with students prior to program participation if credit is to be earned and transferred back to a Dallas ISD high school. Approval for course credit must be obtained prior to actual participation in the program. Participation in the program without approval does not ensure that credit will be awarded. Authorization for such participation may be found at EHDB (REGULATION).

DISD Virtual School

Dallas ISD Virtual School serves three essential functions in the district: 1) provide high quality online instructional courses to students 2) assist in the coordination, implementation, and oversight of online programs throughout the district and 3) to provide students the opportunity to earn high school graduation credit for the following: credit recovery, credit acceleration, advanced placement, and dual credit.

Online District-Created Courses - The District-Created Online Courses are created by certified Dallas ISD staff. All courses are aligned with state standards and follow The International Association for K-12 Online Learning (iNACOL) standards. In addition, all course facilitators are web-certified instructors.

Online Provider Courses - These courses are delivered by online providers and are aligned with state standards. In addition, all the courses have been evaluated and approved by Dallas ISD’s Curriculum and Instruction Department.

The DISD Virtual School Handbook, approved online vendors, and course lists are available on the Teaching and Learning Website (http://www.dallasisd.org/Page/12514).

Online courses not offered through the district or authorized through the Teaching and Learning Division are not recognized for credit.

All district policies related to academic honesty, participation, grade weights, and acceptable use will apply to online courses. (Refer to the following links for more information.)

Extended-Year Programs/Summer School

Middle School 6-8

Any student in grades 6–8 who does not meet the criteria for promotion may attend extended year program(s) provided by the District in applicable content areas. A student who attends at least 90 percent of the extended year program days in the applicable content area(s) shall be promoted to the next grade level at the beginning of the school year but only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

A maximum of two middle school foundation courses may be taken in summer school. A student who has failed three foundation courses may attend summer school and shall be eligible for promotion if his or her summer school grades enable him or her to meet the promotion criteria. A student who attends 90 percent of the summer school session in one or two failed foundation courses may be exempted from the mandatory accelerated instruction program. A student who has failed more than three foundation courses may attend summer school if he or she so chooses, but shall not be eligible for promotion EIE(LOCAL).

Additional policies governing Retention and Promotion may be found at EIE(LEGAL) (LOCAL).

High School 9-12

Extended Year Programs are operated by the Dallas Independent School District. Each year prior to the dates scheduled for summer registration, counselors distribute information regarding locations, course offerings, and dates for the summer program. The parent or guardian of each student who has not successfully completed a subject or course for any semester shall be notified by the district as soon as possible of any available district program that may permit the student to successfully complete the failed subjects or courses. Authorization for Summer School is found in policy EHDA (LOCAL).

- All course work completed in Dallas ISD extended year carries full credit.
- Courses will be offered depending upon sufficient enrollment and “highly qualified” teacher availability.
- Students may earn .5 credit for each summer school/extended year course that they successfully complete. Two credits are the maximum number that can be earned during the summer (day and evening sessions combined).
● Students may take courses to gain (advance) or recover credit for one-semester courses.
● Students’ progress shall be evaluated according to the same standards as those used during the regular term.
● All district policies and guidelines are in effect during the extended year program.

Principals designing and offering summer courses for credit must have the approval of the Division Executive Director and the appropriate content/program director.

At the close of the summer session, graduation exercises will be held for those who have completed all graduation requirements.

**Extended School Year (ESY)**
The District shall ensure that extended school-year (ESY) services are available as necessary to provide a student with a disability with FAPE. ESY services must be provided only if the ARD committee determines, on an individual basis, that the services are necessary for FAPE. The District may not limit ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of ESY services [EHBA(LEGAL)].

**Adult and Community Education**
Adult and Community Education is an educational program provided in Dallas and Rockwall Counties at no cost to the student. The program emphasizes instruction in the basic skills, offers GED (General Education Development) preparation, ESL (English for Speakers of Other Languages), and English in the Workplace instruction. An EL Civics, literacy and U.S. Citizenship acquisition program is also available. Program participants must be 18 years old or older. Seventeen (17) year olds can enroll if they are officially withdrawn from high school and have parental approval. Only in the case of a court mandate may 16-year olds enroll. For more information, contact the Adult and Community Education Office, (972) 794-7806.

**Maya Angelou High School**
This educational program meets the needs of pregnant students by offering the district curriculum in grades 6-12 in addition to a focus on health, child development and parenting skills. In addition to regular academic classes, programs and services emphasizing prenatal health, parenting, and childcare are provided for pregnant students who choose to attend this alternative school. Referral to the program is coordinated by the school nurse who will provide forms to be completed by the attending physician. The sending school counselor will plan the student’s academic program. Credit earned at Maya Angelou applies toward GPA, rank, and honors eligibility at the home school. Graduation will be from the home school.

**Credit Recovery Center / Reconnection Centers**
The Reconnection Centers provide a voluntary credit recovery program that aids Dallas Independent School District high schools in making sure that students stay on track in their quest for graduation.

The student meets course requirements (recovers credit) through a review of records, the assignment of the online courseware, and satisfactory completion of assigned online courseware. Depending on previous performance, the student may be assigned all or parts of the online courseware.

A Reconnection Center has a school-within-a-school environment in which the staff (ideally two teachers) forms an educational team. Team members are actively involved in monitoring and assisting students. An ideal Reconnection Center serves students before, during and after regular school hours in order to provide students an opportunity to accrue credit(s) and at the same time maintain their traditional schedule.

**Evening Academy**
Students attending day school may, with the approval of their day school counselor and principal, earn additional credit(s) by taking evening classes. Students must be 16 years of age or older and must have their enrollment card completed and approved by the day-school counselor prior to enrollment. Classes begin two weeks after the start of each semester, and end two weeks before the close of each semester. Students may enroll in a maximum of two (2) one-half (1/2) credit classes per semester, and classes are held on Monday, Tuesday, and Thursday evenings. Evening classes are offered at no cost. Credit(s) earned are immediately forwarded to the student’s home school upon course completion. For more information, please contact your school counselor or call the Evening Academy Office at (972) 502-3458.

**Credit by Examination for Acceleration**
Credit by Examination (With Prior Instruction)
Credit by Examination (CBE) is a means by which a District student in grades 6-12 who has received prior instruction in a course but not received credit may take a test to demonstrate mastery of the course. Students seeking to gain a passing grade for courses failed must obtain parent, teacher, counselor, and principal approval to take the exam. On recommendation of the attendance committee, a student...
who has excessive absences may be permitted to earn or regain a passing semester score through credit by exam. With administrative approval, CBE may also be used to obtain course credit for special circumstances. The following students may apply for CBE through the school counselor:

- Students in grades 6-12 who have failed course(s)
- Students who have been recommended by the attendance committee
- Students who have completed all or nearly all of the instruction required for a course, but have not received a semester grade due to special circumstances.  

To receive CBE credit, a student must receive a 70% mastery score or above on the examination(s) from Texas Tech. The numeric test score shall be entered on the student’s academic achievement record. CBE passing scores for courses in grades 9-12 shall receive high school credit but shall not be used in computing the student’s grade point average or rank in class. Credit by examination shall not be used to gain eligibility for participation in extracurricular activities.

A District student who has been offered a free and appropriate education and has failed a course, or failed to receive credit for a course due to special circumstances, shall be required to pay the necessary fee(s) for CBE. The fee shall consist of the cost of the examination and may include an administration fee for examinations given after school, on Saturdays or outside of posted testing windows.

CBE scheduling and test administration for District students who have special circumstances or failed a course shall be coordinated by school personnel with principal approval throughout the school year. The tests shall be scheduled at the school as deemed appropriate by the principal. State and National Assessments will coordinate CBE administration during the summer only for students whose schools were unable to schedule during the school year. Schools shall submit required application(s), fees, and/or enrollment form(s) to State and National Assessments for summer test administration.  

Credit by Examination for Acceleration (CEFA) (Without Prior Instruction)

Examinations for acceleration (EFA) are means by which high-achieving secondary students may “test out” of particular courses. Students may be accelerated in any academic courses for which tests are available through Texas Tech University, University of Texas at Austin, the school district, or another entity. EFA test administration is coordinated by State and National Assessments and examinations will be given at no cost to the student/parent. Students scoring 80 percent or above on examinations shall be accelerated and/or receive appropriate credit. Written approval for the acceleration of students scoring at a mastery level of 80 percent or above will be obtained from parents on the application form. The implications of having students accelerate as a result of the exams should be discussed with parents, as well as with the student. Counselors should submit required application(s) and enrollment form(s) to State and National Assessments. Check with your high school counselor for eligibility, test dates, and deadlines.

Promotion/reclassification will be based on the standards in effect for the student’s grade level. Credit toward meeting graduation requirements shall be awarded for qualifying scores on high school course examinations. Scores are not counted toward a student’s grade point average or rank in class.

Examinations for acceleration are offered for students having no prior instruction; therefore, the district is not obligated to furnish textbooks, study guides, tutoring, or other instructional aids to students registering for the examinations. Policies governing Credit by Examination without Prior Instruction may be found at EHDC (LEGAL) and EHDC (LOCAL).

2015-2016 Registration and Examination Schedule is as follows:

<table>
<thead>
<tr>
<th>Registration Deadline</th>
<th>Grades</th>
<th>Test Window Dates</th>
</tr>
</thead>
</table>

Specific examination dates will be scheduled within the testing windows and are subject to change.

Distinguished Achievement Program

Distinguished Achievement Program Completion Information

Students selecting the Distinguished Achievement Program must complete all requirements, including their four advanced measures, and have them recorded on their academic achievement record prior to graduation in order to be acknowledged as a Distinguished Achievement Program graduate and have the seal affixed to the final transcript.

Completion Deadlines for the Distinguished Achievement Program

Completing the four measures prior to graduation requires careful planning by students, their counselors, and parents. Information regarding deadlines will be critical and must be discussed each year with students who have selected the program as they progress from grades 9-11.

Emphasis must be placed on the fact that results of AP exams taken at the end of the senior year will not be received in time to be counted as any of the advanced measures, nor, if graduation dates continue to begin in mid-May, will transcripts for second semester college courses taken in the senior year be available in time to count toward completing the measures. Therefore, in order to complete four advanced measures, students must include AP courses/exams in their plans for or before the junior year (e.g., AP Human Geography, AP U.S. History, AP European History, AP Psychology, AP English III, AP Computer Science, AP Art History III, AP Music Theory, AP Other Languages, AP Statistics, AP Biology, AP Environmental Science, etc.).

College courses taken for advanced measures must be taken during the junior year, during the summer, first semester of the senior year,
or by correspondence through Texas Tech as long as the grades are received by the deadline. Qualifying PSAT scores will be known early in the senior year. The tentative deadline for receiving all documentation in time for graduation is April 15th of the student's senior year.

For students completing the Distinguished Achievement Program requirements, but not receiving the results that would entitle the students to four advanced measures prior to graduation, a graduation plan update request can be signed by students (if age 18) or their parents giving the district permission to update the student's academic achievement records after qualifying AP examination scores are received or college transcripts are submitted to the student's counselor. Only transcripts and examination scores based on work completed during the student's senior year and submitted before September 1st following graduation will be accepted toward awarding advanced measures and updating the AAR.

**Procedures for Upgrading to the Distinguished Achievement Program after Graduation**

Prior to graduation, obtain the student's (if age 18) or parent's signature on the "Request to Upgrade" form indicating that they wish to have the student's academic achievement record upgraded upon validation of completed advanced measures for which scores or grades have not been received. (See Appendix for sample form Forms in GIB)

If a missing advanced measure involves an AP exam score, the counselor will review and validate the score report when it is received and will prepare the information to submit to Counseling Services. If the measure(s) involves a college course completed prior to graduation, but the student has not received final grades, inform the student that he/she will need to send or bring a copy of the transcript to the school counselor on or before September 1 immediately following graduation. In either instance, the school counselor will validate the advanced measure and provide the documentation form, "Request to Upgrade", to Counseling Services.

Campus and Administrative Support will enter the measures, upgrade the student's academic achievement record to indicate the new graduation program, and provide a new academic achievement record with the DAP seal.

**College Coursework for DAP not Dual Credit**

Students enrolled in grades 9-12 are permitted to earn college credit toward earning one or more of their advanced measures for the Distinguished Achievement Program by completing college-level courses provided by institutions of higher education that are accredited by the Southern Association of Colleges and Schools.

One semester of college coursework, with a GPA of 3.0 or higher, will give a student an advanced measure. The student must arrange for an official transcript to be sent from the college to the high school counselor well in advance of graduation in order to have the advanced measure(s) recorded on the student’s academic achievement record. The college transcript will be kept by the high school.

**Academic Elective Requirement**

Students completing the Minimum High School Program must earn an academic elective credit. This credit must be from World History Studies, World Geography, or any science course approved by the State Board of Education.

**Graduation**

**Eligibility**

All credits for graduation shall be earned in grades 9-12, except for high school credit earned in middle school. Students are eligible to graduate when they have passed all required courses, have earned sufficient credit, and have passed the state exit exam. Only students who have completed all graduation requirements and passed all exit examinations may participate in the graduation ceremony. Special Education students who completed their graduation option or are eligible to choose a certificate of attendance may participate in the graduation ceremony. (See Graduation Options for Students with Disabilities.)

If a senior student who has completed most of his/her work in a Dallas ISD high school moves to another school district and wishes to receive a diploma from the Dallas ISD high school, the student may offer as much as one semester’s work in the new school toward credit for a diploma, provided the work fulfills district requirements and the student has passed the state exit exams. Careful planning with the receiving school to arrange for meeting deadlines is necessary.

Conversely, a student who enters the district during the senior year and wishes to receive a diploma from his/her sending school, may request that the district counselor contact the sending school to determine if, and under what conditions, that school will issue a diploma to the student. Careful planning with the sending school is necessary.

**Graduation with Honors**

Students who have a GPA of 85 to 89.9, inclusive, will be graduates "with honors;" 90 to 94.9, inclusive, graduates with "high honors;" and 95 or above graduates with "highest honors." These designations will be given regardless of the graduation program completed by the student. In determining these distinctions, .05 to .09 will round up to the next tenth. For example, 89.95 becomes 90.0 while 89.94 becomes 89.9. EIC (LOCAL)

**Certificates of Attendance for Special Education**

A student who receives special education services and who has completed four years of high school but has not completed the student’s individualized education program shall be eligible to receive a certificate of attendance. The District shall allow a student who receives a certificate of attendance to participate in a graduation ceremony with students receiving high school diplomas. A student may participate in only one graduation ceremony under this provision. This provision does not preclude a student from receiving a diploma if the student
Certificates of Coursework Completion
The District does offer a certificate of coursework completion. Verification may be found at EI(LOCAL).

Graduation and/or Diplomas for Adults and TAKS Completers
(References to the TAAS have been removed. 19 TAC Chapter 101, Assessment, Subchapter CC, Commissioner’s Rules Concerning Implementation of Testing Program, §101.3003, Graduation Requirements, eliminates the use of the TAAS assessment instrument. Additional information, if needed, may be obtained from the office of State and National Assessments.)

Adults Seeking to Earn a High School Diploma
Under certain circumstances, adults seeking to complete a high school diploma may graduate under the plan that was in effect when they entered the 9th grade. Contact Counseling Services for graduation requirements and contact the office of State and National Assessments for information regarding any exit examination requirements.

Out-of-School Students
Graduation Dates and Diplomas for Out-of-School Students Completing the TAKS After Their Class Has Graduated:
Out-of-School students who wish to register to complete the TAKS requirement must go on-line to http://k12testing.tx.ncspearson.com/tx_dist_guides.htm.
They may choose one of the following ways to receive their diploma when they have completed all requirements. TAKS graduates do not receive a class ranking.

1. Students who choose to participate in a graduation ceremony will have their academic achievement record and diploma dated as of the next graduation ceremony. As soon as they are eligible, they need to notify their school that they wish to participate in graduation.
2. Students who choose not to participate in a graduation ceremony will need a principal’s letter of certification (see Appendix Forms in GIB) sent to the Executive Director of Board Services, citing the TAKS testing date (use the last date of testing) as the date all graduation requirements were completed. The diploma and the academic achievement records will then reflect that date.
   ● Enclose a copy of the TAKS results.
   ● Send a copy of the letter to the Director, Campus and Administrative Support.

Graduation Programs
In addition to passing all sections of the state exit exam, students must complete the requirements of one of the graduation plans. Policies governing graduation requirements may be found at EIF(LEGAL)(LOCAL)(EXHIBIT).
Available graduation programs, credit requirements, and course requirements are based on the year students entered the ninth grade for the first time. On the following pages, graduation programs and their requirements are listed.

For students graduating after 2007-2008 (specific program requirements vary, depending on entry year):
1. Minimum High School Program (22 credits) - Students entering the Minimum High School Program for the first time in 2009-10 must be at least age 16; have completed 2 credits required for graduation in each subject of the foundation curriculum; or have failed to be promoted to the 10th grade; and have a written agreement signed by the student, student's parent (or person standing in parental relation), and the counselor or school administrator.
2. Recommended High School Program (students entering grade 9 prior to the 2007-2008 school year must complete a 24 credit program; students entering grade 9 in or after 2007-2008 must complete a 26 credit program)
3. Distinguished Achievement Program (26 credits and 4 advanced measures)

For all graduation programs:
In accordance with local District policy, the required physical education credit may be earned through completion of any TEKS-based course that is not being used to satisfy another specific graduation requirement. [See RESTRICTIONS, below]

In accordance with local District policy, credit for any physical education course may be earned through participation in the following activities:
4. Athletics;
5. JROTC; and
6. Off campus PHYSICAL EDUCATION

In accordance with local District policy, up to one credit for any one of the physical education courses listed in 19 Administrative Code Chapter 74 [see EHAC] may be earned through participation in any of the following activities:

1. Drill team;
2. Marching band; and
3. Cheerleading.
All substitution activities permitted by local District policy must include at least 100 minutes of moderate to vigorous physical activity per five-day school week.

No more than four substitution credits may be earned through any combination of substitutions listed above.

In addition, high school courses for which credit has been earned in middle school cannot be repeated in grades 9-12. English for Speakers of Other Languages I and II can be substituted for English I and II credit only for students not born in the United States; all students must take English III and IV (or English IV equivalent) to meet state graduation requirements.

Graduation Information

See updated Graduation Plans on the inserted pages:
GRADUATION
(Secondary Grade Levels Only)

Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014-2015 School Year

To receive a high school diploma from the district, a student who was enrolled in high school prior to the 2014–2015 school year must successfully:

- Complete the required number of credits established by the state and any additional credits required by the district
- Complete any locally required courses in addition to the courses mandated by the state
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law

Requirements for a Diploma Beginning with the 2014–2015 School Year

Beginning with students who enter grade nine in the 2014–2015 school year, as well as any currently enrolled high school student who decides to graduate under the foundation graduation program, a student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district
- Complete any locally required courses in addition to the courses mandated by the state
- Achieve passing scores on certain EOC assessments or approved substitute assessments, unless specifically waived as permitted by state law
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

Also see Standardized Testing on page 44 for more information.

Graduation or Certificate of Attendance for Students with Disabilities

Upon the recommendation of the Admission, Review, and Dismissal Committee (ARDC), a student with disabilities who receives special education services may be permitted to graduate under the provisions of his or her IEP and in accordance with state rules.

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony. [See FMH (LEGAL)]
ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student’s chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Certificate of Coursework Completion

The district does not issue a certificate of coursework completion to seniors who successfully complete state and local credit requirements for graduation but fail to perform satisfactorily on the exit-level exams.

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year.

Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs for Students Who Entered High School Prior to the 2014-2015 School Year

For students who were enrolled in high school prior to the 2014–2015 school year, the district offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014–2015 school year also have the option to pursue the foundation graduation program as described below. Note that permission to enroll in the Minimum Graduation Program as described in this section will be granted only after the student has completed four semesters in high school; is at least age 16; has earned two credits required for graduation in each subject of the foundation curriculum or has failed to be promoted to the 10th grade at least once; and has a written agreement signed by the student, the student’s parent or person standing in parental relation, and the counselor or school administrator. [See policy EIF (LEGAL).]

An Admission, Review, and Dismissal (ARD) committee may determine that a student who is eligible for and enrolled in one or more locally developed special education courses qualifies to be enrolled in the Minimum High School Program prior to completing four semesters of high school.

In addition to all state and local course requirements for the selected program, students must meet the following credit requirements for graduation:

- Minimum Program: 22 credits
- Recommended Program: 26 credits
- Distinguished Achievement: Program 26 credits

Not all state approved courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the counselor about a transfer or other alternatives.

Beginning with the entering freshman class in 2011-2012, performance on EOC exams is a factor in determining the eligibility to graduate under each of the graduation plans.

* Distinguished Achievement Program – Requirements for Advanced Measures

- The measures must focus on demonstrated student performance at the college or professional level.
- Student performance on advanced measures must be assessed through an external review process.
- Except for the original research/project, a student may not count two measures derived from a single activity. For example, a student who scores a three or better on the AP Economics exam cannot count a grade from a dual-credit economics college course.

A student must achieve any combination of four from the following:

- Original Research/Project: The research/project may not be used for more than two of the advanced measures. The research/project may be judged by a panel of professionals in the field that is the focus of the project; or conducted under the direction of mentor(s) and reported to an appropriate audience; and related to the required curriculum set forth in 19 TAC §74.1 (relating to TEKS).
- AP Exam: A score of three or above on the College Board Advanced Placement examination.
- IB Exam: A score of a four or above on an International Baccalaureate examination.
- PSAT: A score on the Preliminary Scholastic Assessment Test (PSAT/ NMSQT) that qualifies a 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 of the College Board; or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score may count as only one advanced measure regardless of the number of honors received by the student.
- College Courses: College-level courses provided by the higher education institutions must be accredited by the Southern Association of Colleges and Schools. A grade of 3.0 or higher on a one-semester college course, (including tech prep programs), will give students an advanced measure. The student must arrange for an official transcript to be sent from the college to the high school counselor well in advance of graduation in order to have the advanced measure(s) recorded on the student’s academic achievement record. The college transcript will be kept by the high school.
- Examples: A student may have combinations meeting the above criteria such as the following:
  - 3 AP exams and 1 college course = 4 measures
  - 2 AP exams, 1 college course, and 1 PSAT = 4 measures
  - 4 dual-credit courses = 4 measures; or 4 AP exams = 4 measures
Graduation Credit Requirements for Students Who Entered Ninth Grade in 2012-2013**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Minimum High School Program</th>
<th>Recommended High School Program</th>
<th>Distinguished Achievement Program**</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts♦</td>
<td>Four credits:</td>
<td>Four credits:</td>
<td>Four credits:</td>
</tr>
<tr>
<td></td>
<td>• English I, II, III</td>
<td>• English I, II, III, and IV</td>
<td>• English I, II, III, and IV</td>
</tr>
<tr>
<td></td>
<td>• English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited-English proficiency who are at the beginning or intermediate levels of English-language proficiency. The fourth credit of English may be selected from one full credit or a combination of two half credits of the following: • English IV • Research and Technical Writing • Creative Writing • Practical Writing Skills • Literary Genres • Business English (CTE) • Journalism • AP English Language and Composition</td>
<td>• English I, II and II for Speakers of Other Languages may be substituted for English I and II only for students with limited-English proficiency who are at the beginning or intermediate levels of English-language proficiency.</td>
<td>• English I, II and II for Speakers of Other Languages may be substituted for English I and II only for students with limited-English proficiency who are at the beginning or intermediate levels of English-language proficiency.</td>
</tr>
<tr>
<td>Mathematics♦</td>
<td>Three credits:</td>
<td>Four credits:</td>
<td>Four credits:</td>
</tr>
<tr>
<td></td>
<td>• Algebra I</td>
<td>• Algebra I</td>
<td>• Algebra I</td>
</tr>
<tr>
<td></td>
<td>• Geometry</td>
<td>• Algebra II</td>
<td>• Algebra II</td>
</tr>
<tr>
<td></td>
<td>• The final credit may be Algebra II. A student may not combine a half credit of Algebra II with a half credit from another mathematics course to satisfy the final mathematics credit requirement. The final credit may be selected from one full credit or a combination of two half credits from any of the following: • Precalculus • Mathematical Models with Applications • Independent Study in Mathematics • Advanced Quantitative Reasoning (AQR) • AP Statistics • AP Calculus AB • AP Calculus BC • AP Computer Science • IB Mathematical Studies Standard Level • IB Mathematics Standard Level • IB Mathematics Higher Level • IB Further Mathematics Standard Level</td>
<td>• Geometry</td>
<td>• The fourth credit may be selected from any of the following: • Precalculus • Independent Study in Mathematics • Advanced Quantitative Reasoning (AQR) • AP Statistics • AP Calculus AB • AP Calculus BC • AP Computer Science • IB Mathematical Studies Standard Level • IB Mathematics Standard Level • IB Mathematics Higher Level • IB Further Mathematics Standard Level</td>
</tr>
</tbody>
</table>

♦College Board Advanced Placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

*Distinguished Achievement Program requirements also include student achievement of four advanced measures. See TAC §74.74(d) for more information.

**These graduation requirements do not apply to students entering ninth grade in 2014-2015 and thereafter, please refer to page 34
Graduation Credit Requirements for Students Who Entered Ninth Grade in 2012-2013**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Minimum High School Program</th>
<th>Recommended High School Program</th>
<th>Distinguished Achievement Program**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science♦</td>
<td>Two credits:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Integrated Physics and Chemistry (IPC) May substitute a chemistry credit (Chemistry, AP Chemistry, or IB Chemistry) or a physics credit (Physics, Principles of Technology, AP Physics, or IB Physics) for IPC but must use the other of these two courses as the academic elective credit.</td>
<td>Four credits:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Four credits:</td>
</tr>
<tr>
<td></td>
<td>• Science♦</td>
<td></td>
<td>• Biology, AP Biology, or IB</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>• Integrated Physics and Chemistry (IPC) May substitute a chemistry credit (Chemistry, AP Chemistry, or IB Chemistry) or a physics credit (Physics, Principles of Technology, AP Physics, or IB Physics) for IPC but must use the other of these two courses as the academic elective credit.</td>
<td>• Chemistry, AP Chemistry, or IB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Physics, Principles of Technology, AP Physics, or IB Physics.</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The additional credit may be IPC and must be successfully completed prior to chemistry and physics.</td>
<td>• Physics, Principles of Technology, AP Physics, or IB Physics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The fourth credit may be selected from any of the following laboratory-based courses:</td>
<td>• The fourth credit may be selected from any of the following laboratory-based courses:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Aquatic Science</td>
<td>• Aquatic Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Astronomy</td>
<td>• Astronomy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Earth and Space Science</td>
<td>• Earth and Space Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Environmental Systems</td>
<td>• Environmental Systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• AP Biology</td>
<td>• AP Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• AP Chemistry</td>
<td>• AP Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• AP Physics B, AP Physics 1 or AP Physics 2</td>
<td>• AP Physics B, AP Physics 1 or AP Physics 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• AP Physics C</td>
<td>• AP Physics C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• AP Environmental Science</td>
<td>• AP Environmental Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• IB Biology</td>
<td>• IB Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• IB Chemistry</td>
<td>• IB Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• IB Physics</td>
<td>• IB Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• IB Environmental Systems</td>
<td>• IB Environmental Systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The additional credit may be selected from the following laboratory-based courses and may be taken after successful completion of biology and chemistry and either after successful completion of or concurrently with physics:</td>
<td>• The additional credit may be selected from the following laboratory-based courses and may be taken after successful completion of biology and chemistry and either after successful completion of or concurrently with physics:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Scientific Research and Design (CTE)</td>
<td>• Scientific Research and Design (CTE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Anatomy and Physiology (CTE)</td>
<td>• Anatomy and Physiology (CTE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Engineering Design and Problem Solving (CTE)</td>
<td>• Engineering Design and Problem Solving (CTE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Medical Microbiology (CTE)</td>
<td>• Medical Microbiology (CTE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pathophysiology (CTE)</td>
<td>• Pathophysiology (CTE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Advanced Animal Science (CTE)</td>
<td>• Advanced Animal Science (CTE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Advanced Biotechnology (CTE)</td>
<td>• Advanced Biotechnology (CTE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Advanced Plant and Soil Science (CTE)</td>
<td>• Advanced Plant and Soil Science (CTE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Food Science (CTE)</td>
<td>• Food Science (CTE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Forensic Science (CTE)</td>
<td>• Forensic Science (CTE)</td>
</tr>
<tr>
<td>Social Studies+</td>
<td>Three credits:</td>
<td>Four credits:</td>
<td>Four credits:</td>
</tr>
<tr>
<td></td>
<td>• U.S. History Studies Since 1877 (one credit)</td>
<td>• World History Studies (one credit)</td>
<td>• World History Studies (one credit)</td>
</tr>
<tr>
<td></td>
<td>• U.S. Government (one-half credit)</td>
<td>• World Geography Studies (one credit)</td>
<td>• World Geography Studies (one credit)</td>
</tr>
<tr>
<td></td>
<td>• Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit)</td>
<td>• U.S. History Studies Since 1877 (one credit)</td>
<td>• U.S. History Studies Since 1877 (one credit)</td>
</tr>
<tr>
<td></td>
<td>• The final credit may be selected from the following:</td>
<td>• U.S. Government (one-half credit)</td>
<td>• U.S. Government (one-half credit)</td>
</tr>
<tr>
<td></td>
<td>• World History Studies (one credit)</td>
<td>• Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit)</td>
<td>• Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit)</td>
</tr>
<tr>
<td></td>
<td>• World Geography Studies (one credit)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Per Dallas ISD policy EIF (LOCAL): One additional science credit must be taken for a total of three science credits. See Academic Elective Section.

Page 34 of 343
<table>
<thead>
<tr>
<th>Academic Elective</th>
<th>One credit from any of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per Dallas ISD policy EIF (LOCAL)</td>
</tr>
<tr>
<td></td>
<td>Academic Elective must be:</td>
</tr>
<tr>
<td></td>
<td>• Any SBOE-approved science course</td>
</tr>
<tr>
<td></td>
<td>• If substituting Chemistry or Physics for IPC, a student must use the other of these two courses as academic elective credit.</td>
</tr>
<tr>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Per Dallas ISD policy EIF (LOCAL):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.5 credits of Physical Education or approved substitution is required for graduation.</td>
</tr>
<tr>
<td></td>
<td>• The required 1.5 credits may be from any combination of the following one-half to one-credit courses:</td>
</tr>
<tr>
<td></td>
<td>• Foundations of Personal Fitness</td>
</tr>
<tr>
<td></td>
<td>• Adventure/Outdoor Education</td>
</tr>
<tr>
<td></td>
<td>• Aerobic Activities</td>
</tr>
<tr>
<td></td>
<td>• Team or Individual Sports</td>
</tr>
<tr>
<td></td>
<td>• In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities:</td>
</tr>
<tr>
<td></td>
<td>• Athletics</td>
</tr>
<tr>
<td></td>
<td>• JROTC</td>
</tr>
<tr>
<td></td>
<td>• Approved Off Campus Physical Education Equivalent Program</td>
</tr>
<tr>
<td></td>
<td>• In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities:</td>
</tr>
<tr>
<td></td>
<td>• Drill Team</td>
</tr>
<tr>
<td></td>
<td>• Marching Band</td>
</tr>
<tr>
<td></td>
<td>• Cheerleading</td>
</tr>
<tr>
<td></td>
<td>• All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.</td>
</tr>
<tr>
<td></td>
<td>• Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.</td>
</tr>
<tr>
<td></td>
<td>• A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Minimum High School Program</th>
<th>Recommended High School Program</th>
<th>Distinguished Achievement Program**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages Other Than English</td>
<td>None</td>
<td>Two credits: The credits must consist of any two levels in the same language.</td>
<td>Three credits: The credits must consist of any three levels in the same language.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speech</th>
<th>One-half credit from either of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Communication Applications</td>
</tr>
<tr>
<td></td>
<td>• Professional Communications (CTE)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speech</th>
<th>One-half credit from either of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Communication Applications</td>
</tr>
<tr>
<td></td>
<td>• Professional Communications (CTE)</td>
</tr>
<tr>
<td></td>
<td>One-half credit from either of the following:</td>
</tr>
<tr>
<td></td>
<td>• Communication Applications</td>
</tr>
<tr>
<td></td>
<td>• Professional Communications (CTE)</td>
</tr>
</tbody>
</table>
### Fine Arts

One credit for students who entered Grade 9 in 2010-2011 or later from any of the following:
- Art, Level I, II, III, or IV
- Dance, Level I, II, III, or IV
- Music, Level I, II, III, or IV
- Theatre, Level I, II, III, or IV
- Principles and Elements of Floral Design (CTE)
- Digital Art and Animation (Technology Applications)
- 3-D Modeling and Animation (Technology Applications)

### Health Education

Per Dallas ISD policy EIF (LOCAL):
- One-half (.5) credit Health Education or one (1) credit Lifetime Nutrition and Wellness
  *Credit may not be earned in Middle School

**Credit may not be earned in Middle School**

### Elective Courses

Per Dallas ISD policy EIF (LOCAL):
- Five and one-half credits from any of the following:
  - The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills)
  - State-approved innovative courses
  - JROTC (one to four credits)
  - Driver Education (one-half credit)
  - A student may not combine a half credit of a course for which there is an end-of-course assessment with another elective credit course to satisfy an elective credit requirement.

Per Dallas ISD policy EIF (LOCAL):
- Four and one-half credits from any of the following:
  - The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills)
  - State-approved innovative courses
  - JROTC (one to four credits)
  - Driver Education (one-half credit)
  - A student may not combine a half credit of a course for which there is an end-of-course assessment with another elective credit course to satisfy an elective credit requirement.

Per Dallas ISD policy EIF (LOCAL):
- Three and one-half credits from any of the following:
  - The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills)
  - State-approved innovative courses
  - JROTC (one to four credits)
  - Driver Education (one-half credit)
  - A student may not combine a half credit of a course for which there is an end-of-course assessment with another elective credit course to satisfy an elective credit requirement.

### Total Credits

<table>
<thead>
<tr>
<th></th>
<th>22</th>
<th>26</th>
<th>26</th>
</tr>
</thead>
</table>

♦College Board Advanced Placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

*Distinguished Achievement Program requirements also include student achievement of four advanced measures. See TAC §74.74(d) for more information.

**These graduation requirements do not apply to students entering ninth grade in 2014-2015 and thereafter, please refer to page 34.
Foundation Graduation Program

Every student in a Texas public school who entered grade nine in the 2014–2015 school year and thereafter will graduate under the foundation graduation program. Within the foundation graduation program are endorsements, which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student's transcript. The foundation graduation program also includes the distinguished level of achievement, which is the Dallas ISD default graduation plan, and requires the completion of at least one endorsement and Algebra II. A Personal Graduation Plan will be completed for each high school student, as described on page 34. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program also will provide opportunities to earn performance acknowledgments that will be noted on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual-credit course; on certain national college preparatory and readiness or college entrance exams; or for earning a state recognized or a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A student enrolled in high school prior to the 2014–2015 school year has the option of graduating under the foundation graduation program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor for additional information.

| Graduation Credit Requirements for Students Who Entered Ninth Grade in 2014-2015 and Thereafter |
|---------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------|
| **Discipline**       | **NEW Distinguished Plan** | **Foundation Plan + Endorsements** | **Foundation Plan** |
| English             | 4 | 4 | 4 |
| Math                | 4 | (+ 1 STEM, Option C) | 3 |
| Science             | 4 | (+ 1 STEM, Option D) | 3 |
| Social Studies      | 3 | 3 | 3 |
| Language Other Than English | 2 | 2 | 2 |
| Fine Arts           | 1 | 1 | 1 |
| Physical Education  | 1 | 1 | 1 |
| Health (Dallas ISD LOCAL) | .5 | .5 | .5 |
| Electives           | 6.5 | 6.5 | 4.5 |
| **Total Credits for Graduation** | 26 | 26 | 22 |

Performance acknowledgments are available for outstanding performance in:

- Bilingualism and biliteracy
- Dual-credit course
• On certain national college preparatory and readiness or college entrance exams
• For earning a state recognized or a nationally or internationally recognized license or certificate

The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.


### Graduation Credit Requirements for Students Who Entered Ninth Grade in 2014-2015 and Later

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Foundation Graduation Plan</th>
<th>Foundation Plan + Endorsements</th>
<th>Distinguished Graduation Plan</th>
</tr>
</thead>
</table>
| **English Language Arts♦** | Four credits:  
  - English I, II, III  
  - English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited-English proficiency who are at the beginning or intermediate levels of English-language proficiency.  
  - One credit in an authorized English course from Chapter 74 | Four credits:  
  - English I, II, III  
  - English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited-English proficiency who are at the beginning or intermediate levels of English-language proficiency.  
  - One credit in an authorized English course from Chapter 74 | Four credits:  
  - English I, II, III  
  - English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited-English proficiency who are at the beginning or intermediate levels of English-language proficiency.  
  - One credit in an authorized English course from Chapter 74 |
| **Mathematics♦** | Three credits:  
  - Algebra I  
  - Geometry  
  - One credit in an advanced mathematics course | Four credits:  
  - Algebra I  
  - Geometry  
  - Two credits in advanced mathematics courses (STEM endorsement requires Algebra II) | Four credits:  
  - Algebra I  
  - Algebra II  
  - Geometry  
  - One credit in an advanced mathematics course (STEM endorsement requires Algebra II) |
| **Science♦** | Two credits:  
  - Biology  
  - Integrated Physics and Chemistry (IPC) or an advanced science course  
  - Advanced science course | Four credits:  
  - Biology  
  - Integrated Physics and Chemistry (IPC) or laboratory-based science course  
  - Two additional credits in an authorized laboratory-based science course (STEM Endorsement requires a Chemistry credit and a Physics credit and STEM Endorsement Option D requires one additional advanced science credit) | Four credits:  
  - Biology, AP Biology, or IB Biology  
  - Integrated Physics and Chemistry (IPC) or laboratory-based science course  
  - Two additional credits in an authorized laboratory-based science course (STEM Endorsement requires a Chemistry credit and a Physics credit and STEM Endorsement Option D requires one additional advanced science credit) |
| **Social Studies♦** | Three credits:  
  - U.S. History Studies Since 1877 (one credit)  
  - U.S. Government (one-half credit)  
  - Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit)  
  - The final credit may be selected from the following:  
    - World History Studies (one credit)  
    - World Geography Studies (one credit) | Four credits:  
  - World History Studies (one credit)  
  - World Geography Studies (one credit)  
  - U.S. History Studies Since 1877 (one credit)  
  - U.S. Government (one-half credit)  
  - Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit) | Four credits:  
  - World History Studies (one credit)  
  - World Geography Studies (one credit)  
  - U.S. History Studies Since 1877 (one credit)  
  - U.S. Government (one-half credit)  
  - Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit) |

♦ College Board Advanced Placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.
## Graduation Credit Requirements for Students Who Entered Ninth Grade in 2014-2015 and Later

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Foundation Graduation Plan</th>
<th>Foundation Plan + Endorsements</th>
<th>Distinguished Graduation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Education</strong></td>
<td>One credit</td>
<td>One credit</td>
<td>One credit</td>
</tr>
<tr>
<td></td>
<td>• Physical Education or approved substitution</td>
<td>• Physical Education or approved substitution</td>
<td>• Physical Education or approved substitution</td>
</tr>
<tr>
<td></td>
<td>• A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of Physical Education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable. [See policy EIF (LOCAL).]</td>
<td>• A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of Physical Education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable. [See policy EIF (LOCAL).]</td>
<td>• A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of Physical Education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable. [See policy EIF (LOCAL).]</td>
</tr>
<tr>
<td><strong>Languages Other Than English</strong></td>
<td>Two credits</td>
<td>Two credits</td>
<td>Two credits</td>
</tr>
<tr>
<td></td>
<td>• LOTE (must consist of any two levels in the same language)</td>
<td>• LOTE (must consist of any two levels in the same language)</td>
<td>• LOTE (must consist of any two levels in the same language)</td>
</tr>
<tr>
<td></td>
<td>• Computer Programming</td>
<td>• Computer Programming</td>
<td>• Computer Programming</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>One credit</td>
<td>One credit</td>
<td>One credit</td>
</tr>
<tr>
<td><strong>Health Education</strong></td>
<td>One-half (.5) credit</td>
<td>One-half (.5) credit</td>
<td>One-half (.5) credit</td>
</tr>
<tr>
<td>Per Dallas ISD policy EIF (LOCAL)</td>
<td>• Health Education</td>
<td>• Health Education</td>
<td>• Health Education</td>
</tr>
<tr>
<td></td>
<td>• With written consent from the student’s parent, the .5 Health Education elective may be substituted with another elective of choice. [See policy EIF (LOCAL).]</td>
<td>• With written consent from the student’s parent, the .5 Health Education elective may be substituted with another elective of choice. [See policy EIF (LOCAL).]</td>
<td>• With written consent from the student’s parent, the .5 Health Education elective may be substituted with another elective of choice. [See policy EIF (LOCAL).]</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td>Four and one-half credits from a coherent sequence of CTE Courses</td>
<td>Six and one-half credits from a coherent sequence of CTE Courses</td>
<td>Six and one-half credits from a coherent sequence of CTE Courses</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>22</td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>

♦College Board Advanced Placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.
Graduation Credit Requirements for Students Who Entered Ninth Grade in 2014-2015 and Later

<table>
<thead>
<tr>
<th>Content Area (Required graduation credits)</th>
<th>AH Endorsement (A) Social Studies</th>
<th>AH Endorsement (B) LOTE 4</th>
<th>AH Endorsement (C) LOTE 2+2</th>
<th>AH Endorsement (D) ASL</th>
<th>AH Endorsement (E) Fine Arts 4 or 2+2</th>
<th>AH Endorsement (F) English</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (4 credits)</td>
<td>• English I EOC</td>
<td>• English I EOC</td>
<td>• English I EOC</td>
<td>• English I EOC</td>
<td>• English I EOC</td>
<td>• English I EOC</td>
</tr>
<tr>
<td></td>
<td>• English II EOC</td>
<td>• English II EOC</td>
<td>• English II EOC</td>
<td>• English II EOC</td>
<td>• English II EOC</td>
<td>• English II EOC</td>
</tr>
<tr>
<td></td>
<td>• English III</td>
<td>• English III</td>
<td>• English III</td>
<td>• English III</td>
<td>• English III</td>
<td>• English III</td>
</tr>
<tr>
<td></td>
<td>• English IV or Advanced English</td>
<td>• English IV or Advanced</td>
<td>• English IV or Advanced</td>
<td>• English IV or Advanced English</td>
<td>• English IV or Advanced English</td>
<td>• English IV or Advanced English</td>
</tr>
<tr>
<td>Math (4 credits)</td>
<td>• Algebra I EOC</td>
<td>• Algebra I EOC</td>
<td>• Algebra I EOC</td>
<td>• Algebra I EOC</td>
<td>• Algebra I EOC</td>
<td>• Algebra I EOC</td>
</tr>
<tr>
<td></td>
<td>• Algebra II</td>
<td>• Algebra II</td>
<td>• Algebra II</td>
<td>• Algebra II</td>
<td>• Algebra II</td>
<td>• Algebra II</td>
</tr>
<tr>
<td></td>
<td>• Advanced Math course</td>
<td>• Advanced Math course</td>
<td>• Advanced Math course</td>
<td>• Advanced Math course</td>
<td>• Advanced Math course</td>
<td>• Advanced Math course</td>
</tr>
<tr>
<td>Science (4 credits)</td>
<td>• Biology I EOC</td>
<td>• Biology I EOC</td>
<td>• Biology I EOC</td>
<td>• Biology I EOC</td>
<td>• Biology I EOC</td>
<td>• Biology I EOC</td>
</tr>
<tr>
<td></td>
<td>• Chemistry or Physics</td>
<td>• Chemistry or Physics</td>
<td>• Chemistry or Physics</td>
<td>• Chemistry or Physics</td>
<td>• Chemistry or Physics</td>
<td>• Chemistry or Physics</td>
</tr>
<tr>
<td></td>
<td>• Two laboratory-based Science courses</td>
<td>• Two laboratory-based Science courses</td>
<td>• Two laboratory-based Science courses</td>
<td>• Two laboratory-based Science courses</td>
<td>• Two laboratory-based Science courses</td>
<td>• Two laboratory-based Science courses</td>
</tr>
<tr>
<td>Social Studies (3 credits)</td>
<td>• World History or World Geography</td>
<td>• World History or World Geography</td>
<td>• World History or World Geography</td>
<td>• World History or World Geography</td>
<td>• World History or World Geography</td>
<td>• World History or World Geography</td>
</tr>
<tr>
<td></td>
<td>• U.S. History EOC</td>
<td>• U.S. History EOC</td>
<td>• U.S. History EOC</td>
<td>• U.S. History EOC</td>
<td>• U.S. History EOC</td>
<td>• U.S. History EOC</td>
</tr>
<tr>
<td></td>
<td>• Government (.5)/Economics (.5)</td>
<td>• Government (.5)/Economics (.5)</td>
<td>• Government (.5)/Economics (.5)</td>
<td>• Government (.5)/Economics (.5)</td>
<td>• Government (.5)/Economics (.5)</td>
<td>• Government (.5)/Economics (.5)</td>
</tr>
<tr>
<td>Languages Other Than English (LOTE) (2 credits)</td>
<td>Two levels same language</td>
<td>FOUR levels of the same language</td>
<td>Two levels EACH of two different languages</td>
<td>Four levels ASL</td>
<td>Two levels same language</td>
<td>Two levels same language</td>
</tr>
<tr>
<td>Fine Arts (1 credit)</td>
<td>Same genre</td>
<td>Same genre</td>
<td>Same genre</td>
<td>Same genre</td>
<td>A coherent sequence of four credits (see below)</td>
<td>Same genre</td>
</tr>
<tr>
<td>Physical Education (PE) (1 credit)</td>
<td>P.E. or P.E. equivalent</td>
<td>P.E. or P.E. equivalent</td>
<td>P.E. or P.E. equivalent</td>
<td>P.E. or P.E. equivalent</td>
<td>P.E. or P.E. equivalent</td>
<td>P.E. or P.E. equivalent</td>
</tr>
<tr>
<td>Health (Dallas ISD Local .5 credit)</td>
<td>Health</td>
<td>Health</td>
<td>Health</td>
<td>Health</td>
<td>Health</td>
<td>Health</td>
</tr>
<tr>
<td>Electives</td>
<td>Four English elective credits (see below)</td>
<td>Four English elective credits (see below)</td>
<td>Four English elective credits (see below)</td>
<td>Four English elective credits (see below)</td>
<td>Four English elective credits (see below)</td>
<td>Four English elective credits (see below)</td>
</tr>
<tr>
<td>Arts and Humanities Endorsement Requirements (SBOE Rules Chapter 74)</td>
<td>(A) Five Social Studies credits</td>
<td>(B) Four levels of the same language in a LOTE</td>
<td>(C) Two levels of the same language in a LOTE and two levels of a different LOTE</td>
<td>(D) Four levels of American Sign Language</td>
<td>(E) A coherent sequence of four credits by selecting courses from one or two categories or disciplines in fine arts or innovative courses approved by the commissioner</td>
<td>(F) Four English elective credits from the following:</td>
</tr>
</tbody>
</table>
### Graduation Credit Requirements for Students Who Entered Ninth Grade in 2014-2015 and Later

#### Business and Industry (BI) Endorsement

<table>
<thead>
<tr>
<th>Content Area (Required graduation credits)</th>
<th>BI Endorsement (A) CTE</th>
<th>BI Endorsement (B) English</th>
<th>BI Endorsement (C) Tech Apps</th>
<th>BI Endorsement (D) Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English (4 credits)</strong></td>
<td>• English I EOC</td>
<td>• English I EOC</td>
<td>• English I EOC</td>
<td>• English I EOC</td>
</tr>
<tr>
<td></td>
<td>• English II EOC</td>
<td>• English II EOC</td>
<td>• English II EOC</td>
<td>• English II EOC</td>
</tr>
<tr>
<td></td>
<td>• English III</td>
<td>• English III</td>
<td>• English III</td>
<td>• English III</td>
</tr>
<tr>
<td></td>
<td>• English IV or Advanced English</td>
<td>• English IV or Advanced English</td>
<td>• English IV or Advanced English</td>
<td>• English IV or Advanced English</td>
</tr>
<tr>
<td><strong>Math (4 credits)</strong></td>
<td>• Algebra I EOC</td>
<td>• Algebra I EOC</td>
<td>• Algebra I EOC</td>
<td>• Algebra I EOC</td>
</tr>
<tr>
<td></td>
<td>• Geometry</td>
<td>• Geometry</td>
<td>• Geometry</td>
<td>• Geometry</td>
</tr>
<tr>
<td></td>
<td>• Algebra II</td>
<td>• Algebra II</td>
<td>• Algebra II</td>
<td>• Algebra II</td>
</tr>
<tr>
<td></td>
<td>• Advanced Math course</td>
<td>• Advanced Math course</td>
<td>• Advanced Math course</td>
<td>• Advanced Math course</td>
</tr>
<tr>
<td><strong>Science (4 credits)</strong></td>
<td>• Biology I EOC</td>
<td>• Biology I EOC</td>
<td>• Biology I EOC</td>
<td>• Biology I EOC</td>
</tr>
<tr>
<td></td>
<td>• Chemistry or Physics</td>
<td>• Chemistry or Physics</td>
<td>• Chemistry or Physics</td>
<td>• Chemistry or Physics</td>
</tr>
<tr>
<td></td>
<td>Two laboratory-based</td>
<td>Two laboratory-based</td>
<td>Two laboratory-based</td>
<td>Two laboratory-based</td>
</tr>
<tr>
<td></td>
<td>Science courses</td>
<td>Science courses</td>
<td>Science courses</td>
<td>Science courses</td>
</tr>
<tr>
<td><strong>Social Studies (3 credits)</strong></td>
<td>• World History or World Geography</td>
<td>• World History or World Geography</td>
<td>• World History or World Geography</td>
<td>• World History or World Geography</td>
</tr>
<tr>
<td></td>
<td>• U.S. History EOC</td>
<td>• U.S. History EOC</td>
<td>• U.S. History EOC</td>
<td>• U.S. History EOC</td>
</tr>
<tr>
<td></td>
<td>• Government (.5) / Economics (.5)</td>
<td>• Government (.5) / Economics (.5)</td>
<td>• Government (.5) / Economics (.5)</td>
<td>• Government (.5) / Economics (.5)</td>
</tr>
<tr>
<td><strong>Languages Other Than English (LOTE) (2 credits)</strong></td>
<td>Two levels same language</td>
<td>Two levels same language</td>
<td>Two levels same language</td>
<td>Two levels same language</td>
</tr>
<tr>
<td><strong>Fine Arts (1 credit)</strong></td>
<td>Same genre</td>
<td>Same genre</td>
<td>Same genre</td>
<td>Same genre</td>
</tr>
<tr>
<td><strong>Physical Education (PE) (1 credit)</strong></td>
<td>P.E. or P.E. equivalent</td>
<td>P.E. or P.E. equivalent</td>
<td>P.E. or P.E. equivalent</td>
<td>P.E. or P.E. equivalent</td>
</tr>
<tr>
<td><strong>Health (Dallas ISD Local .5 credit)</strong></td>
<td>Health</td>
<td>Health</td>
<td>Health</td>
<td>Health</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>A coherent sequence of courses for four or more CTE credits (see below)</td>
<td>Four English elective credits (see below)</td>
<td>Four technology applications credits</td>
<td>A coherent sequence of four credits (see below)</td>
</tr>
<tr>
<td><strong>Business and Industry Endorsement Requirements (SBOE Rules Chapter 74)</strong></td>
<td>(A) A coherent sequence of courses for four or more CTE credits with at least two courses in the same career cluster, including at least one advanced CTE course. The final course in the sequence must be obtained from one of the following: Agriculture, Food, and Natural Resources, Architecture and Construction, Arts, Audio/Video Technology, and Communication, Business Management and Administration, Finance, Hospitality and Tourism, Information Technology, Manufacturing, Marketing, Transportation, Distribution, and Logistics</td>
<td>(B) Four English elective credits to include three levels in one of the following areas: Public Speaking, Debate, Advanced Broadcast Journalism, Advanced Journalism: Newspaper, Advanced Journalism: Yearbook</td>
<td>(C) Four technology applications credits</td>
<td>(D) A coherent sequence of four credits from subparagraph (A), (B), or (C)</td>
</tr>
</tbody>
</table>
## Graduation Credit Requirements for Students Who Entered Ninth Grade in 2014-2015 and Later

### Multidisciplinary Studies (MS) Endorsement

<table>
<thead>
<tr>
<th>Content Area (Required graduation credits)</th>
<th>MS Endorsement (A) Advanced</th>
<th>MS Endorsement (B) Core 4 x 4</th>
<th>MS Endorsement (C) AP/IB/Dual Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong> (4 credits)</td>
<td>- English I EOC</td>
<td>- English I EOC</td>
<td>- English I EOC</td>
</tr>
<tr>
<td></td>
<td>- English II EOC</td>
<td>- English II EOC</td>
<td>- English II EOC</td>
</tr>
<tr>
<td></td>
<td>- English III</td>
<td>- English III</td>
<td>- English III</td>
</tr>
<tr>
<td></td>
<td>- English IV or Advanced English</td>
<td>- English IV</td>
<td>- English IV or Advanced English</td>
</tr>
<tr>
<td><strong>Math</strong> (4 credits)</td>
<td>- Algebra I EOC</td>
<td>- Algebra I EOC</td>
<td>- Algebra I EOC</td>
</tr>
<tr>
<td></td>
<td>- Geometry</td>
<td>- Geometry</td>
<td>- Geometry</td>
</tr>
<tr>
<td></td>
<td>- Algebra II</td>
<td>- Algebra II</td>
<td>- Algebra II</td>
</tr>
<tr>
<td></td>
<td>- Advanced Math course</td>
<td>- Advanced Math course</td>
<td>- Advanced Math course</td>
</tr>
<tr>
<td><strong>Science</strong> (4 credits)</td>
<td>- Biology I EOC</td>
<td>- Biology I EOC</td>
<td>- Biology I EOC</td>
</tr>
<tr>
<td></td>
<td>- Chemistry or Physics</td>
<td>- Chemistry or Physics</td>
<td>- Chemistry or Physics</td>
</tr>
<tr>
<td></td>
<td>- Two laboratory-based Science courses</td>
<td>- Two laboratory-based Science courses</td>
<td>- Two laboratory-based Science courses: AP, IB or Dual Credit Science courses</td>
</tr>
<tr>
<td><strong>Social Studies</strong> (3 credits)</td>
<td>- World History or World Geography</td>
<td>- World History or World Geography</td>
<td>- World History or World Geography</td>
</tr>
<tr>
<td></td>
<td>- U.S. History EOC</td>
<td>- U.S. History EOC</td>
<td>- U.S. History EOC</td>
</tr>
<tr>
<td></td>
<td>- Government (.5) / Economics (.5)</td>
<td>- Government (.5) / Economics (.5)</td>
<td>- Government (.5) / Economics (.5)</td>
</tr>
<tr>
<td><strong>Languages Other Than English (LOTE)</strong> (2 credits)</td>
<td>Two levels of the same language</td>
<td>Two levels of the same language</td>
<td>Two levels of the same language (see below)</td>
</tr>
<tr>
<td><strong>Fine Arts</strong> (1 credit)</td>
<td>Same genre</td>
<td>Same genre</td>
<td>Same genre (see below)</td>
</tr>
<tr>
<td><strong>Physical Education (PE)</strong> (1 credit)</td>
<td>P.E. or P.E. equivalent</td>
<td>P.E. or P.E. equivalent</td>
<td>P.E. or P.E. equivalent</td>
</tr>
<tr>
<td><strong>Health</strong> (Dallas ISD Local .5 credit)</td>
<td>Health</td>
<td>Health</td>
<td>Health</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>Four Advanced CTE courses</td>
<td>Four Advanced CTE courses</td>
<td>Four credits</td>
</tr>
<tr>
<td></td>
<td>(see below)</td>
<td>(see below)</td>
<td>(see below)</td>
</tr>
<tr>
<td><strong>Multidisciplinary Studies Endorsement Requirements</strong> (SBOE Rules Chapter 74)</td>
<td>(A) Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence</td>
<td>(B) Four credits in each of the four foundation subject areas to include: English IV / Chemistry / Physics</td>
<td>(C) Four credits in Advanced Placement, International Baccalaureate, or Dual Credit selected from: English, Mathematics, Science, Social Studies, Economics, LOTE, Fine Arts</td>
</tr>
</tbody>
</table>
## Graduation Credit Requirements for Students Who Entered Ninth Grade in 2014-2015 and Later

### Public Services (PS) Endorsement

<table>
<thead>
<tr>
<th>Content Area</th>
<th>PS Endorsement (A) CTE</th>
<th>PS Endorsement (B) JROTC</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (4 credits)</td>
<td>• English I EOC&lt;br&gt;• English II EOC&lt;br&gt;• English III&lt;br&gt;• English IV or Advanced English</td>
<td>• English I EOC&lt;br&gt;• English II EOC&lt;br&gt;• English III&lt;br&gt;• English IV or Advanced English</td>
</tr>
<tr>
<td>Math (4 credits)</td>
<td>• Algebra I EOC&lt;br&gt;• Geometry&lt;br&gt;• Algebra II&lt;br&gt;• Advanced Math course</td>
<td>• Algebra I EOC&lt;br&gt;• Geometry&lt;br&gt;• Algebra II&lt;br&gt;• Advanced Math course</td>
</tr>
<tr>
<td>Science (4 credits)</td>
<td>• Biology I EOC&lt;br&gt;• Chemistry or Physics&lt;br&gt;• Two laboratory-based Science courses</td>
<td>• Biology I EOC&lt;br&gt;• Chemistry or Physics&lt;br&gt;• Two laboratory-based Science courses</td>
</tr>
<tr>
<td>Social Studies (3 credits)</td>
<td>• World History or World Geography&lt;br&gt;• U.S. History EOC&lt;br&gt;• Government (.5) / Economics (.5)</td>
<td>• World History or World Geography&lt;br&gt;• U.S. History EOC&lt;br&gt;• Government (.5) / Economics (.5)</td>
</tr>
<tr>
<td>Languages Other Than English (LOTE) (2 credits)</td>
<td>Two levels of the same language</td>
<td>Two levels of the same language</td>
</tr>
<tr>
<td>Fine Arts (1 credit)</td>
<td>Same genre</td>
<td>Same genre</td>
</tr>
<tr>
<td>Physical Education (PE) (1 credit)</td>
<td>P.E. or P.E. equivalent</td>
<td>P.E. or P.E. equivalent</td>
</tr>
<tr>
<td>Health (Dallas ISD Local .5 credit)</td>
<td>Health</td>
<td>Health</td>
</tr>
<tr>
<td>Electives</td>
<td>A coherent sequence of courses for four or more CTE credits (see below)</td>
<td>Four JROTC courses</td>
</tr>
<tr>
<td>Multidisciplinary Studies Endorsement Requirements (SBOE Rules Chapter 74)</td>
<td>(A) A coherent sequence of courses for four or more CTE credits with at least two courses in the same career cluster, including at least one advanced CTE course. The final course in the sequence must be obtained from one of the following:&lt;br&gt;• Education and Training&lt;br&gt;• Government and Public Administration&lt;br&gt;• Health Science&lt;br&gt;• Human Services&lt;br&gt;• Law, Public Safety, Corrections, and Security</td>
<td>(B) Four credits in Junior ROTC (JROTC)</td>
</tr>
</tbody>
</table>
## Graduation Credit Requirements for Students Who Entered Ninth Grade in 2014-2015 and Later

### Science, Technology, Engineering, Math (STEM) Endorsement

<table>
<thead>
<tr>
<th>Content Area</th>
<th>STEM Endorsement (A) Engineering CTE</th>
<th>STEM Endorsement (B) Computer Science</th>
<th>STEM Endorsement (C) Math</th>
<th>STEM Endorsement (D) Science</th>
<th>STEM Endorsement (E) Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>• English I EOC</td>
<td>• English I EOC</td>
<td>• English I EOC</td>
<td>• English I EOC</td>
<td>• English I EOC</td>
</tr>
<tr>
<td>(4 credits)</td>
<td>• English II EOC</td>
<td>• English II EOC</td>
<td>• English II EOC</td>
<td>• English II EOC</td>
<td>• English II EOC</td>
</tr>
<tr>
<td></td>
<td>• English III</td>
<td>• English III</td>
<td>• English III</td>
<td>• English III</td>
<td>• English III</td>
</tr>
<tr>
<td></td>
<td>• English IV or Advanced English</td>
<td>• English IV or Advanced English</td>
<td>• English IV or Advanced English</td>
<td>• English IV or Advanced English</td>
<td>• English IV or Advanced English</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>• Algebra I EOC</td>
<td>• Algebra I EOC</td>
<td>• Algebra I EOC</td>
<td>• Algebra I EOC</td>
<td>• Algebra I EOC</td>
</tr>
<tr>
<td>(4 credits)</td>
<td>• Geometry</td>
<td>• Geometry</td>
<td>• Geometry</td>
<td>• Geometry</td>
<td>• Geometry</td>
</tr>
<tr>
<td></td>
<td>• Algebra II</td>
<td>• Algebra II</td>
<td>• Algebra II</td>
<td>• Algebra II</td>
<td>• Algebra II</td>
</tr>
<tr>
<td></td>
<td>• Advanced Math course</td>
<td>• Advanced Math course</td>
<td>• Advanced Math course</td>
<td>• Advanced Math course</td>
<td>• Advanced Math course</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>• Biology I EOC</td>
<td>• Biology I EOC</td>
<td>• Biology I EOC</td>
<td>• Biology I EOC</td>
<td>• Biology I EOC</td>
</tr>
<tr>
<td>(4 credits)</td>
<td>• Chemistry</td>
<td>• Chemistry</td>
<td>• Chemistry</td>
<td>• Chemistry</td>
<td>• Chemistry</td>
</tr>
<tr>
<td></td>
<td>• Physics</td>
<td>• Physics</td>
<td>• Physics</td>
<td>• Physics</td>
<td>• Physics</td>
</tr>
<tr>
<td></td>
<td>• One laboratory-based Science courses</td>
<td>• One laboratory-based Science courses</td>
<td>• One laboratory-based Science courses</td>
<td>• Two laboratory-based Science courses</td>
<td>• One laboratory-based Science courses</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>• World History or World Geography</td>
<td>• World History or World Geography</td>
<td>• World History or World Geography</td>
<td>• World History or World Geography</td>
<td>• World History or World Geography</td>
</tr>
<tr>
<td>(3 credits)</td>
<td>• U.S. History EOC</td>
<td>• U.S. History EOC</td>
<td>• U.S. History EOC</td>
<td>• U.S. History EOC</td>
<td>• U.S. History EOC</td>
</tr>
<tr>
<td></td>
<td>• Government (.5) / Economics (.5)</td>
<td>• Government (.5) / Economics (.5)</td>
<td>• Government (.5) / Economics (.5)</td>
<td>• Government (.5) / Economics (.5)</td>
<td>• Government (.5) / Economics (.5)</td>
</tr>
<tr>
<td><strong>Languages Other Than English (LOTE)</strong></td>
<td>Two levels of the same language</td>
<td>Two levels of the same language</td>
<td>Two levels of the same language</td>
<td>Two levels of the same language</td>
<td>Two levels of the same language</td>
</tr>
<tr>
<td>(2 credits)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>Same genre</td>
<td>Same genre</td>
<td>Same genre</td>
<td>Same genre</td>
<td>A coherent sequence of four credits (see below)</td>
</tr>
<tr>
<td>(1 credit)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education (PE)</strong></td>
<td>P.E. or P.E. equivalent</td>
<td>P.E. or P.E. equivalent</td>
<td>P.E. or P.E. equivalent</td>
<td>P.E. or P.E. equivalent</td>
<td>P.E. or P.E. equivalent</td>
</tr>
<tr>
<td>(1 credit)</td>
<td>Health</td>
<td>Health</td>
<td>Health</td>
<td>Health</td>
<td>Health</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>Health (Dallas ISD Local .5 credit)</td>
<td>Health (Dallas ISD Local .5 credit)</td>
<td>Health (Dallas ISD Local .5 credit)</td>
<td>Health (Dallas ISD Local .5 credit)</td>
<td>Health (Dallas ISD Local .5 credit)</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>A coherent sequence of courses for four or more CTE credits (see below)</td>
<td>A coherent sequence of four credits (see below)</td>
<td>A coherent sequence of four credits (see below)</td>
<td>A coherent sequence of three additional credits (see below)</td>
<td>A coherent sequence of three additional credits (see below)</td>
</tr>
</tbody>
</table>

### STEM Endorsement Requirements

- **(A)** A coherent sequence of courses for four or more CTE credits, including at least two courses in the same career cluster, and at least one advanced CTE course, which includes any course that is the third or higher course in a sequence. The final course in the sequence must be obtained from one of the CTE career clusters relating to Science, Technology, Engineering, and Mathematics.
- **(B)** A coherent sequence of four credits in computer science.
- **(C)** Three credits in mathematics by successfully completing Algebra II and two additional mathematics courses for which Algebra II is a prerequisite.
- **(D)** Four credits in science by successfully completing chemistry, physics, and two additional science courses.
- **(E)** In addition to Algebra II, chemistry, and physics, a coherent sequence of three additional credits from no more than two of the categories or disciplines represented by subparagraphs (A), (B), (C), and (D).
In order to obtain the distinguished level of achievement under the foundation graduation program, which will be noted on a student’s transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits. Upon entering grade nine, a student must specify the endorsement he or she wishes to pursue.

A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of Physical Education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable. [See policy EIF (LOCAL).]

With written consent from the student’s parent, the .5 Health Education elective may be substituted with another elective of choice. [See policy EIF (LOCAL).]

Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits if the coursework is completed by Sept. 1, 2016 (check state law for updates about which computer programming courses qualify). In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

**Personal Graduation Plans for Students under the Foundation Graduation Program**

A Personal Graduation Plan (PGP) will be developed for each high school student who is subject to the requirements of the foundation graduation program. The district encourages all students to pursue a PGP that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her class rank.

The school will review PGP options with each student entering grade nine and his or her parent. Before the end of grade nine, a student and his or her parent will be required to sign off on a PGP that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student’s PGP will denote an appropriate course sequence based on the student’s choice of endorsement. A student may, with parental permission, amend his or her PGP after the initial confirmation.

A Graduation Toolkit, which provides details about the new Foundation High School Program and planning information for high school and beyond, is available at [http://tea.texas.gov/communications/](http://tea.texas.gov/communications/) brochures.aspx.

**Available Course Options for all Graduation Programs**

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year. Note that the district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or CTE, the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.
Texas State Graduation Requirements

Distinguished Achievement Program – Requirements for Advanced Measures

- The measures must focus on demonstrated student performance at the college or professional level.
- Student performance on advanced measures must be assessed through an external review process.
- Except for the original research/project a student may not count two measures derived from a single activity. For example, a student who scores a three or better on the AP Economics exam cannot count a grade from a dual credit economics college course.

A student must achieve any combination of four from the following:

- Original Research/Project: The research/project may not be used for more than two of the advanced measures. The research/project may be judged by a panel of professionals in the field that is the focus of the project; or conducted under the direction of mentor(s) and reported to an appropriate audience; and related to the required curriculum set forth in 19 TAC§74.1 (relating to TEKS).
- AP Exam: A score of three or above on the College Board Advanced Placement examination.
- IB Exam: A score of a four or above on the International Baccalaureate examination.
- PSAT: A score on the Preliminary Scholastic Assessment Test (PSAT/NMSQT) that qualifies a 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 of the College Board; or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score may count as only one advanced measure regardless of the number of honors received by the student.
- College Courses: College-level courses provided by the higher education institutions must be accredited by the Southern Association of Colleges and Schools. A grade of 3.0 or higher on a one semester college course (including tech prep programs), will give students an advanced measure. The student must arrange for an official transcript to be sent from the college to the high school counselor well in advance of graduation in order to have the advanced measure(s) recorded on the student’s academic achievement record. The college transcript will be kept by the high school.

Examples: A student may have combinations meeting the above criteria such as the following:
3 AP exams and 1 college course = 4 measures; 2 AP exams, 1 college course, and 1 PSAT = 4 measures; 4 dual credit courses = 4 measures; or 4 AP exams = 4 measures

Sample Letters

The following sample letters are inserted after this page:

1. Letter to certify out-of-school TAAS/TAKS graduate
2. Request to upgrade the academic achievement record after graduation
3. Minimum High School Program Opt-In Agreement (English)
4. Minimum High School Program Opt-In Agreement (Spanish)
5. Parent/Guardian Notification of Benefits of the Recommended High School Program for Graduation (English)
6. Parent/Guardian Notification of Benefits of the Recommended High School Program for Graduation (Spanish)
Admission Eligibility

Students who have not graduated from high school are entitled to a free public education in the Dallas schools if they are under twenty-one (21) years of age and eligible for enrollment on the first day of September, if they reside in the attendance boundaries, and if they provide satisfactory evidence of required immunizations. An eligible student receiving special education services who is 21 years of age on September 1st of the current school year shall be eligible for services through the end of that school year or until graduation with a regular high school diploma, whichever comes first. Policies governing Admissions may be found at FD (LEGAL) (LOCAL).

Residence Requirements for Enrollment

A person within the compulsory school attendance age will be admitted to a Dallas Independent School District if
1. The student and either parent reside in the District.
2. The student does not reside in the District, but one of the parents who has sole or joint custody lives in the District.
3. The student and his/her guardian or other person having lawful control under a court order reside in the District.
4. The student has established a separate residence in the District apart from his/her parent or guardian and is not residing here for the primary purpose of participating in extracurricular activities.
5. The student is homeless, as defined by federal law, regardless of his residence or that of either parent or guardian.
6. The student is a foreign exchange student placed with a host family that resides in the district by a nationally recognized foreign exchange program.
7. The student resides at a residential facility located in the district.
8. The student resides in the district and is 18 or older or the student’s disabilities of minority have been removed.
9. The student does not reside in the district but the grandparent of the person does or the student provides a substantial amount of after-school care for the person as determined by the board.

The District requires evidence that a student is eligible to attend the public schools in the form of a printed utility bill or mortgage/lease agreement with the parent/guardian’s name and address or other forms of verification that are acceptable to the school. A person may not reside in the district primarily for the purpose of participating in extracurricular activities or attending a specific school, except on a tuition basis.

Attendance

There are three different types of attendance accountability:
1. One accountability system mandates attendance under the compulsory attendance laws. Excessive unexcused absences or other violations of the laws result in truancy proceedings. This system is addressed in Policies FEA (LEGAL) (LOCAL) (REGULATION) and FED (LEGAL).
2. The second accountability system mandates specific days of attendance for a student to receive credit for a course. Depending on the number of excessive absences (excused or unexcused), credit can be regained only by completing a plan approved by the principal or petitioning the school’s attendance committee. This system is addressed in Policies FEC (LEGAL), (LOCAL), and (REGULATION). Policy addressing extracurricular absence is found at FM (LEGAL) and (LOCAL).
3. The third system is related to the required attendance accounting standards that the district must maintain to receive funding based on average daily attendance (ADA). This system is governed by the policies in FEB (LEGAL), (LOCAL), and (REGULATION).

Compulsory Attendance

Unless specifically exempted by law, every child in the state who is at least six years of age or who has been previously enrolled in first grade, and who has not yet reached the child’s nineteenth birthday shall be required to attend the public schools in the district of his/her residence or in some other district to which the student may be transferred as provided or authorized by law. A student who voluntarily attends or enrolls after his or her nineteenth birthday is required to attend until the end of the school year for the entire period the program is offered. Unless exempted, pursuant to Education Code 25.094, the student shall be subject to truancy proceedings. However, if a student 18 or older has more than five unexcused absences in a semester, the District may revoke the student’s enrollment. The student’s presence on school property is then unauthorized and may be considered trespassing. Students are required to attend each school day for the entire period the program of instruction is provided.

The attendance officer will file a complaint against the parent and/or student in court if the compulsory attendance law is violated. Exemptions from the law may be found in Policy FEA (LEGAL).
Violation of Compulsory School Attendance Notice

The District shall notify a student’s parent in writing at the beginning of the school year that, if the student is absent from school on ten or more days or parts of days in a six-month period in the same school year or three or more days or parts of a day within a four week period, the student’s parent is subject to prosecution under Education Code 25.093, and the student is subject to prosecution under Education Code 25.094. The District shall notify a student’s parent if the student has been absent from school, without excuse under Education Code 25.087, on three days or parts of days within a four-week period. The notice must:

1. Inform the parent that:
   a. It is the parent’s duty to monitor the student’s school attendance and require the student to attend school,
   b. The student is subject to truancy prevention measures under Education Code 25.0915; and

   2. Request a conference between school officials and the parent to discuss the absences. The fact that a parent did not receive the notice described above is not a defense to prosecution for the parent’s failure to require a child to attend school nor for the student’s failure to attend school. FEA (LEGAL)

Excused Absences for Compulsory Attendance Determinations

State law allows exemptions to the compulsory attendance requirements for several types of absences as long as the student makes up all work assigned and provides any required documentation. If the student satisfactorily completes the work, the days of absence shall be counted as days of compulsory attendance. The student shall not be penalized for the absence. These exemptions include, but are not limited to the following activities and events:

- Religious holy days. (Excused days for travel shall be limited to one day for travel to and one day for travel from the site where the student will observe the religious holy days if the parent, guardian, or person having custody or control of the student submits a written excuse.)
- Required court appearances.
- Activities related to obtaining United States citizenship.
- Service as an election clerk, with approval from the student’s parent and principal.
- The student is in the conservatorship of DFPS, and is participating, as determined and documented by DPS, in an activity ordered by a court.
- The student is visiting an institution of higher education accredited by a generally recognized accrediting organization during the student’s junior or senior years of high school.

Documented health-care appointments if that student commences classes or returns to school on the same day of the appointment, including absences for recognized services for students diagnosed with autism spectrum disorders. FEB (LEGAL)

Attendance for Credit

Except as provided below, a student in any grade level from kindergarten through grade 12 shall not be given credit or final grade for a class unless the student is in attendance 90 percent of the days the class is offered. This restriction does not affect a student’s right to excused absences to observe religious holy days. [See FEB] and does not apply to a student who receives credit by examination for a class as provided by Education Code 28.023. [See EHDC]

A student who is in attendance for at least 75 percent but less than 90 percent of the days a class is offered and earns a passing grade FEC (LOCAL), may be given credit or final grade by completing a plan approved by the principal that provides for the student to meet the instructional requirements of the class. FEC (LEGAL)

The actual number of days a student must attend in order to receive credit will vary, depending on the number of days in a semester/year and the schedule of classes in the school (traditional or block). If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit for the class.

An attendance committee may give class credit or a final grade to a student because of extenuating circumstances. The Board shall establish guidelines for determining what constitutes extenuating circumstances. The attendance committee will hear petitions for class credit or a final grade by students who have not met the 90 percent rule and have not earned class credit or a final grade by completing a principal’s plan. If the committee denies a student credit or a final grade, the student may appeal the decision to the Board. The Board’s decision may be appealed to the district court of the county in which the District’s central administrative office is located. FEC (LEGAL)

Excused Temporary Absence

A student may be excused for temporary absence resulting from any cause acceptable to the teacher, principal, or superintendent of the school in which the child is enrolled. To excuse legitimate student absence, the principal shall require a written excuse signed by the student’s parent or guardian to be submitted to the proper school authorities no later than three school days after the student returns to school. The note must describe the reason for the absence, including days or parts of a day resulting from a nurse sending the student home. Excused absences are not counted when determining the number of absences that trigger a referral or complaint for failure to comply with the compulsory attendance requirement. Excused absences are counted in determining whether a student is in compliance
with the attendance requirement for class credit. Any absence may be investigated by the principal or an appropriate designee to verify extenuating circumstances. If the student has established a questionable pattern of absences, the attendance committee may also require a physician’s or clinic’s statement of illness after a single day’s absence to excuse the absence. Policies governing attendance are at FEA (LEGAL), FEC (LEGAL), and FEC (LOCAL).

In School Suspension
Students assigned to in-school suspension shall not be considered absent. The length of in-school suspension shall be flexible enough to encourage students to correct their behavior and return to class without resulting in failure. FEC (REGULATION)

Out of School Suspension
A student who has been suspended shall return to school after the school suspension period is over. The days of suspension are considered excused absences. If the student does not return after the suspension ends, each day of absence shall be considered unexcused unless extenuating circumstances apply and the parent provides a written excuse note acceptable to the principal or designee. FEC (REGULATION)

Extended Absence (Personal Illness)
When a student’s absence for personal illness exceeds five (5) consecutive days or a total of ten (10) days in a six-weeks grading period, the student may be required to present a statement from a physician or health clinic verifying the illness or other condition requiring the student’s extended absence from school. FEC (LOCAL)

Unexcused Absence
Absences not eligible to be excused and absences for which a written excuse is not received within three (3) school days from the student’s return to school shall be counted as unexcused absences. FEC (LOCAL)

Tardies
If a student arrives at school after the designated starting time, the student should report either to the principal’s office or to the attendance office indicated in the campus discipline management plan. Tardies should be defined as students’ arriving in the classroom after the tardy bell has finished ringing (not necessarily in their seats). Suspension from school shall not be a tardy consequence. FEC (REGULATION)

Parent Notification
The school shall notify the parent after the student has missed five (5) percent of the days any class is offered. The purpose of this written notification is to make the parent aware that the student has missed several classes and may be in jeopardy of losing credit or final grade if the student misses ten percent of the days the class is offered. After the student has missed ten percent of the days the class if offered, the central office shall notify the parents that the student may lose credit or final grade for the course if they do not participate in the Principal’s Plan to Regain Credit.

If credit or final grade has been denied then the parent may file a petition to appeal the loss of credit to the attendance committee. The school will make every effort to schedule appeals conferences at a convenient time for the parent. FEC (REGULATION)

Regaining Credit
If the student fails to successfully complete the principal’s plan, or when a student’s attendance drops below 75 percent of the days the class is offered and earns a passing grade, the student, parent, or representative may, upon receipt of such knowledge, request award of credit by submitting a written petition to the attendance committee.

The petition may be filed immediately, but no later than thirty (30) days after the last day of the first semester or the last day of the school year for elementary and secondary schools. FEC (LOCAL)

The school will make every effort to schedule appeals conferences at a convenient time for the parent. Students who have been denied credit or final grade because of absences may regain credit by fulfilling the requirements established by the principal’s plan or the attendance committee. FEC (LOCAL) The committee may set more stringent requirements for regaining credit when absences are unexcused than in other circumstances. All absences shall be considered in determining whether a student has attended the required percentage of days. If make-up work is completed, absences for religious holy days, required court appearances, and health care appointments shall be considered days of attendance for this purpose. FEC (LOCAL)
Absences Due to Extracurricular Activities

Students who are participating in an extracurricular activity approved by the Board and under the direction of a professional staff member, in accordance with the limits and eligibility criteria, shall not be counted absent from school. (2008-2009 Student Attendance Accounting Handbook, Version 2, p. 50)

The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed in a school year a maximum of ten extracurricular absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. Exceptions to the limit on activity related absences shall be applied for through the appropriate executive director. FM (LOCAL)

In addition, the District may excuse a student in grades 6 through 12 for the purpose of sounding TAPS at a military honors funeral held in this state for a deceased veteran. FEA (LEGAL) The student shall be allowed to reasonable time to make up school work missed on the days described above. If the student satisfactorily completes the schoolwork, the day of absence shall be counted as a day of compulsory attendance.

Vacations and Ski Trips

Vacations and ski trips are not recognized as excused absences, and all appeals for these purposes shall be denied. Other unusual travel opportunities may be considered on an individual basis by the principal. Examples of unusual travel opportunities may include a trip out of the United States to Europe or another area of historical significance, a tour of the northeastern United States to see the historical areas associated with the founding of the United States, a trip to Washington, D.C. with visits to the Capitol and the Smithsonian Institute, etc. All travel opportunities approved by the principal should include not only the make-up of all assignments missed, but also the preparation of work or reports that relate the travel to specific objectives in the Texas Essential Knowledge and Skills. FEC (REGULATION)

Releasing Students from School

Students will not be released during school hours except with the permission of the principal or his/her designee. Students shall be excluded from school for health reasons through the principal’s office only. Nurses shall serve in an advisory capacity to the principals. Students shall not be sent home from school without first informing parents or guardians. [See FFAD, FEC (REGULATION)] upon the student's return to school, a parent is required to send an excused note within three days including the portion of the day the nurse sent the student home.

Perfect Attendance Awards

Perfect attendance awards may be given on local school campuses during each six-week period, or at the end of the school year. Perfect attendance awards require the student to have attended school each day during the period being considered for recognition.
Section V: Secondary School Scheduling

Athletics

By state standards, students are eligible to participate in a league varsity contest as a representative of a participant school if they meet all TEA requirements and UIL Constitution and Contest Rules. All students (high school and middle school) who participate in extracurricular activities must meet the “No Pass/No Play” requirements in order to participate at any level of competition. A student must receive a grade of 70 or above in all classes for eligibility purposes. An exception to this is that students enrolled in an advanced or honors course must earn a grade of 60 and above at the end of a grading period in the courses identified as advanced or honors for UIL eligibility. A student that earns less than a 60 in an advanced or honors course may submit an eligibility waiver application to the compliance office. This application will be reviewed to determine eligibility (EIA (LOCAL)). Policies governing Student Activities may be found at FM (LEGAL)(LOCAL).

The following are identified as honors classes as referred to in the Texas Education Code, §33.081(d)(1), concerning extracurricular activities):

1. All College Board Advanced Placement (AP) courses and International Baccalaureate courses in all disciplines;
2. English Language Arts: high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One)”;  
3. Languages Other Than English: high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One),” and languages other than English courses Levels IV-VII;
4. Mathematics: high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One)” and Precalculus;
5. Science: high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One);” and
6. Social Studies. High school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One).”

Districts may identify additional honors courses in the subject areas of English Language Arts, mathematics, science, social studies, economics, or a language other than English for the purpose of this section, but must identify such courses prior to the semester in which any exemptions related to extracurricular activities occur (See list of Pre-AP/AP and Pre-IB/IB courses).

Ineligible students shall not travel with the school organization to a contest, sit with them, or wear uniforms during a contest. Exception: Since athletic scrimmages are practice sessions, ineligible students may travel, wear uniforms, and participate.

Minimum penalty for permitting a student who is academically ineligible to participate in a contest is forfeiture of the contest. The range of penalties is applicable to a coach, fine arts director, academic sponsor or the school (private reprimand, public reprimand, disqualification from district honors, suspension) for allowing academically ineligible students to participate in a contest or performance.

Middle School Athletics

A middle school athletic period during the school day was approved and established beginning with the 2007-2008 school year.

The goals of the middle school athletic period are to increase participation in sports, improve athletic skill sets, allow for cross sports training, and increase collaboration between middle and high school athletic programs.

To accomplish this, student-athletes should be identified and scheduled into the athletic periods each day, under the supervision of full-time coaches on each middle school campus.

Suggested scheduling of athletic periods (boys period and girls period). Both scheduled for 7th or 8th period (per adopted school day)
Split athletic periods (best scenario)
>Girls-1st period / Boys-7th or 8th period
>Boys-1st period / Girls-7th or 8th period
(This would maximize facility use.) Suggested Middle School Coaches Allotment

<table>
<thead>
<tr>
<th>CAC/Head Coach</th>
<th>Coaches – Full Time</th>
<th>Coaches – Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (1 sport)</td>
<td>4 (2 sports)</td>
<td>4 to 8 (1 or 2 sports)</td>
</tr>
<tr>
<td>w/Athletic Period</td>
<td>w/Athletic Period</td>
<td>no Athletic Period</td>
</tr>
</tbody>
</table>
Middle School Sports Offered
Boys (football 7th & 8th, basketball 7th & 8th, soccer, track, baseball) Girls (volleyball A & B, basketball 7th & 8th, soccer, track, softball)

Employment (Work Permits)
Schools may permit students to arrive at school after the beginning of first period and leave before the end of the school day provided they carry a full load of courses.
Work permits shall not be granted to students in grades 9 and 10. Documented extreme hardship cases may be considered and approved by the principal. Last-period work permits shall be granted to students in grades 11 and 12 only with parental permission and principal approval. Authorizing policy may be found at FEF (REGULATION).

Scheduling Requirements (Grades 9-12)
All students in grades 9-12 shall be scheduled for a full day of classes each day, including a minimum of two and a half graduation credits of five credit-earning courses per semester, plus physical education or health, if needed.
With parent approval and signature, seniors who have passed all sections of the exit exams and who will complete graduation requirements with less than five credit earning courses per semester may modify their course schedule, but to no less than one-half day of instruction daily, under the following conditions:
1. The student is enrolled in post-secondary courses being taken on a college/technical school campus (courses may or may not be for concurrent/dual enrollment); or
2. The student is employed for more than 20 hours per week; or
3. The student has parenting responsibilities; or
4. The student’s special circumstances as approved by the principal; and
5. The student arrives late or leaves early and does not remain on campus when other students are in classes. Courses for such a student shall be scheduled consecutively, so that the student does not leave and return to the campus on the same day. EED (LOCAL)

Students who receive approval to modify their schedule, but who do not leave campus promptly at the end of their schedule shall be re-enrolled in a full schedule of classes or shall be subject to appropriate disciplinary action.

The Admission, Review, and Dismissal (ARD) committee determines the length of the instructional day for students eligible for special education services along with justification.

Secondary School Scheduling
This overview provides a brief definition of each quality assurance step noted in the Calendar of Critical Dates. Specific information is provided to demonstrate compliance with each quality assurance step. Adherence to the timelines for quality assurance steps included on the calendar will ensure that the computer-based master schedule process is completed prior to the first day of the school year as required. Questions about the secondary master schedule development process and timelines should be directed to the learning community, campus, and administrative support coordinator.

Part I: Training
The following training modules are required for administrators, other professional staff members, and support staff members involved in the master scheduling process. The modules are recommended as a refresher for those who have been involved in the master scheduling process in previous years.

Master Schedule Development (Part 1a) – Pearson Master Schedule Builder Workshop
This training is designed for professional level campus staff (assistant Principals) who are responsible for the master schedule development. This comprehensive, logical training course presents the concepts of master schedule construction, allowing the participants to produce a superior master schedule. Participants will be introduced to tools and methodologies to help plan, organize, build, and evaluate a master schedule more efficiently and effectively. This workshop provides the necessary conceptual foundations that will be utilized throughout the remainder of the master schedule development training.

Master Schedule Development (Part 1b) – Planning and Building the Master Schedule
This training is designed for professional level staff who are responsible for directing the master schedule development process from choice sheet development through finalizing the master schedule. The training will provide an overview of how to (1) prepare for the master schedule development, (2) develop the master schedule by teacher, course, and period, (3) put the master schedule in a coding format for data entry, (4) maintain the handwritten master schedule on an on-going basis until the schedule is finalized and thereafter,
and (5) complete the computer-based batch scheduling process.

Master Schedule Development (Part 2) – The Computer-Based Master Schedule Process
The computer-based training session is designed for principals, assistant principals, data controllers, and other school staff members who provide oversight for the data entry process and/or enter master schedule data on the computer. This small-group computer lab session provides detailed hands-on instruction on how to enter student course requests, enter course and section information for each section included in the master schedule, print and analyze pre-scheduling and post-scheduling reports, and complete the batch scheduling process.

Master Schedule Development (Part 3) – Individual Student Scheduling
This computer-based training session is designed for counselors and data controllers. This small-group computer lab session provides detailed hands-on instruction on how to create and modify individual student choices and Career Pathways in preparation for next year's scheduling.

Part II: Calendar of Master Scheduling Critical Dates
The calendar of critical dates for next year master scheduling is available on the Campus and Administrative Support website.

http://inet/depts/campusadmin/seclearnunit_msched.htm

Part III: Quality Assurance Standards for Scheduling
The quality assurance standards are part of the calendar of critical dates and can be accessed at the above website.

Master Scheduling
Master scheduling is an essential function of every school. Scheduling must be viewed as a data-driven process that results in the construction of a master schedule that meets students' academic needs, honors their elective choices, and ensures efficient instructional operations. The instructional leader needs to organize this process in such a manner that teacher-leaders and counselors are included in the procedure. Schedule construction begins with ensuring that certain instructional aspects are incorporated. It culminates with a smooth opening of school, a minimal number of schedule changes, and an immediate focus on instruction.

Critical Attributes/Best Practices
All master schedules should, to the greatest extent possible, incorporate key critical attributes. These include, but are not limited to planning periods, collaborative planning periods, additional content application and study skills, appropriate course sequencing, and inclusionary practices. These critical attributes should reflect the school vision and contribute to the success of the school community.

The Scheduling Process
The scheduling process for each student and each campus is mandated and supported by the scheduling calendar and critical dates. The different components that can be identified in the continuum are interlocked. The campus leadership will work collaboratively with the scheduling team in order to carry out the different steps in a seamless process and maximize resources to meet the needs of the student population.

Determination of Schedule and Courses
Due to financial constraints, many school districts make scheduling decisions that focus on balancing student performance and the prudent use of resources. Therefore, the first phase of the scheduling process may be predetermined for campus administrators by district personnel. However, within this phase, the instructional leader should also make decisions regarding the types of courses to be offered in the ensuing school year. In addition to understanding the core curriculum that must be offered, elective offerings should be included based upon student choice within the District's educational theory of action. Time on task is the key ingredient to student success. Therefore, determining the length of time for the core classes within state and local requirements is something that should be discussed with the department chairs, counselors, and other administrators. As a school’s course offerings are determined, department and/or grade level chairpersons and special populations staff should be involved in the decision making process.

Special Populations
Special consideration should be given at this point to the special population area. The administrative staff should partner with counselors and teacher-leaders to understand policy implications and the data that should be used for the placement of students within these programs. (See MLEP section in “Coursework” and Special Education chart in “Special Education Scheduling Options” for suggested schedules.)
Marketing School Offerings

- The instructional program and elective options can be showcased in a variety of ways for students and parents:
  - Career Days
  - Magnet Fair
  - Counselor Visits to Classrooms
  - Elective Department Presentations
  - 8th Grade High School Fair
  - Elective Fairs

  - Elementary School Student Visits to Middle School
  - Middle School Student Visits to High School

Revisit Course Offerings and Teacher Assignments

Review the master course list with the input of leadership team, department chairs and special populations’ staff. The data should be used to tier the different needs of students so that resources can be prioritized to maximize the school day.

Data should also be used to determine teacher strengths and certifications so that appropriate teaching assignments can be made.

Choice Sheets

Campuses will develop choice sheets based on required courses as determined by board policy and determine electives based on student choices and teacher certifications. Choice sheets will be completed by using an electronic course planner. High school choice sheets are developed online by campus in Course Planner. Students and parents are able to determine their preferences for core courses and electives. However, student assessment data may limit course options all middle and high school students. The counseling staff should have organized sessions with the students to guide them through the course selection process.

Course Counts/Tallies

Once the students have determined their selection of courses, the leadership team should build a database in Course Planner or Chancery and input the student selections so that totals can be aggregated. The total number of courses, by content area, should be provided to the department chairpersons for their input. Include Gifted and Talented, ESL, Special Education, Career and Technical Education, Pre-AP, and AP classes in the course counts.

Technical Work for Master Schedule

Once the course counts/tallies, and the teacher assignments made, the type of schedule (block, traditional or modified block) the beginning of a master schedule is developed by strategically setting up singletons and courses that are small in number. The instructional leader should ensure that Gifted and Talented, Pre-AP/AP, Career and Technical Education, and special populations are an integral part of the beginning phase.

All schedules will be completed within established guidelines prior to the principal departing for summer break.

Pre-Registration/Early Enrollment

In order to avoid enrolling large numbers of students on the first day of school, pre-registration/early enrollment procedures should be implemented. Campuses should be set up to enroll new students as early as possible.

For returning students, pre-registration methods should be considered in order to avoid interference with instructional time on the first days of school. For example, packets with enrollment information may be mailed to returning students. The parents have an opportunity to complete the paperwork at home; the student simply returns the information on the first day of school.

Schedule Changes

An effective master schedule is critical to a successful teaching and learning environment. Master schedule changes should be avoided after the start of the new school year. Even leveling changes must be thoughtfully planned in order to minimize their impact on the instructional program that is already underway.

At the beginning of the school year, some student schedule adjustments are necessary due to courses taken in summer school, omission of required courses, course conflicts, or other unique circumstances. However, student requests for changes other than for meeting requirements or correcting errors should be completed within the first ten days of each semester. All other individual or mass changes require approval from the executive director.
Science

Middle School Science

Grades 6-8 science are interdisciplinary in nature with strands focusing on scientific investigations and reasoning, matter and energy, force motion and energy, earth and space, and organisms and environments. At least 40% of instructional time will be spent conducting laboratory and field investigations. Middle school science course options include sections such as Science, Pre-AP, and Sheltered instruction. Texas Essential Knowledge and Skills for middle school science can be found in subchapter B.

High School Science

Grades 9-12 science include courses that focus on one main concept. Core science subjects such as Biology, Chemistry, and Physics require that students will spend at least 40% of instructional time conducting laboratory and field investigations. High school science courses and other courses for which students may receive science credit may have required prerequisites. Please refer to the Texas Administrative Code (TAC), Title 19, Part II Chapter 112, Texas Essential Knowledge and Skills for Science subchapters C and D for more information.

Social Studies

The social studies sequences for students in grades 9-12 are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course</th>
<th>Year to complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>#2120-World Geography</td>
<td>2014-2015</td>
</tr>
<tr>
<td>10th</td>
<td>#2105-World History</td>
<td>2015-2016</td>
</tr>
<tr>
<td>11th</td>
<td>#2320-U.S. History</td>
<td>2016-2017</td>
</tr>
<tr>
<td>12th</td>
<td>#2307-Government / #2351 Economics</td>
<td>2017-2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course</th>
<th>Year to complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>#2120-World Geography or #2105-World History</td>
<td>2014-2015</td>
</tr>
<tr>
<td>10th</td>
<td>No Social Studies Required</td>
<td>2015-2016</td>
</tr>
<tr>
<td>11th</td>
<td>#2320-U.S. History</td>
<td>2016-2017</td>
</tr>
<tr>
<td>12th</td>
<td>#2307-Government / #2351 Economics</td>
<td>2017-2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course</th>
<th>Year to complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>#2120-World Geography or #2105-World History</td>
<td>2014-2015</td>
</tr>
<tr>
<td>10th</td>
<td>No Social Studies Required</td>
<td>2015-2016</td>
</tr>
<tr>
<td>11th</td>
<td>#2320-U.S. History</td>
<td>2016-2017</td>
</tr>
<tr>
<td>12th</td>
<td>#2307-Government / #2351 Economics</td>
<td>2017-2018</td>
</tr>
</tbody>
</table>
Reading Language Arts

Middle School

Grade 6 students must take one unit of Reading Language Arts. They must also take an additional unit of Reading. Either Reading 6 or Reading Mastery 6 may fulfill this requirement.

Students in Grade 6 shall be assigned to a Reading course as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Placement Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Mastery 6</td>
<td>Reading at or below 4th Grade level; i.e., Lexile level below 560L</td>
</tr>
<tr>
<td>Reading 6</td>
<td>Reading above 4th Grade level; i.e., Lexile level at or above 560 L</td>
</tr>
</tbody>
</table>

Grade 7 and Grade 8 students must take one unit of Reading Language Arts. In addition, students may be enrolled in either Reading or Reading Mastery.

Reading units depend on the student’s reading level according to standardized achievement tests, standardized assessment instruments, and additional information, such as teacher observation. The course(s) shall be taken in place of electives.

Note: In addition to the placement guidelines below, schools should consider students’ mastery of the state standards and teacher observations when placing students in reading intervention courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Placement Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Mastery 7</td>
<td>Reading at or below 5th Grade level; i.e., Lexile level below 630L</td>
</tr>
<tr>
<td>Reading 7</td>
<td>Reading above 5th Grade level; Lexile level at or above 630L</td>
</tr>
<tr>
<td>Reading Mastery 8</td>
<td>Reading at or below 6th Grade level; i.e., Lexile level below 665L</td>
</tr>
<tr>
<td>Reading 8</td>
<td>Reading above 6th Grade level; i.e., Lexile level at or above 665L</td>
</tr>
</tbody>
</table>

On each campus, documentation should be available that students enrolled in a Reading or Reading Mastery course meet the placement criteria listed above.

Course placement decisions for English Language Learners are made by the campus Language Proficiency Assessment Committee (LPAC) and are based on the number of years enrolled in U.S. schools and the student’s English proficiency level as indicated by the TELPAS Composite score. ELLs typically enroll in Reading Mastery only when they are at or above an Advanced English proficiency level or when ESL Reading courses are not offered by the campus. Students eligible for Special Education services may be placed in Reading Mastery as determined by the Admission, Review and Dismissal (ARD) committee.

High School

Students in grades 9, 10, 11, and 12 who need additional support in Reading may be assigned to one of the following courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Placement Guidelines</th>
</tr>
</thead>
</table>
| Reading I | This course is for students who:  
- have a Lexile level of below 600L (as measured by the Scholastic Reading Inventory, or SRI), and  
- score below 22 on the Scholastic Phonics Inventory (SPI) |
| Reading II | This course is for students who:  
- are reading below grade level,  
- have a Lexile level of 600L or above (as measured by the SRI), and  
- score above 22 on the Scholastic Phonics Inventory SPI |
| Reading III | This course is for students who:  
- are reading below grade level  
- have a Lexile level of 800L or above  
- have completed the first half of the READ 180 curriculum (if offered on the campus) |
Course placement decisions for English Language Learners are made by the campus Language Proficiency Assessment Committee (LPAC) and are based on the number of years enrolled in U.S. schools and the student's English proficiency level as indicated by the TELPAS Composite score. ELLs typically enroll in Reading Mastery only when they are at or above an Advanced English proficiency level or when ESL Reading courses are not offered by the campus. Students eligible for Special Education services may be placed in Reading Mastery as determined by the Admission, Review and Dismissal (ARD) committee.

Students may only be scheduled into Reading I using ONE DISD course number:

<table>
<thead>
<tr>
<th>Student</th>
<th>Department</th>
<th>DISD Course #</th>
<th>TEA Course #</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>English Language Arts</td>
<td>Reading I: 1224</td>
<td>03270700</td>
</tr>
<tr>
<td>Special Education</td>
<td>Special Education</td>
<td>Fundamentals of Reading: 9390</td>
<td>03270700</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>MLEP</td>
<td>Reading I - ESL: 1262</td>
<td>03270700</td>
</tr>
</tbody>
</table>

Placing the same student into Reading I using more than ONE of these course numbers will result in duplicating a course which is not allowed. The following students are ineligible for Reading I:

- Repeating students who have passed Reading I or received credit for it
- ELL students who are at the beginning or intermediate level

On each campus, documentation should be available that students enrolled in a Reading I, II, or III course meet the placement criteria listed above.
Section VII: Grades, Credits, Promotion, and Retention

Grade Check to Regain Eligibility

A student regains eligibility seven calendar days after the three-school week evaluation period if the student is passing all courses on the last class day of the three-school week period. The student’s work is evaluated from the first class day of the new grading period to the end of the three-school week evaluation period. If the student has at least a minimum grade of 70 on a scale of 70-100 for work done since the end of the previous grading period, the student may regain eligibility seven calendar days later at the time the regular school day ends. (Schools taking breaks of one week or more are reminded that those weeks do not count as part of this period.)

Example: Six-Week Grading Period

The grading period ends on September 22. Suzy makes a grade of 50 in history. Her next three weeks of school end on October 13, and Suzy’s grades for the three-week evaluation period are computed without the previous six-week grade. She gets passing grades in history and all other courses for school weeks 7, 8, and 9. She recaptures eligibility on October 20 at the time the regular school day ends.

NCAA Eligibility Center (select Academics and Athletes from left menu on NCAA site at www.ncaa.org)

Students who intend to participate in Division I or II athletics as a college freshman must register and be certified by the NCAA Initial-Eligibility Clearinghouse. Refer to the Academic Eligibility section of their website to determine the initial-eligibility standards. Please note that initial-eligibility certification pertains only to whether students meet the NCAA requirements for participation as a freshman in Division I or II athletics and has no bearing on their admission to a particular Division I or II institution. Remind students who intend to enroll in a Division I or II school to supply ACT or SAT scores to the eligibility center directly from the testing agency. ACT/SAT scores on an official high school transcript will not meet NCAA requirements.

The list of NCAA-approved core courses (formerly form 48-H) identifies your school’s courses that may be used in meeting NCAA core-course requirements. Be sure that all courses you are offering for core-course purposes are listed on your high school’s confirmation list of NCAA-approved core courses. Update your high school’s list of NCAA-approved core courses on the NCAA website by choosing Academics & Athletics from the menu at left, then selecting NCAA Eligibility Center and clicking on “High School Administration.” Delete the courses that are no longer authorized by TEA, listed on the Dallas ISD course master, or offered on your campus.

Students who have attended multiple high schools since ninth grade, must have an official transcript from each school. These transcripts can either come from each school or the high school from which they are graduating. The transcripts must come by mail directly from the high school (not from the student).

Registration materials are available at no cost by calling the clearinghouse, (877) 262-1492.

Note: It is recommended that students determine the entry requirements of various colleges/universities of interest and consult with their parents and counselor prior to making decisions regarding college selection.

Grades, Credits, Promotion, and Retention

Secondary Courses

The secondary curriculum provides a variety of opportunities for students to develop skills through both required and elective courses. Standard TEKS-based courses are offered at every grade level, with accelerated courses offered for students who have a special interest in a particular subject area and local credit skills and applications courses offered for students needing additional instructional support. Juniors and seniors have the opportunity to earn college credit through dual credit or tech-prep courses.

Course Sequences, Graduation Units, and Course Completion

Courses not on the Texas State Board of Education List of Approved Courses or courses taken from unaccredited/unapproved sources are not accepted toward graduation. Courses taken in religion or Bible at a school outside of the Dallas ISD must be from the TEA state-approved course list and may be awarded credit after review by the Core Curriculum and Instruction Department. Credit may only be awarded for a course up to the amount of allowable credit listed in Chapter 74. Completed courses may not be repeated for credit, nor may courses designated as one-semester courses be repeated or taken for the entire year (e.g., Reading Application and Study Skills, Sociology, etc.).
Courses are to be taken in the proper sequence within the guidelines determined by the Teaching and Learning Division. Courses that have prerequisites may not be taken until the prerequisites have been met, or have been partially completed with one semester passed and the other semester not passed. It may be appropriate for the semester of the course to be repeated concurrently with the course for which it is a prerequisite. For example, a student took both semesters of English II, but did not pass the second semester. If the teacher and counselor recommend that the student continue the sequence, the student may take English III the first semester of the next year and both English II and III the second semester. When prerequisites are courses that are not required for graduation, the principal may waive the prerequisites. Overall, course sequences should move the student forward. Enrolling in a lower level course after having passed a more advanced course is discouraged.

Certain subject areas contain courses that are specifically required for graduation, while in other subject areas a certain number of credits must be earned but the courses are unspecified. For example, U.S. History Studies is a specific course that must be taken and passed for graduation; however, one Fine Arts credit is required and can be satisfied by a variety of course selections.

Since the Dallas ISD awards credit semester by semester for students in grades 9-12, credit is earned in independent half-credits. Students not completing an entire year of a one-credit course, or students whose two semester grades do not average a grade of 70, will receive credit for the semester of work completed and passed. If the specific course is required for graduation, credit for the other semester must also be earned. Required core subjects, fine arts, and technology credits must be earned in two semesters of the same course.

When counselors help students review and revise their graduation plans, care should be taken if courses are becoming out-of-sequence. The academic achievement record, which will reflect the courses taken and the credits earned, will be the basis of career opportunity, college admission, scholarship qualification, and other decisions that will affect a student's future. It should reflect the logical process involved in working toward one or more post-secondary goals.

General Grading Information
Numerical grades will be issued in all courses in secondary schools. Grade ranges are as follows:
70 – 100 = Passing, Below 70 = Failing, I = Incomplete (must be made up within ten school days)

Guidelines for Grading
An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the District's grading policy applicable to the grade, as determined by the Board of Trustees. The Board's determination is not subject to appeal. This provision does not prohibit an appeal related to a student's eligibility to participate in extracurricular activities under Texas Education Code 33.081.

Grade Errors and Corrections
In order to avoid issues such as enrolling students in courses that would result in duplicate credit or invalidating students' eligibility to participate in extra-curricular activities, errors in students' grades should be corrected within ten days after the grading period ends. Corrections of grade errors must be based on the teacher grade book records. Corrections are made only on a designated form with the teacher's signature, principal's signature and date of the change. Copies are to be distributed to the teachers, data controller, and counselors. If the principal approves changes beyond the ten day period, the student's counselor must be notified immediately to avoid scheduling errors.

Makeup Work and Late Work Defined
Students shall be permitted to make up assignments and tests after an absence. Students shall receive credit without penalty for satisfactory makeup work after an absence, including absences as a result of suspension, but shall receive a zero for any assignment or test not made up within the allotted time. See EIA (REGULATION) for specific guidelines.

Grade Reporting/Parent Conferences
The District shall hold conferences with parents of all students in grades prekindergarten to grade 12 and shall give written notice to parents of a student's performance in each class or subject. Parent conferences shall be held twice a year. Personal business days may not be used during days scheduled for conferences. [See DEC (LOCAL)] In addition to the twice-yearly conferences, a teacher shall schedule one or more conferences(s) with the parent(s) of a student if the student is not maintaining passing grades or achieving the expected level of performance.

Additionally, the student's progress and his or her level of achievement shall be reported to parents or guardians in a manner they can understand. Translation of English report card formats shall be available for parents who speak a language other than English. Additional provisions for clarification shall be provided as necessary.

Grading for Special Education Students
A student receiving special education services is expected to master all the Texas Essential Knowledge and Skills (TEKS) student expectations at his/her skill level unless otherwise noted in the Individualized Education Program (IEP) goals and objectives. Grades
must be based on Admission, Review, and Dismissal (ARD) committee requirements. A grade of 70 or above is required for passing.

Middle School Six-Week and Semester Grades

A standardized grading policy shall be implemented by each department of every middle school. Extra credit for activities such as oral/written reports and other projects is allowed for all students. Semester averages shall be computed as follows except for high school courses taught at grades 7 or 8: First, second, and third six-week grades shall be averaged together to equal 90% of the semester grade. The final exam shall equal 10% of the semester average. For purposes of averaging across six-week periods or semesters, a numerical grade of 0 is the lowest grade that will be recorded and used as a six-week grade. A student who receives an interim progress report during the six-week grading period indicating the student’s performance in any subject or class is below 70 or whose average is deemed borderline according to District guidelines, shall be encouraged to complete special projects or extra credit assignments prior to the end of the six-week grading period. When both the teacher and principal agree that extenuating circumstances are present, the student may be given additional time to complete the special projects or extra credit assignments beyond the end of the six-week grading period.

In grades 6-8, units are awarded on a yearly basis, except in those cases where the course is a single semester course. For purposes of assigning yearly grades, the first semester numerical average and the second semester numerical average will be averaged. Numerical averages of .5 or above will be rounded up to the next whole number. That is, 77.5 becomes 78 while 77.4 becomes 77. [EIA (LOCAL)]

Re-test Policy for Grades 6-8

A student will be permitted to retake any major test that she or he has failed, with the exception of ACPs, within five school days the failing grade was received or no later than ten days of the date of the test. The higher score earned on either test will be recorded in the grade book. The lower score removed (not averaged). [EIA (REGULATION)]

High School Courses Taken in Middle School

Schools offering courses in grades 7 and 8 that are designated for grades 9-12 shall verify that students who take these courses have satisfactorily mastered the prerequisite grade 7-8 TEKS. The academic achievement record shall reflect that the student has satisfactorily completed the courses in grades 7-8 and has been awarded state graduation credit. [EHAC(LOCAL)]. No one-half units of high school credit will be earned in grades 7-8. In grades 6-8, credits are awarded on a yearly basis, except in those cases where the course is a single-semester. High school courses offered at grades 7 or 8 are computed according to the semester averaging policy governing these same courses at grades 9-12 [Grading policy located at EIA(LOCAL)]. However, high school classification is based only on the units of credit earned in grades 9-12. Grades are not included in figuring rank or GPA.

High School Grades

Numerical grades shall be issued in all courses. The numerical grade ranges shall be:

- 70-100 = Passing
- Below 70 = Failing
- I = Incomplete (must be made up within ten school days)

A standardized grading policy shall be implemented by each department of every high school. Extra credit for activities such as oral/written reports and other projects is allowed for all students within each set weight. All students shall earn a grade point average (GPA) based on a 100-point system. Students in grades 9-12 shall earn a rank in class based on the number of ranking classes taken in grades 9-12 and class rank points that are adjusted for course difficulty. The equivalent scale for numerical grades on a 4.0 grade point system is found on the student's academic achievement record. [EIA (LOCAL)].

Calculating Grade Point Average (GPA)

Students earn a grade point average (GPA) based on a 100 point system. Eligible courses for the computation of GPA include all courses taken for state and local high school credit in grades 9-12. Courses taken in summer or evening school, as well as approved correspondence courses, and courses taken for concurrent college credit, shall count toward the grade point average (GPA). Grade point average is computed by totaling the numerical grades earned and dividing by the number of numerical grade earning courses attempted. GPA can range from 50 to 100. Credit earned through credit-by examination or examination for acceleration will not count toward GPA. The academic achievement record (transcript) shall carry the final GPA.

The following is an equivalent scale for numerical grades earned each semester on a 4.0 grade point system:

- A = 100 - 90 (4.0)
- B = 89 - 80 (3.0)
- C = 79 - 70 (2.0)
- F = below 70 (0.0)

If attempting to manually figure a student’s GPA equivalent on a 4 point system, it is necessary to convert each semester numerical grade to an equivalent point, add the points, and divide by the number of eligible courses. The student transcript system automatically converts in this manner and indicates the cumulative GPA equivalent on the student record. Please see the following example: Example: This student with a cumulative numerical GPA of 85.9 would have an equivalent cumulative GPA of 2.9 on a 4 point system.
<table>
<thead>
<tr>
<th>Course</th>
<th>Semester 1 Grade = Grade Points</th>
<th>Semester 2 Grade = Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>90 = 4.0</td>
<td>87 = 3.0</td>
</tr>
<tr>
<td>W. Geography</td>
<td>78 = 2.0</td>
<td>79 = 2.0</td>
</tr>
<tr>
<td>Algebra I</td>
<td>95 = 4.0</td>
<td>89 = 3.0</td>
</tr>
<tr>
<td>Biology</td>
<td>84 = 3.0</td>
<td>75 = 2.0</td>
</tr>
<tr>
<td>P.E.</td>
<td>98 = 4.0</td>
<td>96 = 4.0</td>
</tr>
<tr>
<td>Spanish II</td>
<td>88 = 3.0</td>
<td>93 = 4.0</td>
</tr>
<tr>
<td>Art I</td>
<td>82 = 3.0</td>
<td>68 = 0.0</td>
</tr>
<tr>
<td>Totals</td>
<td>615 = 23</td>
<td>587 = 18</td>
</tr>
</tbody>
</table>

Semester 1 - (615 / 7 = Numerical GPA 87.9) (23 / 7 = 3.3)  
Semester 2 - (587 / 7 = Numerical GPA 83.9) (18 / 7 = 2.6)  
Numerical GPA for year = 87.9 + 83.9 = 171.8/2 = 85.9  
Collegiate 4.0 equivalent for year = 23 + 18 = 41/14 = 2.9

Six Weeks and Semester Grades

Semester averages for students in grades 9-12 will be computed as follows:

First, second, and third six-week grades shall be averaged together to equal 85% of the semester grade. The final exam shall equal 15% of the semester average.

For purposes of assigning course credit, a high school student who fails either semester of a two semester course, but whose scores for both semesters average 70 or above, shall receive credit for both semesters. Such course averaging is permissible only for students taking the course in the same school year, during the fall, spring, and summer semesters. If a student passes one semester but fails the other with a grade that results in a yearly average below 70, credit will be awarded for the semester passed. Semester grades, not the yearly average, will be used to compute GPA and class rank.

Numerical averages of .5 or above will be rounded up to the next whole number. That is, 77.5 becomes 78 while 77.4 becomes 77.

For purposes of averaging across six-week periods or semesters, a numerical grade of 0 is the lowest grade that will be recorded and used as a six week grade. A student who receives an interim progress report during the six-week grading period indicating the student’s performance in any subject or class is below 70 or whose average is deemed borderline according to District guidelines, shall be encouraged to complete special projects or extra credit assignments prior to the end of the six-week grading period. When both the teacher and principal agree that extenuating circumstances are present, the student may be given additional time to complete the special projects or extra credit assignments beyond the end of the six-week grading period. **EIA (LOCAL)**

Re-test Policy for Grades 9-12

A student will be permitted to retake any major test that she or he has failed, with the exception of ACPs, within five school days the failing grade was received or no later than ten days of the date of the test. The higher score earned on either test will be recorded in the grade book. The lower score removed (not averaged). **EIA (REGULATION)**

Grade Conversion for Transcripts with Letter Grades

Conversion of letter grades to numerical grades for students transferring in with letter grades from accredited schools will be based on numerical equivalents. Conversion of out-of-country students’ grade equivalency will be determined by evaluation of the students’ transcripts. A plus or a minus attached to a letter grade shall be converted as follows:
A+ = 98  B+ = 88  C+ = 79  D+ = 74
A = 95  B = 85  C = 77  D = 72
A- = 91  B- = 81  C- = 75  D- = 70
F = 50

Any grade below 70 shall be a failing grade. EIC (LOCAL)

The preceding equivalents shall be used to convert to numerical grades for GPA and will be multiplied by the appropriate District weights for rank in class. Honors courses from other districts, which are not designated as honors courses in the Dallas ISD, shall be evaluated according to Dallas ISD’s course weights.

Class Rank

Rank in class is based on a weighted grading system. Eligible courses for the computation of rank include all courses taken for state credit in grades 9-12. Courses taken for state credit in summer or evening school, as well as approved correspondence and college courses taken for high school credit will count toward rank in class.

Credit earned through credit-by-exam, with or without prior instruction, does not count toward rank in class. Rank points are awarded based on semester grades. For each student, rank points for each semester course are sorted in descending order. Rank in class is computed by totaling the weighted rank points of eligible courses representing the highest twenty-four credits taken and earned in grades 9-12. [See Policy EIC for details.]

Course weights are assigned to Texas Education Agency approved courses as follows:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Placement (AP) / International Baccalaureate (IB)</td>
<td>9</td>
</tr>
<tr>
<td>Pre-AP, International Scholars, and Dual Credit*</td>
<td>8</td>
</tr>
<tr>
<td>Regular Education/ESOL</td>
<td>7</td>
</tr>
<tr>
<td>Remedial Education/Special Education</td>
<td>6</td>
</tr>
<tr>
<td>Local credit courses</td>
<td>0</td>
</tr>
<tr>
<td>Below 70 in any course</td>
<td>0</td>
</tr>
</tbody>
</table>

Beginning with students entering high school in the 2014-15 school year weights shall be assigned to TEA-approved courses as follows:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP / IB and Dual Credit*</td>
<td>9</td>
</tr>
<tr>
<td>Pre-AP and International Scholars</td>
<td>8</td>
</tr>
<tr>
<td>Regular Education/ESOL</td>
<td>7</td>
</tr>
<tr>
<td>Remedial Education/Special Education</td>
<td>6</td>
</tr>
<tr>
<td>Local credit courses</td>
<td>0</td>
</tr>
<tr>
<td>Below 70 in any course</td>
<td>0</td>
</tr>
</tbody>
</table>

Beginning with students entering high school in 2016-2017 school year, weights shall be assigned to TEA-approved courses as follows:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP / IB and Dual Credit*</td>
<td>9</td>
</tr>
<tr>
<td>Pre-AP and International Scholars</td>
<td>8</td>
</tr>
<tr>
<td>General Education, ESOL, and Special Education</td>
<td>7</td>
</tr>
<tr>
<td>Local credit courses</td>
<td>0</td>
</tr>
<tr>
<td>Below 70 in any course</td>
<td>0</td>
</tr>
</tbody>
</table>

*Weight shall only apply to dual credit transferable courses as indicated on the dual credit matrices.

To obtain rank points, the semester grade in each course is multiplied by the course weight. For example, a student earns a grade of 92 in an English I class for the fall semester. Since English is a regular education course, the student earns 644 points (92 x 7 = 644) for the semester class. Rank in class is calculated at the end of each semester beginning with the first semester of the junior year. The first calculation is based on the highest 15 credits. At the end of the junior year, rank is calculated based on the highest 18 credits. First semester senior rank is calculated on the highest 21 credits and the final rank is calculated on the highest 24 credits.

Top Ten Percent/Automatic Admission

In accordance with Texas Education Code (TEC), §51.803, a student is eligible for automatic admission to a college or university as an automatic admission. EIC (LOCAL)
undergraduate student if the applicant earned a grade point average in the top 10 percent of the student's high school graduating class *:

(1) successfully completed the requirements for the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP); or

(2) satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

To qualify for automatic admission an applicant must:

(1) submit an application before the deadline established by the college or university to which the student seeks admission; and

(2) provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the RHSP or DAP or the portion of the RHSP or DAP that was available to the student.

Colleges and universities are required to admit an applicant for admission as an undergraduate student if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college-level grade point average and performance on standardized tests.

**Valedictorian and Salutatorian (Highest Ranking Students)**

The valedictorian and salutatorian shall be students with the highest and second highest class rank in each high school. Completion of the Recommended High School Program or the Distinguished Achievement program is required for students entering high school prior to 2014-15. For students entering high school in 2014-15 and thereafter, the Foundation High School Program with a Distinguished Level of Achievement must be completed to be eligible for the valedictorian or salutatorian designation. The graduating school must award every six weeks grade in the final four semesters. Students entering after the third week of the first six weeks of the initial semester will not be eligible for consideration.

For further information regarding class rank, see policies at EIC.

**Middle School Promotion and Retention**

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level [Education Code 28.021(a)].

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

A student in grade 8 who meets the state academic requirements for promotion [see EIE (LEGAL)] but does not pass the reading and/or mathematics sections of the Texas Assessment Program shall, beginning in school year 2007-08, be required to attend an accelerated instruction program in summer school, in order to be eligible for promotion to grade 9.

Students affected by the grade Advancement Testing Requirement are eligible to have three testing opportunities. [See EIE(LEGAL)] The currently adopted statewide assessment instrument must be taken for the first two opportunities. For the third testing opportunity, the District shall assess with the statewide assessment instrument.

Within the guidelines set forth in EIE(LEGAL), a student in grade 8 who does not demonstrate proficiency may advance to the ninth grade only if the student's grade placement committee determines by unanimous decision, in accordance with the standards for promotion established by the Board, that the student is likely to perform at grade level at the end of the next year given additional accelerated instruction.

Any student who attends optional extended-year programs with the required 90% attendance rate and meets the academic achievement requirements but still experiences difficulty or is defined as “at-risk” shall be required to participate the following year in additional strategic intervention strategies/programs designed to provide accelerated instructional services. These campus-based strategies/programs must meet established District guidelines for such interventions. EIE (LOCAL)

**High School Grade Level Advancement and Classification**
Grade level advancement of high school students is based on the cumulative number of credits earned in grades 9-12. Classification of students is based on the credits earned by the beginning of each academic year. Students entering grade 9 for the first time will be classified as freshmen, as will students who have been in grade 9 previously but have not earned five units of credit during their freshman year. High school students are classified according to the number of units earned toward graduation and the number of semesters completed in 9-12. Classification is based on the following:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore (grade 10)</td>
<td>5 or more credits and two full semesters in Grades 9-12</td>
</tr>
<tr>
<td>Junior (grade 11)</td>
<td>12 or more credits and four full semesters in Grades 9-12</td>
</tr>
<tr>
<td>Senior (grade 12)</td>
<td>19 or more credits and five or more full semesters in Grades 9-12</td>
</tr>
</tbody>
</table>

Grade classification shall be established by the beginning of the fall semester only. Exceptions shall be made for students who become eligible for graduation on the basis of credits earned during the fall semester. High school principals are responsible for the classification of students. Grade level advancement for students in grades 9-12 is earned by course credits. EIE (LOCAL)

Credits earned in grades 7 and/or 8 do not count toward determining high school classification, however, the courses count toward fulfilling the total number of credits required for graduation. High school credit earned in middle school is entered on the student’s academic achievement record.

Students At-Risk/Dropout Reduction

Students at all grade levels who have been identified as being at risk of dropping out of school, who are not performing at grade level, or who did not perform satisfactorily on a state-administered assessment instrument, must be provided accelerated and/or compensatory educational services based on needs assessment. The principal is responsible for ensuring that each identified student is receiving services. Policies governing compensatory and accelerated instruction may be found at EHBC (LEGAL) and (LOCAL)

The services provided each student shall be consistent with the goals and strategies established in the district and campus improvement plans and shall be reviewed for effectiveness at the close of each grading period. Parents shall be encouraged to participate in the planning of educational services for their child and shall be kept informed regarding the student’s progress toward educational goals. Parents of students who are not successful in meeting requirements for promotion shall be informed of any available options, such as an extended year program or summer school.
Advanced Placement (AP) College Board

The College Board and the Advanced Placement Program encourages teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The district is committed to the principle that all students deserve an opportunity to participate in AP courses. At any level, students who desire to explore a subject in greater depth are encouraged to take AP courses.

The College Board and the Dallas ISD encourage the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

AP Potential

AP Potential is a free, web-based tool that allows schools to generate rosters of students who are likely to score a 3 or better on a given AP exam. Based on research that shows strong correlations between PSAT/NMSQT scores and AP exam results, AP Potential is designed to help increase student access to AP and to ensure that no student who has the chance of succeeding in an AP course is overlooked.

AP Potential should never be used to discourage a motivated student from registering for an AP course, since the AP Potential results only account for some of the factors that contribute to the students’ exam results, and do not take into account the power of an individual student’s motivation, parental support, and teacher efficacy.

Advanced Placement Program and AP Exams

AP courses are college level courses taught in a high school setting. AP exams are usually given at the end of an AP course. Students may elect to take an AP exam even if they did not take the AP course. Qualifying scores on AP exams may enable students to receive college credit and/or advanced standing in a university or college. Exams are administered in May (except for AP Studio Art, which is a portfolio assessment).

AP exams are a culminating assessment in all AP courses and are thus an integral part of the Program. The district expects students enrolled in an AP course to take the corresponding AP exam.

Students are not required to take an AP course prior to taking an AP exam and any exam may be retaken the following year.
AP Course List: Grades 9 – 12

Teachers and counselors should motivate, encourage, and solicit students who wish to prepare for a college experience to enroll in the AP classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINE ARTS</td>
<td></td>
<td>MATH &amp; COMPUTER SCIENCE</td>
<td></td>
</tr>
<tr>
<td>AP Art History</td>
<td>1</td>
<td>AP Calculus AB</td>
<td>1</td>
</tr>
<tr>
<td>AP Music Theory</td>
<td>1</td>
<td>AP Calculus BC</td>
<td>1</td>
</tr>
<tr>
<td>AP Studio Art: 2-D Design</td>
<td>1</td>
<td>AP Computer Science A</td>
<td>1</td>
</tr>
<tr>
<td>AP Studio Art: 3-D Design</td>
<td>1</td>
<td>AP Computer Science Principles</td>
<td>1</td>
</tr>
<tr>
<td>AP Studio Art: Drawing</td>
<td>1</td>
<td>AP Statistics</td>
<td>1</td>
</tr>
<tr>
<td>ENGLISH</td>
<td></td>
<td>SCIENCES</td>
<td></td>
</tr>
<tr>
<td>AP English III Language and Composition</td>
<td>1</td>
<td>AP Biology</td>
<td>1</td>
</tr>
<tr>
<td>AP English IV Literature and Composition</td>
<td>1</td>
<td>AP Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>HISTORY/SOCIAL SCIENCE</td>
<td></td>
<td>AP Environmental Science</td>
<td>1</td>
</tr>
<tr>
<td>AP Comparative Government and Politics</td>
<td>½</td>
<td>AP Physics 1</td>
<td>1</td>
</tr>
<tr>
<td>AP European History</td>
<td>1</td>
<td>AP Physics 2</td>
<td>1</td>
</tr>
<tr>
<td>AP Human Geography</td>
<td>1</td>
<td>AP Physics C: Electricity/Magnetism</td>
<td>1</td>
</tr>
<tr>
<td>AP Macroeconomics</td>
<td>½</td>
<td>AP Physics C: Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>AP Microeconomics</td>
<td>½</td>
<td>WORLD LANGUAGES &amp; CULTURES</td>
<td></td>
</tr>
<tr>
<td>AP Psychology</td>
<td>½</td>
<td>AP French</td>
<td>1</td>
</tr>
<tr>
<td>AP U.S. Government and Politics</td>
<td>½</td>
<td>AP German Language and Culture</td>
<td>1</td>
</tr>
<tr>
<td>AP US. History</td>
<td>1</td>
<td>AP Italian Language and Culture</td>
<td>1</td>
</tr>
<tr>
<td>AP World History</td>
<td>1</td>
<td>AP Latin</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Spanish Language &amp; Culture</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Spanish Literature &amp; Culture</td>
<td>1</td>
</tr>
</tbody>
</table>

The Annual AP Course Audit and Authorization to Offer AP Courses

The AP Course Audit was created to:
1. Provide teachers and administrators with clear guidelines on curricular and resource requirements that must be in place for AP courses; and
2. Help colleges and universities better interpret secondary school courses marked “AP” on students' transcripts.

All schools wishing to label a course “AP” must complete and return the subject-specific AP Course Audit form as a part of the required documentation and the course syllabus, for each teacher of that AP course. Campus principals must ensure the teachers meet the College Board requirements and authorize courses each year.

Schools may continue to order and administer AP Exams without participating in the AP Course Audit, but cannot label courses “AP” without the authorization granted through the AP Course Audit.

International Baccalaureate

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate a lifelong learners who understand that other people, with the differences, can also be right.

Its four programmes span the years from early years to pre-university. The programmes can be offered individually or as a continuum. The Primary Years Programme for students aged 3 to 12 focuses on the development of the whole child in the classroom and in the world outside.
The Middle Years Programme for students aged 11 to 16 provides a framework of academic challenge and life skills, achieved through embracing and transcending traditional school subjects.

The Diploma Programme for students aged 16 to 19 is a demanding two-year curriculum leading to final examinations and a qualification that is welcomed by leading universities around the world.

The Career-related Certificate (IBCC) for students aged 16 to 19 is the newest offering from the IB. The IBCC incorporates the vision and educational principles of the IB Programmes into a unique offering specifically designed for students who wish to engage in career-related learning.

Any campuses who have applied and been accepted for candidacy or IB authorized campuses can use courses associated with this program.

**Early College High Schools (ECHS)**

Early College High Schools (ECHS) prepare students for successful career and educational futures through a full integration of high school, college, and the world of work. ECHS improve academic performance and self-concept, and increase high school and college/university completion rates. As students progress through Early College, they develop the skills and confidence that enable them to be successful in a college environment. The college and the high school support them with counseling, seminar classes, and enrichment opportunities, as well as providing tuition and books for college classes. Students have the opportunity to earn up to two years of college credit or an Associates Degree by taking dual credit and concurrent credit classes.

**Trinidad “Trini” Garza Early College High School at Mountain View College**

The Early College High School Program located at Mountain View College is a joint initiative of the Dallas Independent School District, the Dallas County Community College District, and the College of Education of the University of North Texas. Students from T.W. Browne, T.A. Edison, L.V. Stockard, W.E. Greiner, H.P. Garcia, and Raúl Quintanilla are eligible to submit an application to ECHS at Mountain View College.

**Kathlyn Joy Gilliam Collegiate Academy**

Kathlyn Joy Gilliam Collegiate Academy is a partnership between the Dallas Independent School District, Cedar Valley College and the University of North Texas Dallas Campus. Students from W.H. Atwell, E.B. Comstock, Maynard Jackson, Boude Storey, Seagoville and Sarah Zumwalt are eligible to make application Kathlyn Joy Gilliam Collegiate Academy

**Dr. Wright Lassiter Jr., Early College at El Centro College**

The Early College Program at Dr. Wright Lassiter Jr., Early College is a coordinated program between the Dallas Independent School District and El Centro College. Lassiter Early College is a four-year program located on the El Centro campus in downtown Dallas. Lassiter Early College emphasizes success in classes that are part of the Texas General Education Core Curriculum which transfer to all public colleges in Texas. Lassiter Early College students are expected to demonstrate the motivation and social maturity required to succeed in college preparation and in their college classes. Students must apply in the spring of their eighth-grade year, provide recommendations from administrators and core subject teachers, and be interviewed. Students must pass the El Centro College placement test before they can take college classes.

**Samuell Early College High School**

Samuell Early College is a partnership between Dallas Independent School District and Eastfield Community College. Students from Spruce, Seagoville, Skyline and Bryan Adams are eligible to make application to the Early College Program.
Spruce Early College CTE High School

The Spruce CTE ECHS students will participate in to complete the secondary high school diplomas as well as a postsecondary credential. Within four years students who successfully complete their prescribed Individual Instructional Plan and program of study should graduate from high school with an Associates in Applied Sciences, a Level II Certificate, or 60 or more college credit hours towards an Associates in Applied Sciences.

Magnet Schools
For information regarding elementary vanguards, middle school academies and high school magnet schools, contact the College and Career Readiness Department. Procedures, forms, dates, and other information needed to apply for a program the next school year are updated and made available each year. Policy related to magnet schools may be found at EGA (LOCAL) http://pol.tasb.org/Policy/Code/3617?filter=EGA For additional information regarding magnet programs please visit http://www.dallasisd.org/Page/18214

The AVID Program
Advancement Via Individual Determination (AVID) is a national college prep course available in both middle and high school that serves students who are low income, least served in four-year colleges; students who may be the first in their family to attend college; students who have “B” and “C” grades, and students whose STAAR/PSAT scores in language and math are average or above. This course provides support to students taking advanced coursework.

The program is designed to support a rigorous learning environment that prepares students for college success. Students taking AVID must also be enrolled in a Pre-AP, AP or Dual Credit course. Middle school AVID courses emphasize organization, note-taking skills, time management and collaborative tutorials, while high school courses emphasize advanced writing, inquiry, collaboration, critical reading and inquiry-based tutorial strategies. Participants receive state elective credit for this course in grades 9-12.

Gifted and Talented (G/T) Program

The focus of the G/T program is to implement, maintain, and support a variety of instructional strategies for identified G/T students which address the four core academic areas (math, language arts/reading, science, and social studies). Leadership development and avenues for creative expression are integrated within the academic program. Each campus will use the G/T, Pre-Advanced Placement/Advanced Placement (Pre-AP/AP), International Scholars/International Baccalaureate (IS/IB), or Dual Credit curriculum appropriate for G/T students. The G/T program provides an array of learning opportunities for gifted/talented in K-12. Instructional opportunities include, but are not limited to, collaboration with other identified G/T students, independent learning, development of advanced-level products, and in-school and out-of-school opportunities relevant to the student’s area of strength and interest.

Identification and Selection
Students shall be identified as gifted/talented in accordance with a district policy that includes provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment. In accordance to the Texas State Plan for the Education of Gifted/Talented Students, multiple sources are used to assess referred students. Identification and selection procedures are designed to ensure that all student populations can be referred for assessment and services can be provided to those identified by the gifted/talented program. Policies are in place to ensure that a G/T Selection Committee of at least three local district educators who have received training in the Nature and Needs of Gifted Students is established at each campus. The G/T Selection Committee will make decisions regarding selection of screened students for placement, procedures regarding furloughs, implementation and review of G/T growth plans, and exiting of students from program services when appropriate.

Transfer students identified as G/T by a previous school district shall have their records reviewed by the G/T Selection Committee. This committee shall determine appropriate placement for the student within 30 days of the student’s enrollment. A student may be placed in the program until the G/T Selection Committee’s final determination. Placement will follow the same guidelines as for the district’s students, requiring student and parent permission.

Middle School Gifted and Talented Program

Gifted and Talented (G/T) Middle School Service Venues
G/T students in grades 6-8 are to be identified prior to placement. G/T students in grades 6-8, can be scheduled in a G/T seminar course and/or a Pre-AP core content course. These courses ensure that students receive a minimum of two hours of service weekly, throughout the year.
If a student is identified for gifted and talented services, he or she must select at least one of the following options:

1. G/T Seminar Course
2. Pre-AP/AP Courses – core content areas
3. Furlough (by parental request and per Selection Committee decision)
4. Growth Plan/ Exit Plan (per Selection Committee decision)

Gifted and Talented Seminar
The G/T Seminar is an elective middle school course designed to meet the needs of identified students. The course is interdisciplinary in nature and enhances the four core curriculum subjects by adding depth, complexity, and pacing. The program provides direct, intensive assistance to students engaged in project based activities, critical thinking skills, inquiry learning, student initiated research, and other activities designed to enrich the curriculum. Only students screened and identified as gifted and talented may choose this elective. Teachers trained in the areas of G/T education instruct the class.

High School Gifted and Talented Program

Identified gifted and talented students receive instructional services through the Advanced Placement program, the International Baccalaureate Programme, or the Dual Credit program. Counselors will work with students who have been screened and identified for gifted and talented services to ensure placement into Pre-AP/AP, IS/IB, or Dual Credit courses.

Career and Technical Education

Middle School: Grades 7-8
Students begin to form ideas about what their future career might be and the path to success in that career when they have the opportunity to explore career-focused electives. Middle school is also the time that personal relationships and life skill development becomes important. Career and Technical Education electives support both the development of career and life skills.

<table>
<thead>
<tr>
<th>7th or 8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Art, A/V Technology &amp; Communications</td>
</tr>
<tr>
<td>Gateway to Technology 1 -Design, Modeling, and Automation</td>
</tr>
<tr>
<td>Gateway to Technology 2 -Applied Science &amp; Technology</td>
</tr>
<tr>
<td>Gateway to Technology 3 - Energy, Environment, &amp; Flight</td>
</tr>
<tr>
<td>Gateway to Technology 4 - Architecture &amp; Biomedical Sciences</td>
</tr>
<tr>
<td>Principles of Business, Marketing and Finance (HS Credit) (NFTE)</td>
</tr>
<tr>
<td>Touch System Data Entry (HS Credit)</td>
</tr>
</tbody>
</table>

Through Exploring College and Careers, students explore college and career options through various classroom and field activities including online resources used to complete interest and skill inventories, and create their four-year high school plan based on a broad career area selection. Career Portals provide college and career exploration and skill development in grouped career areas.

High School: Grades 9 - 12
Career and Technical Education programs are dedicated to preparing young people for success in the highly competitive global job market. Career and Technical programs enable students to gain knowledge and skills for future employment in a high-skill, high-wage job and/or to continue their education. Secondary schools are encouraged to offer course sequences and programs that meet the needs of their students and fit the setting in which they can be offered (space, equipment and technical specifications).

Career Preparation and Practicum Learning Experiences
Career Preparation learning experiences consist of time spent at an approved training site (work), as well as time spent in the classroom. Practicum learning experiences are specific to a pathway and provide learning experiences in a laboratory setting (in school), at an approved training site or a combination of the two. The Career and Technical Education (CTE) teacher and the training sponsor must plan and supervise instruction cooperatively. Students receive instruction by participating in occupationally specific classroom instruction and training site experiences.
Career Preparation Courses

Career Preparation course are for paid experiences only. The Career Preparation course must consist of student participation training appropriate to the instructional program plus participation in related Career and Technical Education (CTE) classroom instruction. The course should span the entire year and average one class period per day for every school week. Students are expected to be enrolled the entire year; however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change.

A student must be a minimum of 16 years of age and hold valid work documentation, such as a Social Security card, to enroll in any of the career preparation learning experiences that have a paid component. Students unemployed for more than 15 consecutive days are not eligible for contact hours and should be un-enrolled from the course.

In Dallas, the following courses meet the requirement for the related classroom instruction:

- 7228 – Career Preparation I – 1 scheduling load - 2 Credits
- 7229 – Career Preparation I – 1 scheduling load - 3 Credits
- 7230 – Career Preparation II – 1 scheduling load - 2 Credits
- 7231 – Career Preparation II – 1 scheduling load - 3 Credits

These courses have a scheduling load of one because that meets the requirement for related classroom instruction. Whether a student should be enrolled in a two or three credit course is determined by the average number of hours worked per week as documented on the training plan that is completed by the student, teacher and employer. Use the following chart to determine career preparation credits and time requirements:

<table>
<thead>
<tr>
<th>Classroom Instruction</th>
<th>Work-Based Instruction</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour per day (average)</td>
<td>10 hours per week (average)</td>
<td>2</td>
</tr>
<tr>
<td>1 hour per day (average)</td>
<td>15 hours per week (average)</td>
<td>3</td>
</tr>
</tbody>
</table>

The work-based instruction takes place at the student’s training station and hours can be accrued anytime during the week including weekends. While it is recommended that students have work-based instruction release time scheduled into the school day, it is not a requirement. Students may be scheduled in up to four periods for practice (work-based time). Students who are not enrolled in the related classroom instruction may not be enrolled in the practice courses. In Dallas, the work-based instruction is scheduled using the following career preparation practice courses:

- 7232 Career Preparation Practice A – 1 Scheduling Load – 0 Credit
- 7233 Career Preparation Practice B – 1 Scheduling Load – 0 Credit
- 7234 Career Preparation Practice C – 1 Scheduling Load – 0 Credit
- 7235 Career Preparation Practice D – 1 Scheduling Load – 0 Credit

Career preparation courses cannot be offered in an alternative setting, such as credit recovery, alternative programs, or disciplinary alternative programs.

Practicum Courses

Practicum courses and other two-three credit CTE courses found in 19TAC §130 may be used as pathway-specific laboratory-based (in school), paid or unpaid work experiences for students. Each course using the paid work-based learning instructional arrangement must consist of student participation in training appropriate to the student’s program of study plus participation in related CTE classroom instruction. The course should span the entire year and classroom instruction must average one class period each day for every school week. Students are expected to be enrolled the entire year; however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change. Use the following chart to determine practicum and other two- and three-credit CTE course credits and time requirements for paid and unpaid internships:

<table>
<thead>
<tr>
<th>Classroom Instruction</th>
<th>Work-based Instruction</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour per day (average)</td>
<td>10 hours per week (average)</td>
<td>2</td>
</tr>
<tr>
<td>1 hour per day (average)</td>
<td>15 hours per week (average)</td>
<td>3</td>
</tr>
</tbody>
</table>

Unpaid

Navigate to the General Overview
### Classroom and/or Work-based Instruction

<table>
<thead>
<tr>
<th>Classroom and/or Work-based Instruction</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 hours per day (average)</td>
<td>2</td>
</tr>
<tr>
<td>3 hours per day (average)</td>
<td>3</td>
</tr>
</tbody>
</table>

Most Practicum courses have a scheduling load equivalent to the number of credits that the course offers. Students are provided pathway-specific instruction in any of the approved formats during that time period.

### Training Plans, Teacher Site Visits and Additional Requirements

Written training plans, which can be found at [www.tea.state.tx.us/cte/curriculum](http://www.tea.state.tx.us/cte/curriculum) or obtained from CTE Instructional Specialists, must be on file for students participating in either paid or unpaid learning experiences. Teachers must send completed training plans for students in paid training stations to the assigned CTE Instructional Specialist within 30 days of the student’s enrollment in the course. Training plans for students in unpaid training stations must be on file prior to the student beginning participation in the training at the site. A student in paid work-based instruction must have a paid position within 15 days of enrollment in the course.

Teachers assigned to teach courses involving work-based learning experiences, both paid and unpaid, must visit each student training site at least once per six weeks. The teacher of record must be provided time within his or her schedule to visit the training sites. The training site visits may not be conducted during the teacher’s planning and preparation period. The teacher of record for the classroom instruction and the work-based learning (Practice) course must be the same.

Total enrollment for each Career Preparation Teacher per program should not exceed 45 eligible students and should not fall below 30 unless the teacher is teaching additional CTE courses. Additional students may be scheduled at the beginning of the second semester if needed. *(EHAD LOCAL)*

*Policies and rules governing Career and Technical Education may be found in Chapter 5 of the [Texas Student Attendance Accounting Handbook](http://www.tea.state.tx.us/cte/curriculum) and [EHAD (LOCAL)](http://www.tea.state.tx.us/cte/curriculum)*

### CTE Problems and Solutions (Formerly Independent Study)

A problems and solutions course must be cooperatively planned by the student and teacher, continuously supervised by the teacher and conducted by the student with the guidance and support of a mentor or interdisciplinary team.

Written project plans must be on file in a student’s folder for a student participating in a Problems and Solutions course. The Problems and Solutions course provides a combination of classroom instruction and supervised research equivalent to an average of five class periods per week. The student and teacher must meet for instruction at least once per week for the purpose of project planning, reporting, evaluation, supervision and coordination. The student must use remaining class time to conduct research, work with the project mentor or interdisciplinary team, analyze and interpret project data, and compile a project presentation and evaluation results. A project evaluation for each student grading period is required.

### Career and Technical Education Electives, Coherent Sequence

When students plan their career pathway or select electives toward exploring a career, they are selecting a coherent sequence of courses. TEA requires that students be designated as taking Career and Technical Education as one of the following:

- an elective
- a coherent sequence

Designating CTE courses as electives (CTE Code 1): Students may take Career and Technical Education courses as electives based on their personal interest and not related to a career pathway or a coherent sequence.

Designating CTE courses as being taken in a coherent sequence (CTE Code 2): A coherent sequence of courses means an education plan made up of developmentally appropriate courses suited for a given career objective or pathway. This plan builds upon the academic core components and could include both school-based learning and work-based learning experiences leading to both academic and occupational competencies.

Students must enroll in two or more CTE courses for three or more credits based on their career objective. Coherent sequence plans do not have to be from the same CTE pathway.
P.E. Waiver and Other Course Substitutions
Career and Technical Education courses will no longer provide a PE Waiver beginning in the fall of 2011.

Multiple-Period Courses
Multiple-period Career and Technical Education courses shall be scheduled for two or three consecutive class periods in each of the two semesters or for the same time slot on successive A and B days. Such courses yield a credit value of one credit per semester or two credits per year for two periods or one and one-half credits per semester or three credits per year for three periods.

Professional Student Internship
The Professional Student Internship program is designed to enhance post-secondary opportunities for students who have excelled in academic performance and demonstrated leadership abilities. Through a non-paid internship, twelfth grade students explore career interests by apprenticing with career related professionals and civic leaders. This type of internship provides the promising student with the opportunities to apply classroom learning to the “marketplace” and develop contacts and skills that will enhance the post-secondary experience. Eleventh grade students are recruited each spring from the twenty-two comprehensive high schools for participation in the program during their senior year, fall or spring semesters. Students receive up to one credit for successful participation. Any additional credit is local credit only. (Use Course No. 6995 for state credit and Course No. 7820 for local credit for any participation over the initial 2 periods/one total state credit.)

Official qualifications and requirements for entry into the Professional Student Internship are:
- Academic class ranking in the upper 20%;
- Submission of a written application indicating career fields of interest and the goals/objectives the applicant desires to attain from the internship;
- Minimum of two recommendations by teachers and/or administrators;
- Signed parental permission and counselor approval; and
- Interview with a program specialist regarding official acceptance notification.

The program requires two consecutive periods for campuses on block scheduling and three consecutive periods for those on regular bell schedule.

Students are urged to check the status of programs annually as some courses/program may be changed or dropped. Refer to the DCCCD Website (www.dcccd.edu/techprep).

Colleges: Brookhaven College (BHC), Cedar Valley College (CVC), Eastfield College (EFC), El Centro College (ECC), Mountain View College (MVC), Northlake College (NLC), and Richland College (RLC).

Dual Credit for College Coursework
Dallas County Community College District (DCCCD)

Dual Credit Overview
Partnerships between Texas secondary schools and Texas colleges and universities have enabled high school students to earn college credits before graduating from high school, making their transition to the collegiate campus smoother and their likelihood of graduating from college greater.

Dual credit is a process through which a student may earn high school credit for successfully completing a college course that provides advanced academic instruction beyond, or in greater depth than, the Texas Essential Knowledge and Skills (TEKS) for a corresponding high school course. The “dual credit” earned is college credit and high school credit for one course.

Courses are offered by accredited colleges and include both academic and Career and Technical Education (CTE) courses. Most students take basic academic core courses such as English, history, math, and social science. Students must remember that college course grades remain on their college transcript for the rest of their lives, and a dual credit course failure may also negatively impact future financial aid.

The Texas Higher Education Coordinating Board (THECB) assigns service areas to Texas public colleges. Dallas ISD high schools are in the service areas for Dallas County Community College District’s (DCCCD) seven colleges.

Where are Dallas ISD dual credit courses taught?
College courses offered for dual credit may be taught at the college campus or the high school campus by credentialed instructors; that is, instructors must be qualified according to criteria established by the Southern Association of Colleges and Schools (SACS). Courses offered for dual credit include the same content and rigor as courses taught to other college students, utilizing the same instructors, curriculum, and policies.

How many dual credit courses may a high school student take?
In 2015 the Texas legislature passed House Bill 18 which provides that there is no limit on the number of dual credit courses or semester credit hours in which a qualified student may enroll each semester or academic year. See the Student Requirements section for more information.
**What is the difference between dual credit and concurrent enrollment?**

Concurrent enrollment refers to a circumstance in which a student is enrolled in two or more educational institutions at the same time (for example, a college and a university, or a high school and a college). Concurrent enrollment may also be referred to as dual enrollment. While dual credit may be viewed as a form of concurrent enrollment because the student is enrolled in both high school and college, the credit earned is awarded by both the college and the school district.

State law requires that in order for students to earn dual credit (from college and Dallas ISD), they may only take the courses that are approved each year by both the school district and college. High school counselors have access on the Counseling Services website to the annual Interlocal Agreement (IA) between Dallas ISD and the DCCCD which contains a list of these approved courses. However, if a high school student is TSI exempt (see Student Eligibility section) and wishes to enroll in college courses on their own that are not included in the Dallas ISD-DCCCD IA, then the student must pay all related costs for concurrently enrolled college courses, including tuition, fees, textbooks, and any other costs.

**Where are the Texas administrative rules regarding dual credit?**

Dual credit is administered by two state agencies: the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB).

**Student Eligibility Requirements**

TAC §4.85(b) identifies the requirements that must be met by each student who enrolls in a college course for dual credit. A student must demonstrate outstanding academic performance and capability (as evidenced by achieving or exceeding the minimum TSI college readiness standards on PSAT/NMSQT, PLAN, SAT, ACT, or TSI Assessment). The exemptions, exceptions, and waivers for students to enroll in entry-level college courses are outlined in TAC §4.54. Requirements are provided in the chart below.

![Eligibility Requirements Chart](chart.png)

*Students must meet both subject and composite score standards where both are listed.*

*Students must also receive a passing grade in the Algebra II course.*

**Level 2 Final Scores for the Algebra II and English II end-of-course assessment instrument have not been established.**

***Students who score a 5 on the essay must also meet the objective writing skills score standards to be eligible.***

Eligibility Requirements to Enroll in Academic Dual Credit Courses or Workforce Education Dual Credit Courses contained in a Level 2 Certificate or Applied Associate Degree Program

Students must meet applicable eligibility requirements for ONE of the listed assessments in order to take dual credit that is intensive in the subject area. **NOTE:** Grade levels were eliminated by House Bills 18 and 505 in 2015, however, the chart below is still posted on the TEA website.

A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 1 certificate program, or a...
program leading to a credential of less than a Level 1 certificate without providing any additional demonstration of college readiness.

**Course Requirements**

**For which courses may dual credit be offered?**

It is the responsibility of the Dallas ISD and DCCCD to ensure that the following requirements are met and specified in the written agreement.

1. Courses offered for dual credit by public, two-year, associate-degree-granting institutions must be identified as college-level academic courses in the current edition of the THECB’s Lower Division Academic Course Guide Manual (ACGM) or as college-level technical education courses in the current edition of the board’s Workforce Education Course Manual (WECM).
2. Courses offered for dual credit by public universities must be in the approved undergraduate course inventory of the university. Public colleges may not offer remedial or developmental courses for dual credit under state law.
3. Courses offered for dual credit must provide advanced academic instruction that allows for mastery of the TEKS for the appropriate high school course and that goes beyond or into greater depth than those TEKS.

**Who is responsible for the content of a course offered for dual credit?**

Because the course is a college course, the college is responsible for the content. However, because the high school is also awarding credit, the public school district is responsible for ensuring that the student has an opportunity to master the TEKS. The district may do so through a review of the course syllabus as it is taught at the partner institution. If it is determined that all the TEKS are not included in the course, the district may work with the institution of higher education to enhance the course and/or may provide supplemental instruction.

**What is a course equivalency crosswalk (also referred to as an articulation chart)?**

The course equivalency crosswalk is an officially approved document that matches coursework between schools and/or establishes procedures for reviewing courses that may be offered for dual credit. The course equivalency crosswalk is a part of the Dallas ISD/DCCCD Interlocal Agreement (which is located on the Counseling Services website).

Dallas ISD high schools may request a course to be added to the approved crosswalk by submitting the Dual Credit Course Request Form in APPENDIX A. The Postsecondary Success Director will send annual deadlines for Dual Credit Course Request Forms and Dual Credit Textbook Request Forms (APPENDIX B) to the Director of Counseling Services each year. The process takes several months and final approval of courses to be included on the dual credit crosswalk is given by the Dallas ISD’s CARAC Committee (which includes content areas that submit documents to CARAC) and the DCCCD college. This process will also determine whether the course will be a one-semester or two-semester course in high school.

**Can a one-semester college course be offered over two semesters in order to accommodate the high school schedule?**

In Texas colleges are responsible for determining the length of their courses and making decisions regarding an extended schedule.

**Dual Credit Funding**

**Who pays the tuition and fees for DCCCD-Dallas ISD dual credit courses?**

DCCCD generously waives tuition and fees for Dallas ISD students enrolled in dual credit courses.

**Who pays for required textbooks for DCCCD-Dallas ISD dual credit courses?**

The Dallas ISD pays for textbooks if the orders are received in enough time to order through district purchasing procedures. There are instances where the teacher of record has not selected a text in time to meet deadlines or a student enrolls in a summer college course where the district cannot purchase the textbooks. Required textbooks for students in the designated Early College High Schools are purchased by the Dallas ISD.

**Do public school districts and charters receive state funding through the Foundation School Program (FSP) for dual credit programs?**

Yes. Funding eligibility for a student taking a course for dual credit will include time instructed in the course. Currently, districts may count the time that students spend in a course for dual credit for state funding purposes even if students are required to pay tuition, fees, or textbook costs for those courses.

For a district or charter school to receive FSP funding for a student taking a college course, the district or charter school must have documentation of an articulation agreement between the district or charter school and the college and meet other requirements for courses for dual credits.

**Can weighted CTE funding be earned for dual credit opportunities?**

If CTE courses that meet all the TAC requirements are offered for dual credit, students enrolled in the courses are eligible to be counted for CTE contact hour funding. Eligibility for secondary CTE contact hour funding does not preclude the college from also being funded from postsecondary funding sources.

**May high schools use high school allotment funds for dual credit?**
Yes. TEC §39.234 requires school districts and campuses to use the high school allotment to implement programs that encourage students toward advanced academic opportunities, such as dual credit and Advanced Placement®. High school allotment funds may also be used for tuition, textbooks, and transportation to dual credit classes.
Section IX: Enrichment Course Information

Languages Other than English (LOTE)

Language Level Placement System for LOTE

Campuses are required to ensure that students identified as advanced speakers of a language other than English have the opportunity to receive course credit for LOTE as appropriate and be provided the opportunity to participate in advanced levels III, IV, and V on par with their level of language proficiency. (EHAC Local)

To ensure equity and accountability in the placement of students, the established procedure is to administer a language proficiency test (LPT for Spanish or LPDT for French and German) to students identified, through the Language Identification Form, as having been exposed to the language to be studied. The process will determine their language proficiency and the level of LOTE classes where they should be enrolled. Subsequent levels must follow a progressive sequence unless the student is re-tested with the proficiency test and the results indicate a higher placement level.

In an effort to facilitate campus compliance with this policy and ease the process of scheduling the students in the classes determined by the language proficiency test, it is necessary to test students in the middle school, as well as students in high school before they are scheduled in LOTE classes for the following year. Students may be tested more than once and should their level change in high school, rescheduling into another course must be done before the beginning of the 3rd week of school. The levels into which a tested student can be placed, with no previous credit in the language are III, IV, V, or Pre-AP III for French, Latin, and Spanish languages and III, IV, or Pre-AP III for other languages where Level V is the highest level of study. The testing arrangements and scheduling of the test are to be determined at the campus level. If a student has been identified as not having home or academic experience with the language to be studied, the student need not be tested and will be eligible to select Level I as the starting point for LOTE studies.

Middle School

Students in grades 6 may choose to take an exploratory language course. Students entering grade 7 may choose to enroll in a two-year language study program of the same language other than English. These courses will follow the semester averaging policy for grades 7-8 and both yearly averages must average together with a score of 70 or higher. Upon successful completion of all four semesters, one high school LOTE credit will be awarded. Novice language learners will begin with Level II of the language in 9th grade and language proficient students will begin with levels III, IV, V, or Pre-AP III as prescribed by the Language Proficiency Test.

Spanish I and Spanish II are currently available to be offered at middle schools. Students in these approved programs will receive the two LOTE credits required for graduation and may continue LOTE studies beginning with Spanish III, IV, V, or Pre-AP III as determined by results of the required Language Proficiency Test (LPT) Levels I and II of French and Chinese can be offered at middle schools with CARAC approval.

High School- NEW options starting in 2014-2015:

Two credits of LOTE or computer programming are required for graduation. Each credit consists of the first and second semester of the same level. One credit alone will not meet college entrance requirements. Two credits in computer programming languages selected from Computer Science I, II, and III (allowable through the 2015-2016 school year).

If a student, in completing the first credit of LOTE, demonstrates that the student is unlikely to be able to complete the second credit, the student may substitute another appropriate course as follows:

- Special Topics in Language and Culture
- World History Studies or World Geography Studies for a student who is not required to complete both by the local district;
- Computer programming languages
- A different language course

A student, who due to a disability, is unable to complete two credits in the same language in LOTE, may substitute:

- A combination of 2 credits from English Language Arts, Mathematics, Science, or Social Studies
- Two credits in in career and technical education or technology applications

The determination regarding a student’s ability to complete the LOTE credit requirements will be made by:

- The student’s ARD committee if the student receives special education services under the TEC, Chapter 29, Subchapter A or
- The committee established for the student under Section 504, Rehabilitation Act of 1973 (29 USC, 794)

Once requirements have been met, students may:

1. Take additional years of the same language to pursue further LOTE courses; or
2. Begin another language for personal enrichment as an elective or to expand knowledge of other languages.
Fine Arts

Middle School
Middle school students must take one full unit (one full year) of fine arts in grades 6-8. These courses are limited to art, band, choir, orchestra, theatre, and 6th grade general music. It is recommended students begin in sixth grade, in order to have more options to participate in advanced fine arts offerings in grades 7 and 8. Dance/P.E. receives a credit for P.E.

High School
All graduation plans require one Fine Arts credit. Students can select from the Fine Arts courses listed in the Course Descriptions for High School and cannot enroll in the same level course more than once. Fine arts offerings are all one credit courses and students cannot receive state credit unless they have completed both semesters of the same course. A semester of one Fine Arts course cannot be combined with a different Fine Arts course to meet the one credit requirement. Speech does not count as fine arts credit.

Dance I-IV must be taught by a certified dance teacher to satisfy the one unit of fine arts credit required under all graduation plans. Drill Team does not count as fine arts credit. Middle School Dance 6-8 must be taught by a certified dance teacher who is also PE certified, since Dance is listed under PE.

HB5 Arts and Humanities Endorsement options for students entering 9th grade in 2014-2015:

To earn an Arts and Humanities endorsement with a fine arts focus, a student must take a coherent sequence of four credits with courses from one or two categories or disciplines in fine arts courses or 2 approved innovative courses. Examples: a student may take four credits in music, art, theatre, or dance; or two credits in theatre and two credits in choir; or three credits in theatre and one credit in dance.

Arts and Humanities students are not required to take a fourth credit of social studies or Algebra II and have the option to take courses other than English IV to meet the fourth required credit of ELA.

Arts and Humanities students, with parent permission, may substitute another Arts and Humanities course, as defined in rule, to meet the fourth credit science requirement (see distinguished level comments below).

To be distinguished, a student must meet the requirements of at least one endorsement and earn four credits in science and four credits in mathematics to include Algebra II.

Even Arts and Humanities students, whose parents opted them out of a fourth science, must take the fourth science to earn the distinguished level.

Physical Education

Grades 6 - 8
Students in grades 6-8 are required to take four semesters of physical education. Students not participating in Athletics, Dance or Leadership Cadet Corp (LCC) must complete two semesters of physical education in grade 6, one semester in grade 7 and one semester in grade 8. Leadership Cadet Corp and Dance following the same minute requirements as PE may substitute for PE for sixth grade students. Competitive athletics, Dance or Leadership Cadet Corp in grades 7 and 8 may substitute for the unit of physical education for not more than one period during the regular school day. Students shall not enroll in more than one athletic or physical education period during the regular school day. EHAC (LOCAL)

Grades 9 – 12
Students are required to take 1.0 credit of physical education. The required credit may be from any combination of the following one-half to one credit courses:
- Foundations of Personal Fitness
- Adventure/Outdoor Education
- Aerobic Activities
- Team / Individual Sports

Credit for any of the courses listed above may be earned through participation in the following activities:
- Athletics
- JROTC

Navigate to the General Overview  Navigate to the Table of Contents
● Approved private or commercially sponsored physical activity program (Off-Campus PE)

Up to one credit for any one of the courses listed above may be earned through participation in any of the following:

● Drill Team
● Marching Band
● Cheerleading

All allowed substitution activities must include at least 100 minutes per 5 day school week of moderate to vigorous physical activity.

A TEKS based course, identified in local district policy, may be substituted for a physical education credit as long as the course provides 100 minutes of MVPA (moderate-to-vigorous physical activity) per week and is not being used to satisfy another graduation requirement. For example, if Dance is being used for a fine arts credit, it cannot also be used to substitute for the physical education credit.

Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.

Physical Education Health Restrictions

Students are classified for physical education on the basis of health into one of the following:

1. Unrestricted. Not limited in activities.
2. Restricted. Excludes the more vigorous activities. Restricted classification is of two types:
   a. Permanent. A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student.
   b. Temporary. Students may be restricted from physical activity during the physical education class. A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the temporary impairment and the expected amount of time for recovery. During recovery time, the student shall continue to learn the concepts of the lessons but shall not actively participate in the skill demonstration.
3. Adapted and Remedial. Specific activities prescribed or prohibited for students as directed by a member of the healing arts licensed to practice in Texas. EHAA (LEGAL)

The required school form for any of the above is kept on file by the school nurse. Each school year constitutes a separate case and requires an additional health form. Under the restricted programs, the student must participate in the class under teacher assignment and observation to receive credit.

Off-Campus Physical Education Program

The purpose of the Off-Campus Physical Education Program authorized in EIF(EXHIBIT) is to accommodate students who are making a serious effort to develop high-level capabilities and to allow them to be involved in a program that provides training exceeding that offered in the school district. This student is taking the course for physical education credit and he/she may not be enrolled in another physical education class while participating in the Off-Campus Physical Education Program. If this student has previously earned a maximum of four credits of physical education, he/she may enroll in the Dallas ISD Off-Campus Physical Education Program and will receive NO CREDIT toward state high school graduation. The Off-Campus Physical Education Equivalent Program packets may be obtained by contacting the school counselor. Completed packets must be received by the Health and Physical Education Department no later than the end of the second week of the semester being considered. The Off-Campus Physical Education Equivalent Program course must be scheduled through the counselor and may be noted on the student's report card. The list of approved Off-Campus Physical Education Programs is available on the Health and Physical Education Department’s website.

Health Education

Per TEC §74.1.2, school districts must provide health education instruction in grades K-12 as a part of a school district’s required curriculum. In addition, the school district shall implement health education in middle and junior high schools as one of the four components of a Coordinated School Health Program. Students may take a semester of Health as one of their electives in grades 6, 7 and 8. EHAC(LEGAL)

Students in grades 9-12 are required to complete one-half credit of Health for graduation. The course must include CPR/AED/First Aid instruction, and may include certification. Also, in addition to the existing TEKS-based health curriculum, districts are required to incorporate the Parenting and Paternity Awareness (p.a.p.a.) curriculum for any course meeting a requirement for health education credit in accordance with EHAC(LEGAL)

Under all high school graduation programs, students must complete .5 credit of Health education as one elective within their graduation plan. With written consent from the student’s parent or person standing in parental relation to the student the .5 Health Education Elective may be substituted with another elective of choice.

Technology Applications

Grades 6 - 8

One-half unit of Technology Applications (2530), Introduction to Programming (4879), or Introduction to Robotics (4877) meets the district’s requirement for technology and should be completed during grade six, seven or eight. EHAC(LOCAL) Students who are new
to the district in grade eight and have not taken a technology course must fulfill the requirement during grade eight. This requirement may be waived for students who pass the Technology Proficiency Test approved by the Evaluation and Assessment Department. Counselors should contact the Director of Local Assessment before the end of the seventh grade school year in order to arrange for testing over the summer months.

**Grades 9 – 12**

At least four of the courses offered must be available on the student choice sheet and must include Computer Science I (4043), Computer Science II (6113) or Advanced Placement (AP) Computer Science* (4030), and at least two of the following courses:

- Digital Art and Animation (5142)
- Digital Communications in the 21st Century (5140)
- Digital Design and Media Production (4059)
- Digital Forensics (5018)
- Digital Video and Audio Design
- Discrete Mathematics for Computer Science* (5157)
- Fundamentals of Computer Science (5050)
- Game Programming and Design (5152)
- Independent Study in Technology Applications (4024)
- Independent Study in Evolving/Emerging Technologies
- Mobile Application Development (5149)
- Robotics Programming and Design** (5158)
- Web Design (5141)
- Web Communications
- Web Game Development
- Computer Science III (6115)

*May be used as a 3rd or 4th year Math credit.
**May be used as a 3rd year Math credit only.
Middle School and High School Special Education Program

Access to the general education curriculum is a primary consideration when considering service options for students with disabilities. The instructional program for secondary students who are eligible for special education services is determined by the Admission, Review, and Dismissal (ARD) committee. Course offerings range from any option available to students not receiving special education services to locally designed courses that meet the specialized needs of students in various developmental stages. Student data including formative assessments and present levels of performance serve as a basis for instructional decision-making. Students may need minor accommodations or significant modifications in course content and these will be noted in the student’s Individualized Education Plan (IEP).

A continuum of services includes three levels of support: external, in-class and/or specialized services. Using research-based instructional strategies, teachers support students working toward mastery of specific goals and objectives as outlined in the student’s IEP. The effective inclusive classroom combines rigorous, differentiated instruction with collaboration among general and special educators, underscored by high expectations for all learners.

Scheduling options for middle and high school students are can be located on Curriculum Central under the “Resources” tab and “Special Education”.

The charts are titled:
- Academic Plans for Middle School Students Receiving Special Education Services (See inserted forms)
- Academic Plans for High School Students Receiving Special Education Services (See inserted forms)

Transfer Students

For a student who is new to the district, the Admission, Review, and Dismissal (ARD) committee may meet when the student registers. Parents must verify that the student was receiving special education services in the previous school district or the previous school district must verify that the student was receiving special education services. Temporary special education services will be provided contingent upon:

1. Receipt of valid assessment data from the previous school district; or
2. Collection of new assessment data

A second meeting shall be held within 30 days from the first ARD committee meeting to finalize or develop a new Individual Education Plan (IEP) based on the assessment data.

Program Offerings for Various Graduation Plans

It is the responsibility of the ARD committee to determine whether a program meets the requirements of a free, appropriate public education for a student with disabilities. The determination must be made for each student based on relevant data with the understanding that the program targets high-level academic proficiencies in rigorous courses for full, rather than minimum, preparation for work or college. Some of the ways districts may ensure that students with disabilities have access to the programs:

- Districts should inform appropriate individuals about the programs including parents, middle and high school principals, counselors, and other persons assigned responsibilities for graduation planning activities
- Districts should ensure that those staff members responsible for planning and providing appropriate services for students with disabilities are familiar with the programs in terms of local procedures, curriculum requirements, and methods and criteria for recommending students with disabilities
- Districts should review and upgrade the capacity for providing special education related services and supplementary aids (including instructional modifications, alternative assessment procedures, technology, and adapted or taped textbooks) in the required curriculum areas

Transition Planning for Students Receiving Special Education Services (IDEA-P.L. 101-476)

Transition services are a coordinated set of activities for a student with a disability that:

- Are designed within an outcome oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living and community participation;
- Are based upon the student’s needs, taking into account student preferences and interest;
- Include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living and functional evaluation.

Federal and State Regulations Regarding Transition Services

Beginning not later than the first IEP to be in effect when a student turns 14 or younger, (if determined appropriate by the ARD committee),
and updated annually, the student’s IEP shall include:

1. Appropriate, measurable post-secondary goals based on age appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills; and

2. The transition services, including courses of study, needed to assist the child in reaching these goals.

If a participating agency other than the District fails to provide the transition services described in the IEP, the district shall reconvene the ARD committee to identify alternative strategies to meet the transition objectives. EHBAD(LEGAL)

The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act of (IDEA) 2004. The language as stated in IDEA 2004 regarding the SOP is as follows:
For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency “shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals”. §Sec.300.305(e)(3)

District Transition Planning Regarding Transition Services

Local campus personnel/ARD committees are responsible for the development of the transition plan prior to the student’s 14th birthday.

During the ARD/IEP the student transition needs are integrated into the student’s IEP goals and objectives. Vocational Compliance Teachers (VCT) are assigned to all middle and high schools to provide training and assistance to local campus personnel on transition issues for all special education students.

Special Education Scheduling Recommendations

The campus will ensure that an objective, student-centered approach for determining needs has been used. The campus administrator will partner with the counseling staff, and a special education representative to determine the annual ARD process. In addition, the special education staff should be aware of the core course offerings, electives and additional support services for students. The campus administrator should ensure that the special education department's annual ARD process provides individual student educational plans to the counseling staff to ensure proper scheduling.

Limited Content Modifications - State-approved “V” code courses are available for use as a result of an Admission, Review and Dismissal (ARD) Committee decision. “V” Course - A course in which content as described by the Texas Essential Knowledge and Skills (TEKS) has been modified to a limited extent.

This code is used only for students receiving special education services to indicate limited modifications in TEKS course content. The code is not used to indicate accommodations in instructional methods. It is not used to indicate where the course was taught such as in a resource, homebound, or self-contained setting. It is not used to indicate instructional accommodations for students under Section 504 of the Rehabilitation Act of 1973. As needed, campuses should contact the Dallas ISD Special Education Curriculum and Instruction Director 972-581-4100 for additional information on using “V” code courses.

Scheduling options for middle and high school students are can be located on Curriculum Central under the “Resource” tab and “Special Education”. The charts are titled:

- Academic Plans for Middle School Students Receiving Special Education Services (See attached form)
- Academic Plans for High School Students Receiving Special Education Services (See attached form)

Additional Information Regarding Entries for Students Receiving Special Education Services

Students receiving special education services may earn a high school diploma in one of five ways. In each case, the appropriate seal indicates which program the student has completed. For information about assessment for students with disabilities, please refer to the guidance at http://tea.texas.gov/student.assessment/special-ed/.

A student entering Grade 9 in the 2014-2015 school year and after may graduate and be awarded a regular high school diploma if the student meets the following conditions:

(a) A student who has demonstrated mastery of the required state standards (or district standards if greater) and satisfactorily completed credit requirements for graduation under the Foundation High School Program applicable to students in general education as specified in 19 TAC Chapter 74 and passed the required exit-level assessment unless the student's admission, review and dismissal (ARD) committee has determined that satisfactory performance on the required state assessment is not necessary for graduation as outlined in 19 TAC Chapter 74 (19 TAC §89.1070(b)(1)).
(b) The student has demonstrated mastery of the required state standards (or district standards if greater) and satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in 19 TAC Chapter 74 of this title through courses, one or more of which contain modified curriculum that is aligned to the standards applicable to students in general education, as well as satisfactory performance on the required state assessments, unless the student's ARD committee has determined that satisfactory performance on the required state assessments is not necessary for graduation. The student must also successfully complete the student's individualized education program (IEP) and meet one of the following conditions.

(A) Consistent with the IEP, the student has obtained full-time employment, based on the student's abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district.

(B) Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the local school district.

(C) The student has access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.

(D) The student no longer meets age eligibility requirements shall also be required for graduation (19 TAC §89.1070(b)(2)).

A student receiving special education services who entered Grade 9 before the 2014-2015 school year may graduate and be awarded a regular high school diploma if the student meets one of the following conditions:

(a) The student has demonstrated mastery of the required state standards (or district standards if greater) and satisfactorily completed credit requirements for graduation (under the recommended or distinguished achievement high school programs in 19 TAC Chapter 74, of this title, as applicable, including satisfactory performance on the required state assessments. (19 TAC §89.1070(f)(1))

(b) The student has demonstrated mastery of the required state standards and satisfactorily completed credit requirements for graduation (under the minimum high school program) in 19 TAC Chapter 74 as applicable, including participation in required state assessments. The student's ARD committee will determine whether satisfactory performance on the required state assessments is necessary for graduation. (19 TAC §89.1070(f)(2))

(c) The student has demonstrated mastery of the required state standards (or district standards if greater) through courses, one or more of which contain modified content that is aligned to the standards required under the minimum high school program in 19 TAC Chapter 74 as applicable, as well as the satisfactorily completed credit requirements under the minimum high school program, including participation in required state assessments. The student's ARD committee will determine whether satisfactory performance on the required state assessments is necessary for graduation. The student graduating under this subsection must also successfully complete the student's IEP and meet one of the following conditions.

(A) Consistent with the IEP, the student has obtained full-time employment, based on the student's abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district.

(B) Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the local school district.

(C) The student has access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.

(D) The student no longer meets age eligibility requirements. (19 TAC §89.1070(f)(3)).
### Academic Planning Guide for Middle School Students Receiving Special Education Services (School Year 2016-2017)

Note: Special Ed. Teacher & Counselors should collaboratively consider each subject separately when making curricular decisions.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>ID#</th>
<th>Date:</th>
<th>Campus:</th>
</tr>
</thead>
</table>

#### Career Interest Area:

1. 
2. 
3. 

#### Middle School Requirements

<table>
<thead>
<tr>
<th>External/In-Class Support Accommodations</th>
<th>In-Class Support/Specialized Support Modified Content</th>
<th>Specialized Support Alternate Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAAR/STAAR ACCOMMODATED</strong></td>
<td><strong>STAAR/STAAR ACCOMMODATED</strong></td>
<td><strong>STAAR ALTERNATE 2</strong></td>
</tr>
<tr>
<td>Reading Language Arts 6</td>
<td>Reading Language Arts 6 Basic</td>
<td>Functional Reading Language Arts 6</td>
</tr>
<tr>
<td>Reading Language Arts 7</td>
<td>Reading Language Arts 7 Basic</td>
<td>Functional Reading Language Arts 7</td>
</tr>
<tr>
<td>Reading Language Arts 8</td>
<td>Reading Language Arts 8 Basic</td>
<td>Functional Reading Language Arts 8</td>
</tr>
<tr>
<td>Reading 6</td>
<td>Reading 6 Basic</td>
<td>Functional Communication Skills 6</td>
</tr>
<tr>
<td>Reading 7</td>
<td>Reading 7 Basic</td>
<td>Functional Communication Skills 7</td>
</tr>
<tr>
<td>Reading 8</td>
<td>Reading 8 Basic</td>
<td>Functional Communication Skills 8</td>
</tr>
<tr>
<td>Reading Mastery 6</td>
<td>Reading Mastery 6</td>
<td></td>
</tr>
<tr>
<td>Reading Mastery 7</td>
<td>Reading Mastery 7</td>
<td></td>
</tr>
<tr>
<td>Reading Mastery 8</td>
<td>Reading Mastery 8</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Math 6 Basic</td>
<td>Functional Academics Math 6</td>
</tr>
<tr>
<td></td>
<td>Math 7 Basic</td>
<td>Functional Academics Math 7</td>
</tr>
<tr>
<td></td>
<td>Math 8 Basic</td>
<td>Functional Academics Math 8</td>
</tr>
<tr>
<td>Science</td>
<td>Fund of Science 6</td>
<td>Basic Health &amp; Grooming 6</td>
</tr>
<tr>
<td></td>
<td>Fund of Science 7</td>
<td>Basic Health &amp; Grooming 7</td>
</tr>
<tr>
<td></td>
<td>Fund of Science 8</td>
<td>Basic Health &amp; Grooming 8</td>
</tr>
</tbody>
</table>

*Note: Additional courses may be found in the General Information Bulletin (GIB)*

Instruction occurs in the general education environment. The special educator is not the teacher of record and has a generic special ed. certification.

Instruction could occur in the general education environment. The special educator is not the teacher of record and has a generic special ed. certification. Instruction could occur in the special education environment. The special education teacher is the teacher of record and has special ed. certification and is highly qualified/certified in the content area.

Instruction occurs in the special education environment. The special educator is the teacher of record and has special ed. and elementary ed. certification.

Original is placed in student eligibility folder and copy and the receiving counselor. (Name)
# Middle School Requirements

## External/In-Class Support Accommodations

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>9907</th>
<th>Contemporary World Cultures Basic</th>
<th>9995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas Studies 7</td>
<td>2000</td>
<td>Social Studies Basic 7</td>
<td>9453</td>
</tr>
<tr>
<td>U.S. Studies 8</td>
<td>2050</td>
<td>Social Studies Basic 8</td>
<td>9456</td>
</tr>
</tbody>
</table>

## Physical Education

<table>
<thead>
<tr>
<th>Physical Education 6</th>
<th>9942</th>
<th>Physical Education Basic 6</th>
<th>9939</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education 7-8</td>
<td>4582</td>
<td>Physical Education Basic 7</td>
<td>9733</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Education Basic 8</td>
<td>9734</td>
</tr>
</tbody>
</table>

## Technology Applications

<table>
<thead>
<tr>
<th>Computer Applications</th>
<th>2530</th>
<th>Computer Appl. Basic</th>
<th>9536</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Robotics</td>
<td>4879</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Electives

<table>
<thead>
<tr>
<th>Health Education 6</th>
<th>9941</th>
<th>Health Education Basic 6</th>
<th>9983</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Education 7</td>
<td>3442</td>
<td>Health Education Basic 7</td>
<td>9748</td>
</tr>
<tr>
<td>Health Education 8</td>
<td>3440</td>
<td>Health Education Basic 8</td>
<td>9749</td>
</tr>
</tbody>
</table>

## In-Class Support/Specialized Support

### Modified Content

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>9907</th>
<th>Contemporary World Cultures Basic</th>
<th>9995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas Studies 7</td>
<td>2000</td>
<td>Social Studies Basic 7</td>
<td>9453</td>
</tr>
<tr>
<td>U.S. Studies 8</td>
<td>2050</td>
<td>Social Studies Basic 8</td>
<td>9456</td>
</tr>
</tbody>
</table>

### STAAR/STAAR Accommodated

<table>
<thead>
<tr>
<th>Physical Education 6</th>
<th>9942</th>
<th>Physical Education Basic 6</th>
<th>9939</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education 7-8</td>
<td>4582</td>
<td>Physical Education Basic 7</td>
<td>9733</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Education Basic 8</td>
<td>9734</td>
</tr>
</tbody>
</table>

### Alternate Support

<table>
<thead>
<tr>
<th>Health Education 6</th>
<th>9941</th>
<th>Health Education Basic 6</th>
<th>9983</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Education 7</td>
<td>3442</td>
<td>Health Education Basic 7</td>
<td>9748</td>
</tr>
<tr>
<td>Health Education 8</td>
<td>3440</td>
<td>Health Education Basic 8</td>
<td>9749</td>
</tr>
</tbody>
</table>

### STAAR Alternate

| Work Task & Wk Sample 6 | 9958 | Work Task & Wk Sample 7         | 9729 |
| Work Task & Wk Sample 8 | 9730 |                                 |      |

---

**Important:** A student may only take an alternative state assessment when he/she meets the corresponding participation requirements, is enrolled in the modified course for that content area and is receiving modified instruction.

---

*Note: Additional courses may be found in the General Information Bulletin (GIB)*
# Academic Planning Guide for High School Students Receiving Special Education Services (School Year 2016-2017)

Note: Special Ed. teacher & Counselor should collaboratively consider each subject separately when making curricular decisions.

The purpose of this document is to assist campuses with selecting courses aligned to IEPs.

Students receiving special education services must demonstrate mastery of the required state standards (or district standards if greater) and satisfactorily complete credit requirements for graduation per the Individual Education Program (IEP).

---

### Career Interest Area:

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>ID#</th>
<th>Date:</th>
<th>Campus:</th>
</tr>
</thead>
</table>

### External/In-Class Support

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>STAAR/STAAR ACCOMMODATED</th>
<th>In-Class Support/Specialized Support</th>
<th>STAAR/STAAR ACCOMMODATED</th>
<th>Specialized Support</th>
<th>STAAR ALTERNATE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>1200</td>
<td>English I Modified</td>
<td>9751</td>
<td>Functional English I</td>
<td>9200</td>
</tr>
<tr>
<td>English II</td>
<td>1300</td>
<td>English II Modified</td>
<td>9753</td>
<td>Functional English II</td>
<td>9201</td>
</tr>
<tr>
<td>English III</td>
<td>1400</td>
<td>English III Modified</td>
<td>9755</td>
<td>Functional English III</td>
<td>9202</td>
</tr>
<tr>
<td>English IV</td>
<td>1500</td>
<td>English IV Modified</td>
<td>9757</td>
<td>Functional English IV</td>
<td>9203</td>
</tr>
<tr>
<td>Algebra I</td>
<td>2600</td>
<td>Algebra I Modified</td>
<td>9785</td>
<td>Functional Algebra I</td>
<td>9237</td>
</tr>
<tr>
<td>Geometry</td>
<td>2630</td>
<td>Geometry Modified</td>
<td>9787</td>
<td>Functional Geometry</td>
<td>9238</td>
</tr>
<tr>
<td>Math Models</td>
<td>2934</td>
<td>Math Models Modified</td>
<td>9756</td>
<td>Functional Math Models</td>
<td>9239</td>
</tr>
<tr>
<td>Algebra II</td>
<td>2720</td>
<td>Algebra II Modified</td>
<td>9786</td>
<td>Functional Algebra II</td>
<td>9240</td>
</tr>
<tr>
<td>Environmental Systems</td>
<td>3128</td>
<td>Environmental Systems Modified</td>
<td>9628</td>
<td>Functional Environmental Systems</td>
<td>9296</td>
</tr>
<tr>
<td>Biology</td>
<td>3150</td>
<td>Biology Modified</td>
<td>9795</td>
<td>Functional Biology</td>
<td>9208</td>
</tr>
<tr>
<td>Physics</td>
<td>3260</td>
<td>Physics Modified</td>
<td>9636</td>
<td>Functional Physics</td>
<td>9211</td>
</tr>
<tr>
<td>Astronomy</td>
<td>3125</td>
<td>Astronomy Modified</td>
<td>9304</td>
<td>Functional Astronomy</td>
<td>9301</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3220</td>
<td>Chemistry Modified</td>
<td>9638</td>
<td>Functional Chemistry</td>
<td>9210</td>
</tr>
</tbody>
</table>

---

1. A student receiving special education services may earn an endorsement if the student satisfactorily completes the courses required for the endorsement without modified curriculum and performs satisfactorily on the required state assessments.

---

Instruction occurs in the general education environment. Special Educator is not the teacher of record and has a generic special ed. certification.

Instruction could occur in the general education environment. The special educator is not the teacher of record and has a generic special ed. certification. Instruction could occur in the special education environment. The special education teacher is the teacher of record and has special ed. certification and is highly qualified/certified in the content area.

Instruction occurs in the special education environment. Special Educator is the teacher of record and has special ed. and elementary ed. certification.
### Minimum High School Plan (22 credits) §89.1070(F)(2)
Grad Code: 18, 27, 30

### Foundation HS Plan (22 credits) §74.12 (B)(1)
Foundation with Endorsements (26 credits) §74.13 Grad Code: 34

### Minimum High School Plan (22 credits) §89.1070(F)(3)
Grad Code: 04, 05, 06, 07

### Foundation HS Plan (22 credits) §74.12 (B)(2)
Grad Code: 04, 05, 06, 07

---

#### External/In-Class Support Accommodations

**Minimum STAAR/STAAR ACCOMMODATED**

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>World History Studies</th>
<th>2105</th>
<th>World History Modified</th>
<th>9763</th>
<th>Functional World History</th>
<th>9212</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Geography Studies</td>
<td>2120</td>
<td>World Geography Modified</td>
<td>9761</td>
<td>Functional World Geography</td>
<td>9213</td>
<td></td>
</tr>
<tr>
<td>U. S. History Studies</td>
<td>2320</td>
<td>U. S. History Modified</td>
<td>9767</td>
<td>Functional U. S. History</td>
<td>9214</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>Economics</td>
<td>2351</td>
<td>Economics Modified</td>
<td>9802</td>
<td>Functional Economics</td>
<td>9476</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>See campus offerings</td>
<td>See campus offerings</td>
<td>See campus offerings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>See campus offerings</td>
<td>See campus offerings</td>
<td>Physical Ed. Basic I</td>
<td>9198</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tech Apps</td>
<td>See campus offerings</td>
<td>Computer Lit. Basic</td>
<td>9531</td>
<td>Functional Computer Lit.</td>
<td>9225</td>
<td></td>
</tr>
<tr>
<td>LOTE</td>
<td>See campus offerings</td>
<td>See campus offerings</td>
<td>Comm. Appl. Func.</td>
<td>9377</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>Health ED 09-12</td>
<td>3437</td>
<td>Health Ed. Basic</td>
<td>9245</td>
<td>Functional Health Ed.</td>
<td>9246</td>
</tr>
<tr>
<td>Speech</td>
<td>Communication Appl.</td>
<td>1944</td>
<td>Communication Appl. Basic</td>
<td>9376</td>
<td>Reading Basic</td>
<td>9759</td>
</tr>
</tbody>
</table>

#### In-Class Support/Specialized Support

**Modified Content STAAR/STAAR ACCOMMODATED**

| Reading I | 1224 | Fundamentals of Reading I | 9390 | Reading Basic | 9759 |
| Reading II | 1229 | Fundamentals of Reading II | 9391 | Reading Basic II | 9777 |
| Reading III | 1235 | Fundamentals of Reading III | 9392 | Reading Basic III | 9778 |

| Reading Electives | Reading I | 1224 | Fundamentals of Reading I | 9390 | Reading Basic | 9759 |
| Reading II | 1229 | Fundamentals of Reading II | 9391 | Reading Basic II | 9777 |
| Reading III | 1235 | Fundamentals of Reading III | 9392 | Reading Basic III | 9778 |

<table>
<thead>
<tr>
<th>Important: A student may only take an alternative state assessment when he/she meets the corresponding participation requirements, is enrolled in the modified course for that content area and is receiving modified instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Prep I</td>
</tr>
<tr>
<td>Occupational Prep II</td>
</tr>
<tr>
<td>Occupational Prep III</td>
</tr>
<tr>
<td>Occupational Prep IV</td>
</tr>
<tr>
<td>Investigation &amp; Exploration I</td>
</tr>
<tr>
<td>Investigation &amp; Exploration II</td>
</tr>
<tr>
<td>Investigation &amp; Exploration III</td>
</tr>
<tr>
<td>Investigation &amp; Exploration IV</td>
</tr>
</tbody>
</table>

---

*Note: This is not an exhaustive list of courses. Additional courses are found in the General Information Bulletin (GIB).*

---

**Instruction occurs in the general education environment. Special Educator is not the teacher of record and has a generic special ed. certification.**

**Instruction could occur in the general education environment. The special educator is not the teacher of record and has a generic special ed. certification.**

**Instruction could occur in the special education environment. Special Educator is the teacher of record and has special ed. and elementary ed. certification.**

---

**Page 87 of 343**
English as a Second Language (ESL) Program

The Dallas Independent School District Secondary English as a Second Language (ESL) program is a comprehensive instructional program designed to meet the linguistic and academic needs of speakers of other languages. Policies governing ESL Programs may be found at (LEGAL) (LOCAL) (REGULATION).

The district follows the Texas Education Agency guidelines for the identification, placement, review, and reclassification of English language learners (ELLs) eligible for ESL services.

http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html

Middle School

6th Grade

<table>
<thead>
<tr>
<th>Year 1 in US Schools (Beg.)</th>
<th>Year 2 in US Schools (Int.)</th>
<th>Year 3 and above in US Schools (Adv. +)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1065 ESL Language Support¹ 1074 Read Lang Arts 6 ESL Beg² 9920 Reading 6 ESL Beg/Int 9913 Sheltered Math 6² 9910 Sheltered Science 6² 9908 Sheltered Cont. World Cultures² All other grade level required courses</td>
<td>9918 Read Lang Arts 6 ESL Int² 9920 Reading 6 ESL Beg/Int 9913 Sheltered Math 6 9910 Sheltered Science 6² 9908 Sheltered Cont. World Cultures² All other grade level required courses</td>
<td>9912 Sheltered Read Lang Arts 6² 9902 Reading 6* OR 9943 Reading Mastery 6* 9913 Sheltered Math 6² 9910 Sheltered Science 6² 9908 Sheltered Cont. World Cultures² All other grade level required courses</td>
</tr>
</tbody>
</table>

¹Students scoring below 1972 on ISIP or reading below a 4th grade level will take Reading Mastery 6. Students scoring above 1972 on ISIP or reading above a 4th grade level will be scheduled in Reading 6.

7th Grade

<table>
<thead>
<tr>
<th>Year 1 in US Schools (Beg.)</th>
<th>Year 2 in US Schools (Int.)</th>
<th>Year 3 and above in US Schools (Adv. +)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1065 ESL Language Support¹ 1075 Read Lang Arts 7 ESL Beg² 1048 Reading 7 ESL Beg/Int 2520 Sheltered Math 7² 3012 Sheltered Science 7² 2070 Sheltered Texas Studies 7² All other grade level required courses</td>
<td>1047 Read Lang Arts 7 ESL Int² 1048 Reading 7 ESL Beg/Int 2520 Sheltered Math 7² 3012 Sheltered Science 7² 2070 Sheltered Texas Studies 7² All other grade level required courses</td>
<td>1170 Sheltered Read Lang Arts 7² 1030 Reading 7* OR 1015 Reading Mastery 7* 2520 Sheltered Math 7² 3012 Sheltered Science 7² 2070 Sheltered Texas Studies 7² All other grade level required courses</td>
</tr>
</tbody>
</table>

¹Students scoring 2050 or below on ISIP or reading below a 5th grade level will take Reading Mastery 7. Students scoring above 2050 on ISIP or reading above a 5th grade level will be scheduled in Reading 7.

8th Grade

<table>
<thead>
<tr>
<th>Year 1 in US Schools (Beg.)</th>
<th>Year 2 in US Schools (Int.)</th>
<th>Year 3 and above in US Schools (Adv. +)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1065 ESL Language Support¹ 1076 Read Lang Arts 8 ESL Beg² 1060 Reading 8 ESL Beg/Int 2525 Sheltered Math 8² 3016 Sheltered Science 8² 2071 Sheltered U.S. Studies 8² All other grade level required courses</td>
<td>1049 Read Lang Arts 8 ESL Int² 1060 Reading 8 ESL Beg/Int 2525 Sheltered Math 8² 3016 Sheltered Science 8² 2071 Sheltered U.S. Studies 8² All other grade level required courses</td>
<td>1180 Sheltered Read Lang Arts 8² 1130 Reading 8* OR 1115 Reading Mastery 8* 2525 Sheltered Math 8² 3016 Sheltered Science 8² 2071 Sheltered U.S. Studies 8² All other grade level required courses</td>
</tr>
</tbody>
</table>

¹Students scoring 2092 or below on ISIP or reading below a 6th grade level will take Reading Mastery 8. Students scoring above 2092 on ISIP or reading above a 6th grade level will be scheduled in Reading 8.

*It is recommended that all ELLs are enrolled in ESL or sheltered sections for all core content courses.
High School

<table>
<thead>
<tr>
<th>SIFE Year 1 Beginners</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1252 English for SIFE</td>
<td>It is recommended that the ESOL Language Support teachers for Algebra I and</td>
</tr>
<tr>
<td>1376 Reading for SIFE</td>
<td>Biology collaborate with the sheltered Algebra I and Biology teachers to form an</td>
</tr>
<tr>
<td>1333 ESOL Lang Support Algebra I</td>
<td>instructional plan.</td>
</tr>
<tr>
<td>1348 ESOL Lang Support Biology</td>
<td></td>
</tr>
<tr>
<td>2604 Sheltered Algebra</td>
<td>SIFE courses are only available at approved campuses (Skyline, Conrad,</td>
</tr>
<tr>
<td>3140 Sheltered Biology</td>
<td>Thomas Jefferson, and Bryan Adams) as determined by enrollment of</td>
</tr>
<tr>
<td>All other required courses.*</td>
<td>documented SIFE students.</td>
</tr>
</tbody>
</table>

9th Grade

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced/Advanced High (TELPAS Composite score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1370 English I ESOL Beginner 1262 Reading I ESOL Beg/Int 1263 Practical Writing</td>
<td>1266 Eng I ESL Intermediate 1262 Reading I ESOL Beg/Int 1263 Practical Writing</td>
<td>1280 Sheltered English I All other required courses.*</td>
</tr>
<tr>
<td>All other required courses.*</td>
<td>All other required courses.*</td>
<td></td>
</tr>
</tbody>
</table>

10th Grade

<table>
<thead>
<tr>
<th>Intermediate</th>
<th>Advanced/Advanced High (score on TELPAS Composite)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1264 English II ESOL Beg/Int 1265 Reading II ESOL Beg/Int</td>
<td>1283 Sheltered English II All other required courses.*</td>
</tr>
<tr>
<td>*All other grade level required courses</td>
<td></td>
</tr>
</tbody>
</table>

11th Grade

| 1360 Sheltered English III 1397 Reading III ESOL (as needed---determined by LPAC) | 1365 Sheltered English IV |
| *All other grade level required courses | *All other grade level required courses |
# Table of Contents

## Reading Language Arts and English as a Second Language

### Middle School Course Descriptions
- Reading Language Arts 6
- Reading Language Arts 6 Pre-AP
- ESL Language Support (Year 1)
- Reading Language Arts 6 ESL Beginner (Year 1)
- Reading Language Arts 6 ESL Intermediate (Year 2)
- Reading Language Arts 6 (Sheltered)
- Reading Language Arts 6 Dual Language (Select campuses)
- Reading 6
- Reading 6 ESL Beginner/Intermediate (Year 1-2)
- Reading 6 Dual Language (Select campuses)
- Reading Mastery 6
- ELA Applications and Study Skills 6
- Reading Language Arts 7
- Reading Language Arts 7 Pre-AP
- Reading Language Arts 7 ESL Beginner (Year 1)
- Reading Language Arts 7 ESL Intermediate (Year 2)
- Reading Language Arts 7 (Sheltered)
- Reading 7
- Reading 7 ESL Beginner/Intermediate (Year 1-2)
- ELA Applications and Study Skills 7
- Speech 7
- School Newspaper 7
- Reading Language Arts 8
- Reading Language Arts 8 Pre-AP
- Reading Language Arts 8 ESL Beginner (Year 1)
- Reading Language Arts 8 ESL Intermediate (Year 2)
- Reading Language Arts 8 (Sheltered)
- Reading 8
- Reading 8 ESL Beginner/Intermediate (Year 1-2)
- Reading Mastery 8
- Literary Genres
- Creative/Imaginative Writing
- ELA Applications and Study Skills 8
- Speech 8
- School Newspaper 8
- Professional Communications
- Professional Communications

### Modified Instruction for Students Being served by Special Education -

### Middle School Course Descriptions for Reading Language Arts
- Reading Language Arts 6 Basic
- Reading Language Arts 7 Basic
- Reading Language Arts 8 Basic
- Functional Reading Language Arts 6
Functional Reading Language Arts 7
Functional Reading Language Arts 8
Reading 6 Basic
Reading 7 Basic
Reading 8 Basic
Functional Communication Skill 6
Functional Communication Skill 7
Functional Communication Skill 8

Mathematics – Middle School Course Descriptions
Mathematics 6
Mathematics 6 (Sheltered)
Mathematics 6 Pre-AP
Mathematics 6 Dual Language (Select campuses)
Mathematics 6 Pre-AP Dual Language (Select campuses)
Mathematics Applications and Study Skills 6
Mathematics 7
Mathematics 7 (Sheltered)
Mathematics 7 Pre-AP
Mathematics Applications and Study Skills 7
Mathematics 8
Mathematics 8 (Sheltered)
Mathematics Applications and Study Skills 8
Algebra 1 Pre-AP

Modified Instruction for Students Being Served by Special Education

Middle School Course Descriptions for Mathematics
Mathematics 6 Basic
Mathematics 7 Basic
Mathematics 8 Basic
Functional Academic Math 6
Functional Academic Math 7
Functional Academic Math 8

Science – Middle School Course Descriptions
Science 6
Science 6 (Sheltered)
Science 6 Pre-AP
Science Application and Study Skills 6
Science 7
Science 7 (Sheltered)
Science 7 Pre-AP
Science Application and Study Skills 7
Science 8
Science 8 (Sheltered)
Science 8 Dual Language (Select campuses)
Science Application and Study Skills Grade 8
Astronomy 8
Physics 8

Modified Instruction for Students Being served by Special Education
Middle School Course Descriptions for Science

- Fundamentals of Science 6
- Fundamentals of Science 7
- Fundamentals of Science 8
- Basic Health & Grooming 6
- Basic Health & Grooming 7
- Basic Health & Grooming 8

Electives - Middle School Course Descriptions

- Environmental Studies Grade 6
- Environmental Studies Grade 7
- MS Peer Coaching Partner PE

Social Studies – Middle School Course Descriptions

- Contemporary World Cultural Studies
- Contemporary World Cultural Studies (Pre-AP)
- Contemporary World Cultural Studies Dual Language (Select campuses)
- Social Studies Application and Study Skills for 6th Grade
- Fundamentals of Law
- Texas Studies
- Texas Studies (Pre-AP)
- Texas Studies Dual Language (Select Campuses)
- Texas Studies Dual Language Pre-AP (Select Campuses)
- Social Studies Application and Study Skills for 7th Grade
- U.S. Studies 8
- U.S. Studies 8 (Pre-AP)
- U.S. Studies 8 Dual Language (Select campuses)
- Social Studies Application and Study Skills for 8th Grade
- Law Related Ed

Modified Instruction for Students Being served by Special Education -

Middle School Course Descriptions for Social Studies

- Contemporary World Cultures Basic 6
- Social Studies Basic 7
- Social Studies Basic 8
- Basic Social Skills 6
- Basic Social Skills 7
- Basic Social Skills 8

Leadership Cadet Corps – Middle School Course Descriptions

- Leadership Cadet Corps (LCC 1)
- Leadership Cadet Corps (LCC II)
- Leadership Cadet Corps (LCC III)

Physical Education – Middle School Course Descriptions

- Physical Education Requirements and Scheduling Information
- Physical Education 6
- Physical Education 7-8

Physical Education Substitutions

- 7th Grade Boys Athletics 1
- 7th Grade Boys Athletics 2
- 7th Grade Girls Athletics 1
Grade Girls Athletics 2
Grade Boys Athletics 1
8th Grade Boys Athletics 2
Grade Girls Athletics 1
Grade Girls Athletics 2

Modified Instruction for Students Being served by Special Education -
Middle School Course Descriptions for Physical Education
PE Basic 6
PE Basic 7
PE Basic 8
Motor Development 6
Motor Development 7
Motor Development 8
Partner PE 6
Partner PE 7-8

Technology Applications – Middle School Course Descriptions
Technology Applications
Technology Applications (Sheltered)
Technology Applications Dual Language (select campuses)
Introduction to Robotics
Introduction to Robotics Dual Language (select campuses)
Introduction to Programming
Computer Science Fundamentals

Modified Instruction for Students Being served by Special Education -
Middle School Course Descriptions for Technology Applications
Technology Applications Basic

Gifted and Talented – Middle School Course Descriptions
G/T Interdisciplinary Seminar 6
G/T Interdisciplinary Seminar 7
G/T Interdisciplinary Seminar 8

Health Education – Middle School Course Descriptions
Health Education 6
Health Education 7
Health Education 8

Modified Instruction for Students Being served by Special Education -
Middle School Course Descriptions for Health Education
Health Education Basic 6
Health Education Basic 7
Health Education Basic 8
Personal Social Skills 6
Personal Social Skills 7
Personal Social Skills 8
MS Varsity Band
MS Non-Varsity Band
MS Woodwind Class
MS Brass Class
MS Percussion Class
MS Beginning Flute
MS Beginning Clarinet
MS Beginning Saxophone
MS Beginning Trumpet
MS Beginning French Horn
MS Beginning Trombone
MS Beginning Euph/Tuba
MS Jazz Ensemble
MS Varsity Orchestra
MS Non-Varsity Orchestra
MS Strings Class
MS Chamber Ensemble

CHORAL MUSIC
MS Choir Varsity Mixed
MS Choir Varsity Treble
MS Choir Non-Varsity Treble
MS Choir Varsity Tenor-Bass
MS Choir Non-Varsity Tenor-Bass
MS Choir Grade 6
MS Varsity Vocal Ensemble

GENERAL MUSIC STUDIES
MS Modern Band

DANCE
MS Dance 1 Gr. 6 only
MS Dance 1 Gr. 7 or 8
MS Dance 2
MS Dance 3

THEATRE
MS Theatre 1 Gr. 6 only
MS Theatre 1 Gr. 7 or 8
MS Theatre 2
MS Theatre 3

Middle School Course Descriptions for Visual Arts
Middle School Art 1 Studio
Middle School Art 2 Studio
Middle School Art 3 Studio
Middle School Art 1 Foundation
Middle School Art 3 Foundation

Modified Instruction for Students Being served by Special Education -

Middle School Course Descriptions for Special Education Electives
Daily Living Skills 6
Daily Living Skills 7
Daily Living Skills 8
Personal Care 6
Personal Care 7
Personal Care 8
Work Tasks & Work Sample 6
Work Tasks & Work Sample 7
Work Tasks & Work Sample 8
Exploratory Languages 6 (All Year)
Exploratory Languages 6 (One Semester)
American Sign Language I MS - Middle School for High School Credit
American Sign Language I-B MS-Middle School for High School Credit
American Sign Language II MS - Middle School for High School Credit
French I MS - Middle School for High School Credit
French II MS - Middle School for High School Credit
French I MS - Middle School for High School Credit (Approval)
French I MS - Middle School for High School Credit (Approval)
German I MS - Middle School for High School Credit
German II MS - Middle School for High School Credit
Latin I - 7 Middle School for High School Credit
Latin I - 8 Middle School for High School Credit
Mandarin Chinese I MS- Middle School for High School Credit
Mandarin Chinese II MS - Middle School for High School Credit
Spanish I Native Spks MS - Middle School for High School Credit
Spanish II Native Spks MS - Middle School for High School Credit
Spanish III Native Spks MS - Middle School for High School Credit
Spanish I MS - Middle School for High School Credit
Spanish I MS - Middle School for High School Credit (Approval)
Spanish II MS - Middle School for High School Credit
Spanish II MS - Middle School for High School Credit (Approval)
Spanish III Pre-AP MS - Middle School for High School Credit
AP Spanish IV Language and Culture MS - Middle School for High School Credit

Career and Technical Education – Middle School Course Descriptions
Exploring College and Careers
Career Portal: Bus/Fin/Mkt
Career Portal: Ed/Hosp/Hlth Sci
Career Portal: Gen College & Career
Career Portal: STEM/IT
Principles of Art A/V Technology and Communications
Principles of Business, Marketing and Finance
Touch System Data Entry
Lifetime Nutrition and Wellness
Principles of Information Technology
Concepts of Engineering and Technology
Engineering: The Digital Future
Gateway to Technology 1 - Design, Modeling, and Automation
Gateway to Technology 2 - Applied Science and Technology
Gateway to Technology 3 - Energy, Environment, and Flight
Gateway to Technology 4 - Architecture and Biomedical Sciences
Professional Communications (Full Year)
Professional Communications (Semester)
TEXPREP Engineering I
TEXPREP Engineering II
Section 504 & Dyslexia – Middle School Course Descriptions

Dyslexia Fall
Dyslexia Spring
Reading Language Arts and English as a Second Language

Middle School Course Descriptions

Reading Language Arts 6
TEA#: 03200510  GRADE: 6
DALLAS ISD#: 9900  UNIT: 1
PREREQUISITE: 5th Grade Language Arts
This course incorporates the components of balanced literacy by providing instruction and practice in reading a variety of genres, writing a wide variety of compositions, and listening and speaking. Students learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. Through text-dependent reading and evidence-based writing and discussion, students will master grade-level ELAR standards (and ELPS as applicable). Course resources include Holt McDougal Literature, WriteSource, and documents found on Curriculum Central.

Reading Language Arts 6 Pre-AP
TEA#: 03200510  GRADE: 6
DALLAS ISD#: 9904  UNIT: 1
PREREQUISITE: 5th Grade Language Arts
This course prepares students for the rigor expected in AP courses and college and career readiness. It incorporates the components of balanced literacy by providing instruction and practice in reading a variety of genres, writing a wide variety of compositions, and listening and speaking. Students learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. Through text-dependent reading and evidence-based writing and discussion, students will master 6th and 7th grade-level ELAR standards (and ELPS as applicable). Course resources include Holt McDougal Literature, WriteSource, and documents found on Curriculum Central.

ESL Language Support (Year 1)
TEA#: 84000020  GRADES: 6, 7, 8
DALLAS ISD#: 1065  UNIT: 1
PREREQUISITE: LPAC Recommendation
This is a one-period course for English language learners in grades 6, 7, and 8 who have been in the United States less than one year. It provides systematic language development as well as literacy instruction. Students develop proficiency in listening, speaking, reading, and writing through instruction and practice in language development and literacy skills. Course resources include Milestones.

Reading Language Arts 6 ESL Beginner (Year 1)
TEA#: 03210530  GRADE: 6
DALLAS ISD#: 1074  UNIT: 1
PREREQUISITE: LPAC Recommendation
This course for Newcomer (Year 1) English language learners incorporates the components of balanced literacy by providing instruction and practice in reading a variety of genres, writing a wide variety of compositions, and listening and speaking with English as a Second Language support. Students learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. Through text-dependent reading and evidence-based writing and discussion, students will work toward mastery of grade-level ELAR standards and the ELPS. Course resources include Milestones and documents found on Curriculum Central. Course content is adapted and scaffolded as appropriate for student language proficiency levels.

Reading Language Arts 6 ESL Intermediate (Year 2)
TEA#: 03210530  GRADE: 6
DALLAS ISD#: 9918  UNIT: 1
PREREQUISITE: LPAC Recommendation
This course for intermediate (Year 2) English language learners incorporates the components of balanced literacy by providing instruction and practice in reading a variety of genres, writing a wide variety of compositions, and listening and speaking with English as a Second Language support. Students learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. Through text-dependent reading and evidence-based writing and discussion, students will work towards mastery of grade-level ELAR standards and the ELPS. Course resources include Milestones and documents found on Curriculum Central. Course content is adapted and scaffolded as appropriate for student language proficiency levels.

Reading Language Arts 6 (Sheltered)
TEA#: 03200510  GRADE: 6
DALLAS ISD#: 9912  UNIT: 1
PREREQUISITE: LPAC Recommendation
This course for all English language learners who do not qualify for Reading Language Arts ESL incorporates the components of balanced literacy by providing instruction and practice in reading a variety of genres, writing a wide variety of compositions, and listening and speaking with English as a Second Language support. Students learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. Through text-dependent reading and evidence-based writing and discussion, students will work towards mastery of grade-level ELAR standards and the ELPS. Course resources include Milestones and documents found on Curriculum Central. Course content is adapted and scaffolded as appropriate for student language proficiency levels.

Navigate to the General Overview  Navigate to the Table of Contents
balanced literacy by providing instruction and practice in reading a variety of genres, writing a wide variety of compositions, and listening and speaking. Students learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. Through text-dependent reading and evidence-based writing and discussion, students will master grade-level ELAR standards and the ELPS.

**Reading Language Arts 6 Dual Language (Select campuses)**
TEA#: 03200510        GRADE: 6  
DALLAS ISD#: 9892       UNIT: 1  
PREREQUISITE: LPAC Recommendation  
This course is only offered at middle schools with a secondary dual language program (Rosemont, Long, Walker, and Sanger). This course incorporates the components of balanced literacy by providing instruction and practice in reading a variety of genres, writing a wide variety of compositions, and listening and speaking in Spanish and English. Students learn grammar, usage, vocabulary, and other Spanish and English language skills within the context of reading and writing through culturally relevant texts. Through text-dependent reading and evidence-based writing and discussion, students will master grade-level ELAR standards and the ELPS. Course resources include literature and documents found on Curriculum Central. This course may replace any other Reading Language Arts 6th grade course (regular, sheltered, or ESL).

**Reading 6**
TEA#: 02810000        GRADE: 6  
DALLAS ISD#: 9902       UNIT: 1  
PREREQUISITE: 5th Grade Reading  
This course is for students scoring above 1972 on ISIP or above a 4th grade reading level. It incorporates the components of balanced literacy in order to build upon the skills of students who are at or near grade-level proficiency. Students will continue their study of the ELAR standards by reading a variety of genres (including fiction and nonfiction), providing written responses to texts, and discussing texts.

**Reading 6 ESL Beginner/Intermediate (Year 1-2)**
TEA#: 02810000        GRADE: 6  
DALLAS ISD#: 9920       UNIT: 1  
PREREQUISITE: LPAC Recommendation  
This course for beginner and intermediate (Year 1-2) English language learners addresses reading comprehension, fluency, critical thinking skills, vocabulary development, and listening and speaking skills. Students will continue their study of the ELAR standards by reading a variety of genres (including fiction and nonfiction), providing written responses to texts, and discussing texts. Course content is adapted and scaffolded as appropriate for student language proficiency levels.

**Reading 6 Dual Language (Select campuses)**
TEA#: 02810000        GRADE: 6  
DALLAS ISD#: 9902       UNIT: 1  
PREREQUISITE: LPAC Recommendation  
This course is only offered at middle schools with a secondary dual language program (Rosemont, Long, Walker, and Sanger). This course is for students scoring above 1972 on ISIP or above a 4th grade reading level. It incorporates the components of balanced literacy in order to build upon the skills of students who are at or near grade-level proficiency. Students will continue their study of the ELAR standards by reading a variety of genres (including fiction and nonfiction), providing written responses to texts, and discussing texts in Spanish. This course may replace any other reading 6th grade course (regular, sheltered, or ESL).

**Reading Mastery 6**
TEA#: 03273410        GRADE: 6  
DALLAS ISD#: 9943       UNIT: 1  
This class is for students scoring 1972 or below on ISIP or below a 4th grade reading level. It is designed to move students to grade level proficiency in reading and to support academic speaking, listening, and text comprehension proficiencies. It also provides scaffolded lessons on text-dependent reading that integrate vocabulary, fluency, comprehension, and content with evidence based writing. Course resources include Portals and iStation.

**ELA Applications and Study Skills 6**
TEA#: 80800003        GRADE: 6  
DALLAS ISD#: 9917       UNIT: 1  
PREREQUISITE: STAAR 5th Grade Reading scaled score below Level II Performance. Scaled scores are released by the state and available by January 2015.
This course may be used as a second Language Arts class to deepen conceptual development and enhance the knowledge and skills for Reading Language Arts.

Reading Language Arts 7

TEA#: 03200520  GRADE: 7
DALLAS ISD#: 1000  UNIT: 1
PREREQUISITE: Reading Language Arts 6

This course incorporates the components of balanced literacy by providing instruction and practice in reading a variety of genres, writing a wide variety of compositions, and listening and speaking. Students learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. Through text-dependent reading and evidence-based writing and discussion, students will master grade-level ELAR standards (and ELPS as applicable). Course resources include Holt McDougal Literature, WriteSource, and documents found on Curriculum Central.

Reading Language Arts 7 Pre-AP

TEA#: 03200520  GRADE: 7
DALLAS ISD#: 1005  UNIT: 1
PREREQUISITE: Reading Language Arts 6 Pre-AP

This course prepares students for the rigor expected in AP courses and college and career readiness. This course incorporates the components of balanced literacy by providing instruction and practice in reading a variety of genres, writing a wide variety of compositions, and listening and speaking. Students learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. Through text-dependent reading and evidence-based writing and discussion, students will master grade-level ELAR standards (and ELPS as applicable). Course resources include Holt McDougal Literature, WriteSource, and documents found on Curriculum Central.

Reading Language Arts 7 ESL Beginner (Year 1)

TEA#: 03200400  GRADE: 7
DALLAS ISD#: 1075  UNIT: 1
PREREQUISITE: LPAC recommendation

This course for beginning (Year 1) English language learners incorporates the components of balanced literacy by providing instruction and practice in reading a variety of genres, writing a wide variety of compositions, and listening and speaking. Students learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. Through text-dependent reading and evidence-based writing and discussion, students will work toward mastery of grade-level ELAR standards and the ELPS. Course resources include Milestones and documents found on Curriculum Central. Course content is adapted and scaffolded as appropriate for student language proficiency levels.

Reading Language Arts 7 ESL Intermediate (Year 2)

TEA#: 03200400  GRADE: 7
DALLAS ISD#: 1047  UNIT: 1
PREREQUISITE: LPAC recommendation

This course for intermediate (Year 2) English language learners incorporates the components of balanced literacy by providing instruction and practice in reading a variety of genres, writing a wide variety of compositions, and listening and speaking. Students learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. Through text-dependent reading and evidence-based writing and discussion, students will work towards mastery of grade-level ELAR standards and the ELPS. Course resources include Milestones and documents found on Curriculum Central. Course content is adapted and scaffolded as appropriate for student language proficiency levels.

Reading Language Arts 7 (Sheltered)

TEA#: 03200520  GRADE: 7
DALLAS ISD#: 1170  UNIT: 1
PREREQUISITE: LPAC recommendation

This course for all English language learners who do not qualify for Reading Language Arts ESL incorporates the components of balanced literacy by providing instruction and practice in reading a variety of genres, writing a wide variety of compositions, and listening and speaking. Students learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. Through text-dependent reading and evidence-based writing and discussion, students will master grade-level ELAR standards and the ELPS.

Reading 7

TEA#: 03273440  GRADE: 7
DALLAS ISD#: 1030  UNIT: 1

This course is for students scoring above 2050 on ISIP, or above a 5th grade reading level. It incorporates the components of balanced
literacy in order to build upon the skills of students who are at or near grade-level proficiency. Students will continue their study of the ELAR standards by reading a variety of genres (including fiction and nonfiction), providing written responses to texts, and discussing texts.

**Reading 7 ESL Beginner/Intermediate (Year 1-2)**

```
TEA#: 03273440    GRADE: 7
DALLAS ISD#: 1048    UNIT: 1
PREREQUISITE: LPAC Recommendation
```

This course for beginner and intermediate (Year 1-2) English language learners addresses reading comprehension, fluency, critical thinking skills, vocabulary development, and listening and speaking skills with English as a Second Language support.. Students will continue their study of the ELAR and ELPS standards by reading a variety of genres (including fiction and nonfiction), providing written responses to texts, and discussing texts.

**Reading Mastery 7**

```
TEA#: 03273420    GRADE: 7
DALLAS ISD#: 1015    UNIT: 1
```

This course is for students scoring 2050 or below on ISIP or below a 5th grade reading level. It is designed to move students to grade level proficiency in reading and to support academic speaking, listening, and text comprehension proficiencies. It also provides scaffolded lessons on text-dependent reading that integrate vocabulary, fluency, comprehension, and content with evidence based writing. Course resources include Portals and iStation.

**ELA Applications and Study Skills 7**

```
TEA#: 85000059    GRADE: 7
DALLAS ISD#: 7050    UNIT: 1
```

This course may be used as a second Language Arts class to deepen conceptual development and enhance the knowledge and skills for Reading Language Arts.

**Speech 7**

```
TEA#: 03243620    GRADE: 7
DALLAS ISD#: 1930    UNIT: 1
PREREQUISITE: None
```

This course develops the skills of the five functions of expression: participating in social traditions, informing, persuading, creating and imagining.

**School Newspaper 7**

```
TEA#: 85000068    GRADE: 7
DALLAS ISD#: 7080    UNIT: 1
PREREQUISITE: None
```

Publications English is offered as an academic elective for students who wish to apply their writing skills to journalism. Students write and edit the school newspaper and/or yearbook. Production may involve photography, layout and design, and extensive writing. Principles of desktop publishing may also be included. This class may be taken for a full year only by 7th grade students. 7th and 8th grade students may be scheduled into the same section but may not take the course for more than one year.

**Reading Language Arts 8**

```
TEA#: 03200530    GRADE: 8
DALLAS ISD#: 1100    UNIT: 1
PREREQUISITE: Reading Language Arts 7
```

This course incorporates the components of balanced literacy by providing instruction and practice in reading a variety of genres, writing a wide variety of compositions, and listening and speaking. Students learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. Through text-dependent reading and evidence-based writing and discussion, students will master grade-level ELAR standards (and ELPS as applicable). Course resources include Holt McDougal Literature, WriteSource, and documents found on Curriculum Central.

**Reading Language Arts 8 Pre-AP**

```
TEA#: 03200530    GRADE: 8
DALLAS ISD#: 1102    UNIT: 1
PREREQUISITE: Reading Language Arts Pre-AP 7
```

This course prepares students for the rigor expected in AP courses and college and career readiness. This course incorporates the
components of balanced literacy by providing instruction and practice in reading a variety of genres, writing a wide variety of compositions, and listening and speaking. Students learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. Through text-dependent reading and evidence-based writing and discussion, students will master grade-level ELAR standards (and ELPS as applicable). Course resources include Holt McDougal Literature, WriteSource, and documents found on Curriculum Central.

**Reading Language Arts 8 ESL Beginner (Year 1)**

<table>
<thead>
<tr>
<th>TEA#</th>
<th>GRADE: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>03200500</td>
<td></td>
</tr>
<tr>
<td>Dallas ISD#: 1076</td>
<td>UNIT: 1</td>
</tr>
</tbody>
</table>

**PREREQUISITE: LPAC Recommendation**

This course for beginner (Year 1) English language learners incorporates the components of balanced literacy by providing instruction and practice in reading a variety of genres, writing a wide variety of compositions, and listening and speaking with English as a Second Language support. Students learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. Through text-dependent reading and evidence-based writing and discussion, students will work toward mastery of grade-level ELAR standards and the ELPS. Course resources include Milestones and documents found on Curriculum Central. Course content is adapted and scaffolded as appropriate for student language proficiency levels.

**Reading Language Arts 8 ESL Intermediate (Year 2)**

<table>
<thead>
<tr>
<th>TEA#</th>
<th>GRADE: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>03200500</td>
<td></td>
</tr>
<tr>
<td>Dallas ISD#: 1049</td>
<td>UNIT: 1</td>
</tr>
</tbody>
</table>

**PREREQUISITE: Language Arts ESL 7**

This course for intermediate (Year 2) English language learners incorporates the components of balanced literacy by providing instruction and practice in reading a variety of genres, writing a wide variety of compositions, and listening and speaking with English as a Second Language support. Students learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. Through text-dependent reading and evidence-based writing and discussion, students will work toward mastery of grade-level ELAR standards and the ELPS. Course resources include Milestones and documents found on Curriculum Central. Course content is adapted and scaffolded as appropriate for student language proficiency levels.

**Reading Language Arts 8 (Sheltered)**

<table>
<thead>
<tr>
<th>TEA#</th>
<th>GRADE: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>03200530</td>
<td></td>
</tr>
<tr>
<td>DALLAS ISD#: 1180</td>
<td>UNIT: 1</td>
</tr>
</tbody>
</table>

**PREREQUISITE: LPAC recommendation**

This course for Year 4 and above English language learners incorporates the components of balanced literacy by providing instruction and practice in reading a variety of genres, writing a wide variety of compositions, and listening and speaking. Students learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. Through text-dependent reading and evidence-based writing and discussion, students will master grade-level ELAR standards and the ELPS.

**Reading 8**

<table>
<thead>
<tr>
<th>TEA#</th>
<th>GRADE: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>03273450</td>
<td></td>
</tr>
<tr>
<td>DALLAS ISD#: 1130</td>
<td>UNIT: 1</td>
</tr>
</tbody>
</table>

This course for students scoring above 2092 on ISIP or above a 6th grade reading level. It incorporates the components of balanced literacy in order to build upon the skills of students who are at or near grade-level proficiency. Students will continue their study of the ELAR standards by reading a variety of genres (including fiction and nonfiction), providing written responses to texts, and discussing texts.

**Reading 8 ESL Beginner/Intermediate (Year 1-2)**

<table>
<thead>
<tr>
<th>TEA#</th>
<th>GRADE: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>03273450</td>
<td></td>
</tr>
<tr>
<td>Dallas ISD#: 1060</td>
<td>UNIT: 1</td>
</tr>
</tbody>
</table>

**PREREQUISITE: LPAC Recommendation**

This course for Newcomer (Year 1) and intermediate (Year 2) English language learners addresses reading comprehension, fluency, critical thinking skills, vocabulary development, and listening and speaking skills with English as a Second Language support. Students will continue their study of the ELAR and ELPS standards by reading a variety of genres (including fiction and nonfiction), providing written responses to texts, and discussing texts.

**Reading Mastery 8**

<table>
<thead>
<tr>
<th>TEA#</th>
<th>GRADE: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>03273430</td>
<td></td>
</tr>
<tr>
<td>DALLAS ISD#: 1115</td>
<td>UNIT: 1</td>
</tr>
</tbody>
</table>

This class is for students scoring 2092 or below on ISIP or below a 6th grade reading level. It is designed to move students to grade level proficiency in reading and to support academic speaking, listening, and text comprehension proficiencies. It also provides scaffolded lessons on text-dependent reading that integrate vocabulary, fluency, comprehension, and content with evidence based writing. Course resources include Portals and iStation.
Literary Genres
TEA#: 03221500    GRADE: 8
DALLAS ISD#: 1107    UNIT: 0.5
PREREQUISITE: Reading Language Arts Pre-AP 7
This course may only be taken by 8th graders who wish to earn a 0.5 elective English credit that counts towards high school graduation. Upon completion of courses 1107 and 1106, students will have earned one full high school credit. In this high school course, students build an extensive vocabulary through wide reading of a variety of genres. Emphasis is on analyzing common themes in a variety of cultures. Students use writing to analyze literature and communicate with other writers. This course, in conjunction with Creative/Imaginative Writing, may be taken in place of Reading Language Arts 8 Pre-AP by students who have passed the 7th grade Reading and Writing STAAR assessments.

Creative/Imaginative Writing
TEA#: 03221200    GRADE: 8
DALLAS ISD#: 1106    UNIT: 0.5
PREREQUISITE: Reading Language Arts Pre-AP 7
This course may only be taken by 8th graders who wish to earn a 0.5 elective English credit that counts towards high school graduation. Upon completion of 1106 and 1107, students will have earned 1 full high school credit. This high school course provides experience in writing in several genres. Students examine important examples of literature in relevant genres as models and as subjects for analysis. This course, in conjunction with Literary Genres, may be taken in place of Reading Language Arts 8 Pre-AP by students who have passed the 7th grade Reading and Writing STAAR assessments.

ELA Applications and Study Skills 8
TEA#: 85000060    GRADE: 8
DALLAS ISD#: 7052    UNIT: 1
PREREQUISITE: STAAR 7th Grade Reading scaled score below Level II Performance. Scaled scores are released by the state and available by January 2015. This course may be used as a second Language Arts class to deepen conceptual development and enhance the knowledge and skills for Reading Language Arts.

Speech 8
TEA#: 03243630    GRADE: 8
DALLAS ISD#: 1935    UNIT: 1
PREREQUISITE: None
This course develops the skills of the five functions of expression: participating in social traditions, informing, persuading, creating and imagining.

School Newspaper 8
TEA#: 85000068    GRADE: 8
DALLAS ISD#: 7080    UNIT: 1
PREREQUISITE: None
Publications English is offered as an academic elective for students who wish to apply their writing skills to journalism. Students write and edit the school newspaper and/or yearbook. Production may involve photography, layout and design, and extensive writing. Principles of desktop publishing may also be included. This course may be taken for a full year only by eighth grade students. Seventh and eighth grade students may be scheduled into the same section but may not take the course for more than one year.

Professional Communications
TEA#: 13009900    GRADE: 7-8
DALLAS ISD#: 7146    UNIT: 1
PREREQUISITE: NONE
Must be taken in 8th grade for high school credit. Communications careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. In this course students develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

Professional Communications
TEA#: 13009900    GRADE: 7-8
DALLAS ISD#: 7464    UNIT: 0.5
PREREQUISITE: NONE
Must be taken in 8th grade for high school credit. Communications careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. In this course students develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.
Modified Instruction for Students Being served by Special Education -

Middle School Course Descriptions for Reading Language Arts

Reading Language Arts 6 Basic
TEA#: 03200510   GRADE: 6
DALLAS ISD#: 9960   UNIT: 1
PREREQUISITE: ARD Recommendation
These classes provide instruction and practice in reading a variety of genres, writing a wide variety of compositions, listening and speaking at higher levels each year. Students complete research projects that require them to understand and evaluate a variety of textual and visual materials. They learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. This course will be instructed in the general education environment and will have extensive content modifications which will be determined by the student's Individualized Education Program (IEP).

Reading Language Arts 7 Basic
TEA#: 03200520   GRADE: 7
DALLAS ISD#: 9705   UNIT: 1
PREREQUISITE: ARD Recommendation
These classes provide instruction and practice in reading a variety of genres, writing a wide variety of compositions, listening and speaking at higher levels each year. Students complete research projects that require them to understand and evaluate a variety of textual and visual materials. They learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. This course will be instructed in the general education environment and will have extensive content modifications which will be determined by the student's Individualized Education Program (IEP).

Reading Language Arts 8 Basic
TEA#: 03200530   GRADE: 8
DALLAS ISD#: 9735   UNIT: 1
PREREQUISITE: ARD Recommendation
These classes provide instruction and practice in reading a variety of genres, writing a wide variety of compositions, listening and speaking at higher levels each year. Students complete research projects that require them to understand and evaluate a variety of textual and visual materials. They learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. This course will be instructed in the general education environment and will have extensive content modifications which will be determined by the student's Individualized Education Program (IEP).

Functional Reading Language Arts 6
TEA#: 03200510   GRADE: 6
DALLAS ISD#: 9962   UNIT: 1
PREREQUISITE: ARD Recommendation
Functional Academics RLA 6 will provide support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student's Individualized Education Program (IEP).

Functional Reading Language Arts 7
TEA#: 03200520   GRADE: 7
DALLAS ISD#: 9161   UNIT: 1
PREREQUISITE: ARD Recommendation
Functional Academics RLA 7 will provide support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student's Individualized Education Program (IEP).

Functional Reading Language Arts 8
TEA#: 03200530   GRADE: 8
DALLAS ISD#: 9162   UNIT: 1
PREREQUISITE: ARD Recommendation
Functional Academics RLA 8 will provide support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student's Individualized Education Program (IEP).
communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Reading 6 Basic

TEA#: 03273410  GRADES: 6
DALLAS ISD#: 9963  UNIT: 1
PREREQUISITE: ARD Recommendation

These classes provide instruction and practice in reading a variety of genres, writing a wide variety of compositions, listening and speaking at higher levels each year. Students complete research projects that require them to understand and evaluate a variety of textual and visual materials. They learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. This course will be instructed in the general education environment and will have extensive content modifications which will be determined by the student’s Individualized Education Program (IEP).

Reading 7 Basic

TEA#: 03273420  GRADES: 7
DALLAS ISD#: 9711  UNIT: 1
PREREQUISITE: ARD Recommendation

These classes provide instruction and practice in reading a variety of genres, writing a wide variety of compositions, listening and speaking at higher levels each year. Students complete research projects that require them to understand and evaluate a variety of textual and visual materials. They learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. This course will be instructed in the general education environment and will have extensive content modifications which will be determined by the student’s Individualized Education Program (IEP).

Reading 8 Basic

TEA#: 03273430  GRADES: 8
DALLAS ISD#: 9739  UNIT: 1
PREREQUISITE: ARD Recommendation

These classes provide instruction and practice in reading a variety of genres, writing a wide variety of compositions, listening and speaking at higher levels each year. Students complete research projects that require them to understand and evaluate a variety of textual and visual materials. They learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. This course will be instructed in the general education environment and will have extensive content modifications which will be determined by the student’s Individualized Education Program (IEP).

Functional Communication Skill 6

TEA#: 03273410  GRADE: 6
DALLAS ISD#: 9965  UNIT: 1
PREREQUISITE: ARD Recommendation

Functional Communication Skill 6 will provide support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will access, participate, and integrate-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Functional Communication Skill 7

TEA#: 03273420  GRADE: 7
DALLAS ISD#: 9101  UNIT: 1
PREREQUISITE: ARD Recommendation

Functional Communication Skill 7 will provide support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will access, participate, and integrate-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Functional Communication Skill 8

TEA#: 03273430  GRADE: 8
DALLAS ISD#: 9102  UNIT: 1
PREREQUISITE: ARD Recommendation

Navigate to the General Overview  Navigate to the Table of Contents
Functional Communication Skill 8 will provide support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will access, participate, and integrate-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student's Individualized Education Program (IEP).
Mathematics – Middle School Course Descriptions

Mathematics 6
TEA#: 02820000
DALLAS ISD#: 9905
GRADE: 6
CREDIT: 1
PREREQUISITE: Math 5
This course addresses all grade 6 mathematics TEKS SEs through the primary focal points of number and operations; proportionality; expressions, equations, and relationships; and measurement and data.

Mathematics 6 (Sheltered)
TEA#: 02820000
DALLAS ISD#: 9913
GRADE: 6
CREDIT: 1
PREREQUISITE: Math 5 (LEP Students only)
This course addresses all grade 6 mathematics TEKS SEs through the primary focal points of number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Sheltered courses provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum (course # 9905).

Mathematics 6 Pre-AP
TEA#: 02820000
DALLAS ISD#: 9890
GRADE: 6
CREDIT: 1
PREREQUISITE: Math 5
This course is designed for middle school students who demonstrate excellence in mathematics achievement. It addresses grade 6 and 1st half of grade 7 TEKS SEs and includes focal points of number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students in this course will take the grade 6 mathematics STAAR test. It is expected that students, who enroll in and successfully complete this course, will enroll in Math 7 Pre-AP during their 7th grade school year and Algebra I Pre-AP during their 8th grade school year.

Mathematics 6 Dual Language (Select campuses)
TEA#: 02820000
DALLAS ISD#: 9889
GRADE: 6
CREDIT: 1
PREREQUISITE: LPAC Recommendation
This course is only offered at middle schools with a secondary dual language program (Rosemont, Long, Walker, and Sanger). This course instructed in Spanish, addresses all grade 6 mathematics TEKS SEs through the primary focal points of number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students are provided with language transfer strategies such as specialized vocabulary enrichment from Spanish to English. This course will replace any other Mathematics 6 course.

Mathematics 6 Pre-AP Dual Language (Select campuses)
TEA#: 02820000
DALLAS ISD#: 9888
GRADE: 6
CREDIT: 1
PREREQUISITE: LPAC Recommendation
This course is only offered at middle schools with a secondary dual language program (Rosemont, Long, Walker, and Sanger). This course instructed in Spanish, addresses grade 6 and 1st half of grade 7 TEKS SEs and includes focal points of number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students are provided with language transfer strategies such as specialized vocabulary enrichment from Spanish to English. Students in this course will take the grade 6 mathematics STAAR test. It is expected that students, who enroll in and successfully complete this course, will enroll in Math 7 Pre-AP during their 7th grade school year and Algebra I Pre-AP during their 8th grade school year.

Mathematics Applications and Study Skills 6
TEA#: 82100001
DALLAS ISD#: 9925
GRADE: 6
CREDIT: 1 (Local)
PREREQUISITE: Concurrent enrollment with Math 6 or Math 6 Sheltered
This course may be used as a second mathematics course (local credit only) to deepen conceptual development and provide students who need instructional intervention with additional learning opportunities focused on the grade 6 mathematics TEKS SEs. It is the responsibility of the teacher to design an individualized curriculum and select appropriate materials for students based on student data and need. This course is for local credit only and is NOT intended for use to prepare for decathlon,
This course addresses all grade 7 mathematics TEKS SEs through the primary focal points of number and operations; proportionality; expressions, equations, and relationships; and measurement and data.

Mathematics 8

This course addresses all grade 8 mathematics TEKS SEs through the primary focal points of proportionality; expressions, equations, and relationships; and measurement and data.

Mathematics 8 (Sheltered)

This course addresses all grade 8 mathematics TEKS SEs through the primary focal points of proportionality; expressions, equations, and relationships; and measurement and data. Sheltered courses provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum (course # 2505).

Mathematics Applications and Study Skills 8

This course may be used as a second mathematics course (local credit only) to deepen conceptual development and provide students who need instructional intervention with additional learning opportunities focused on the grade 7 mathematics TEKS SEs. It is the responsibility of the teacher to design an individualized curriculum and select appropriate materials for students based on student data and need. This course is for local credit only and is not intended for use to prepare for decathlon, academic, or mathematics competitions.
This course may be used as a second mathematics course (local credit only) to deepen conceptual development, and provide students who need instructional intervention with additional learning opportunities focused on the grade 8 mathematics TEKS SEs. It is the responsibility of the teacher to design an individualized curriculum and select appropriate materials for students based on student data and need. This course is for local credit only and is not intended for use to prepare for decathlon, academic, or mathematics competitions.

**Algebra 1 Pre-AP**
TEA#: 03100500 GRADE: 8
DALLAS ISD#: 2555 CREDIT: 1
PREREQUISITE: Math 7 Pre-AP
This course addresses all Algebra I TEKS SEs and provides the foundation for advanced mathematics courses in high school. The course focuses on algebraic thinking and symbolic reasoning; function concepts; the relationship between equations and functions; multiple representations, tools, and technology to model mathematical situations to solve meaningful problems; and the underlying mathematical processes of algebra. Students in this course will take the STAAR Algebra I EOC. It is expected that students who enroll in this course are on an accelerated path and will enroll in Geometry or Geometry Pre-AP during their 9th grade school year.
Modified Instruction for Students Being Served by Special Education

Middle School Course Descriptions for Mathematics

Mathematics 6 Basic
TEA#: 02820000 GRADE: 6
DALLAS ISD#: 9966 CREDIT: 1
PREREQUISITE: ARD Recommendation
This course addresses all grade 6 TEKS and focuses on using ratios to describe proportional relationships involving number, geometry, measurement, and probability and adding and subtracting decimals and fractions. This course will be instructed in the general education environment and will have extensive content modifications which will be determined by the student’s Individualized Education Program (IEP).

Mathematics 7 Basic
TEA#: 03103000 GRADE: 7
DALLAS ISD#: 9708 CREDIT: 1
PREREQUISITE: ARD Recommendation
This course addresses all grade 7 TEKS focusing on using proportional relationships in number, geometry, measurement and probability; applying operations of decimals, fractions, and integers; and using statistical measures to describe data. This course will be instructed in the general education environment and will have extensive content modifications which will be determined by the student’s Individualized Education Program (IEP).

Mathematics 8 Basic
TEA#: 03103100 GRADE: 8
DALLAS ISD#: 9744 CREDIT: 1
PREREQUISITE: ARD Recommendation
This course addresses all grade 8 TEKS focusing on using the basic principles of algebra to analyze and represent proportional and non-proportional relationships and using probability to describe data and make predictions. This course will be instructed in the general education environment and will have extensive content modifications which will be determined by the student’s Individualized Education Program (IEP).

Functional Academic Math 6
TEA#: 02820000 GRADE: 6
DALLAS ISD#: 9968 CREDIT: 1
PREREQUISITE: ARD Recommendation
Functional Academics Math 6 will provide support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Functional Academic Math 7
TEA#: 03103000 GRADE: 7
DALLAS ISD#: 9163 CREDIT: 1
PREREQUISITE: ARD Recommendation
Functional Academic Math 7 will provide support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Functional Academic Math 8
TEA#: 03103000 GRADE: 8
DALLAS ISD#: 9164 CREDIT: 1
PREREQUISITE: ARD Recommendation
Functional Academics Math 8 will provide support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).
Science – Middle School Course Descriptions

Science 6
TEA#: 02830000  GRADE: 6
DALLAS ISD#: 9906  UNIT: 1
PREREQUISITE: Science 5
This course addresses all grade 6 science TEKS SEs. In grade 6, the study of science includes at least 40% of instructional time for conducting laboratory and field investigations. The grade 6 science course is interdisciplinary with a content focus on matter and energy; force, motion, and energy; Earth and space; organisms and environments. Scientific investigation and reasoning skills (process standards) including safe practices as outlined in the Texas Safety Standards are integrated into the content.

Science 6 (Sheltered)
TEA#: 02830000  GRADE: 6
DALLAS ISD#: 9910  UNIT: 1
PREREQUISITE: Science 5 (LEP students only)
This course addresses all grade 6 science TEKS SEs. In grade 6, the study of science includes at least 40% of instructional time for conducting laboratory and field investigations. The grade 6 science course is interdisciplinary with a content focus on matter and energy; force, motion, and energy; Earth and space; organisms and environments. Scientific investigation and reasoning skills (process standards) including safe practices as outlined in the Texas Safety Standards are integrated into the content. Sheltered courses provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum (course # 9906).

Science 6 Pre-AP
TEA#: 02830000  GRADE: 6
DALLAS ISD#: 9895  UNIT: 1
PREREQUISITE: Science 5
This course is designed for middle school students who demonstrate excellence in science achievement. It addresses the grade 6 and some of the grade 7 science TEKS SEs. In grade 6, the study of science includes at least 40% of instructional time for conducting laboratory and field investigations. The grade 6 Pre-AP science course is interdisciplinary with a content focus on matter and energy; force, motion, and energy; Earth and space; organisms and environments. Scientific investigation and reasoning skills (process standards) including safe practices as outlined in the Texas Safety Standards are integrated into the content. Students enrolled in this course will take the grade 6 Science Pre-AP ACP test. It is expected that students who enroll in, and successfully complete this course, will enroll in Science 7 Pre-AP during their grade 7 school year and Astronomy and Physics for high school credit during their grade 8 school year.

Science Application and Study Skills 6
TEA#: 80800004  GRADE: 6
DALLAS ISD#: 9937  UNIT: 1 (Local)
PREREQUISITE: Concurrent with Science 6 or Science 6 Sheltered
This course may be used as a second science course (local credit only) to deepen conceptual understanding and provides students who need instructional intervention with additional learning opportunities focused on the grade 6 science TEKS SEs. It is the responsibility of the teacher to design an individualized curriculum and select appropriate materials for students based on student data and need. This course is for local credit only and is not intended for use to prepare for decathlon, academic, or mathematics competitions.

Science 7
TEA#: 03060700  GRADE: 7
DALLAS ISD#: 3010  UNIT: 1
PREREQUISITE: Science 6 or Science 6 Sheltered
This course addresses all grade 7 science TEKS SEs. In grade 7, the study of science includes at least 40% of instructional time for conducting laboratory and field investigations. The grade 7 science course is interdisciplinary with an emphasis on organisms and the environment and as well as content over matter and energy; force, motion, and energy; and Earth and space. Scientific investigation and reasoning skills (process standards) including safe practices as outlined in the Texas Safety Standards are integrated into the content, as well as the appropriate use and conservation of resources.

Science 7 (Sheltered)
TEA#: 03060700  GRADE: 7
DALLAS ISD#: 3012  UNIT: 1
PREREQUISITE: Science 6 (LEP students only)
This course addresses all grade 7 science TEKS SEs. In grade 7, the study of science includes at least 40% of instructional time for conducting laboratory and field investigations. The grade 7 science course is interdisciplinary with an emphasis on organisms and the environment and as well as content over matter and energy; force, motion, and energy; and Earth and space. Scientific investigation and reasoning skills (process standards) including safe practices as outlined in the Texas Safety Standards are integrated into the content, as well as the appropriate use and conservation of resources. Sheltered courses provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum (course # 3010).

Science 7 Pre-AP

TEA#: 03060700  GRADE: 7
DALLAS ISD#: 3008  UNIT: 1
PREREQUISITE: Science 6 Pre-AP Or Science 6
This course is designed for middle school students who demonstrate excellence in science achievement. It addresses remaining grade 7 TEKS SEs that were not covered in Science 6 Pre-AP and all of the grade 8 Science TEKS SEs. The grade 7 Pre-AP science course is interdisciplinary with content focusing on matter and energy; force, motion, and energy; Earth and space; and organisms and the environment. Scientific investigation and reasoning skills (process standards) including safe practices as outlined in the Texas Safety Standards are integrated into the content, as well as the appropriate use and conservation of resources. Students in this course will take the Science 7 Pre-AP ACP test as well as the STAAR Science Grade 8 test. It is expected that students who enroll in, and successfully complete this course, will enroll in Astronomy or Physics for high school credit during their grade 8 school year starting in 2015-2016.

Science Application and Study Skills 7

TEA#: 85000197  GRADE: 7
DALLAS ISD#: 9897  UNIT: 1 (Local)
PREREQUISITE: Concurrent with Science 7 or Science 7 Sheltered
This course may be used as a second science course (local credit only) to deepen conceptual understanding and provides students who need instructional intervention with additional learning opportunities focused on the grade 7 science TEKS SEs. It is the responsibility of the teacher to design an individualized curriculum and select appropriate materials for students based on student data and need. This course is for local credit only and is not intended for use to prepare for decathlon, academic, or mathematics competitions.

Science 8

TEA#: 03060800  GRADE: 8
DALLAS ISD#: 3014  UNIT: 1
PREREQUISITE: Science 7 or Science 7 Sheltered
This course addresses all grade 8 science TEKS and SEs. In grade 8, the study of science includes at least 40% of instructional time for conducting laboratory and field investigations. The grade 8 science course is interdisciplinary with content focusing on matter and energy; force, motion, and energy; Earth and space; and organisms and environments. Scientific investigation and reasoning skills (process standards) including safe practices as outlined in the Texas Safety Standards are integrated into the content, as well as the appropriate use and conservation of resources.

Science 8 (Sheltered)

TEA#: 03060800  GRADE: 8
DALLAS ISD#: 3016  UNIT: 1
PREREQUISITE: SCIENCE 7 (LEP students only)
This course addresses all grade 8 science TEKS SEs. In grade 8, the study of science includes at least 40% of instructional time for conducting laboratory and field investigations. In grade 8, the study of science includes at least 40% of instructional time for conducting laboratory and field investigations. The grade 8 science course is interdisciplinary with content focusing on matter and energy; force, motion, and energy; Earth and space; and organisms and environments. Scientific investigation and reasoning skills (process standards) including safe practices as outlined in the Texas Safety Standards are integrated into the content, as well as the appropriate use and conservation of resources. Sheltered courses provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum (course # 3014).

Science 8 Dual Language (Select campuses)

TEA#: 03060800  GRADE: 8
This course is only offered at middle schools with a secondary dual language program (Rosemont, Long, Walker, and Sanger). This course is instructed in Spanish, addresses all grade 8 science TEKS and SEs. In grade 8, the study of science includes at least 40% of instructional time for conducting laboratory and field investigations. The grade 8 science course is interdisciplinary with content focusing on matter and energy; force, motion, and energy; Earth and space; and organisms and environments. Scientific investigation and reasoning skills (process standards) including safe practices as outlined in the Texas Safety Standards are integrated into the content, as well as the appropriate use and conservation of resources. Students receive language transfer strategies and specialized vocabulary enrichment from Spanish to English. This course replaces any other Science 8 course.

Science Application and Study Skills Grade 8
TEA#: 85000198 GRADE: 8
DALLAS ISD# 9898 UNIT: 1 (Local)
PREREQUISITE: Concurrent with Science 8 or Science 8 Sheltered
This course may be used as a second science course (local credit only) to deepen conceptual understanding and provides students with additional learning opportunities and instructional intervention focused on the grade 8 science TEKS SEs. It is the responsibility of the teacher to design an individualized curriculum and select appropriate materials for students based on student data and need. This course is for local credit only and is not intended for use to prepare for decathlon, academic, or mathematics competitions.

Astronomy 8
TEA# 03060100
DALLAS ISD#: 3011 CREDIT: 1 GRADE: 8
REQUIRED PREREQUISITE: NONE
Students should complete ALL middle school science TEKS for Grades 6, 7, and 8 before enrolling in this course.
This course is recommended for students who have completed Grade 7 Pre-AP Science including the Grade 8 Science TEKS, or are concurrently enrolled in Grade 8 Science. This course addresses all of the Astronomy TEKS SEs and may be taken for high school credit in grade 8. This course includes at least 40% of instructional time for conducting laboratory and field investigations. This course includes the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards and the use and conservation of resources are integrated into the content. Available on the following middle school campuses for the 2016-2017 year: Francisco Medrano, Longfellow, GB Dealey, Sam Tasby, ED Walker, DESA, Thomas A. Edison, Benjamin Franklin, Thomas J. Rusk, LV Stockard, William B. Travis, Billy Earl Dade, J.L. Long, Sarah Zumwalt, Irma Rangel, Balch Springs, Hector P Garcia, WH Gaston, Robert T. Hill, WH Atwell, Alex W. Spence, Rosemont, and Seagoville MS

Physics 8
TEA# 03050000
DALLAS ISD#: 3013 CREDIT: 1 GRADE: 8
REQUIRED PREREQUISITE: NONE
SUGGESTED PREREQUISITE: ALGEBRA I IS SUGGESTED AS A PRE-REQUISITE OR CO-REQUISITE
Students should complete ALL middle school science TEKS for Grades 6, 7, and 8 before enrolling in this course.
This course is recommended for students who have completed Grade 7 Pre-AP Science including the Grade 8 Science TEKS. This course addresses all Physics TEKS SEs and may be taken for high school credit in grade 8. This course includes at least 40% of instructional time for conducting laboratory and field investigations. Students study a variety of topics that include: laws of motion, changes within physical systems and conservation of energy and momentum, forces, thermodynamics, characteristics and behavior of waves, and atomic, nuclear, and quantum physics. It provides a conceptual framework, factual knowledge, and analytical and scientific skills. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards and the use and conservation of resources are integrated into the content. Available on the following middle school campuses for the 2016-2017 year: WE Greiner, Longfellow, GB Dealey, Fred Florence, OW Holmes, John B. Hood, DESA, Alex W. Spence, Raul Quintanilla, Barack Obama, Harry Stone, Boude Storey, EB Comstock, and Kennedy-Curry MS
Modified Instruction for Students Being served by Special Education

Middle School Course Descriptions for Science

Fundamentals of Science 6
TEA#: 03060600   GRADE: 6
DALLAS ISD#: 9977   UNIT: 1
PREREQUISITE: ARD Recommendation
This course includes conducting field and laboratory investigations using scientific methods, analyzing data, making informed decisions, and using tools such as microscopes, beakers, test tubes, and spring scales to collect, analyze, and record information. Students also use computers and information technology tools to support scientific investigations. This course will be instructed in the general education environment and will have extensive content modifications which will be determined by the student’s Individualized Education Program (IEP).

Fundamentals of Science 7
TEA#: 03060700   GRADE: 7
DALLAS ISD#: 9620   UNIT: 1
PREREQUISITE: ARD Recommendation
In Grade 7, the study of science includes conducting field and laboratory investigations using scientific methods, critical-thinking, problem-solving, and using tools such as weather instruments and calculators to collect and analyze information to explain a phenomenon. Students also use computers and information technology tools to support scientific investigations. This course is taught in the general education environment and has extensive content modifications determined by the student’s Individualized Education Program (IEP).

Fundamentals of Science 8
TEA#: 03060800   GRADE: 8
DALLAS ISD#: 9621   UNIT: 1
PREREQUISITE: ARD Recommendation
In Grade 8, the study of science includes planning and conducting field and laboratory investigations using scientific methods, analyzing data, critical-thinking, scientific problem-solving and using tools, such as telescopes to collect and analyze information. Students also use computers and information technology tools to support scientific investigations. This course will be instructed in the general education environment and will have extensive content modifications which will be determined by the student’s Individualized Education Program (IEP).

Basic Health & Grooming 6
TEA#: 03060600   GRADE: 6
DALLAS ISD#: 9990   UNIT: 1
PREREQUISITE: ARD Recommendation
Basic Health & Grooming 6 will provide support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Basic Health & Grooming 7
TEA#: 03060700   GRADE: 7
DALLAS ISD#: 9108   UNIT: 1
PREREQUISITE: ARD Recommendation
Basic Health & Grooming 7 will provide support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Basic Health & Grooming 8
TEA#: 03060800   GRADE: 8
DALLAS ISD#: 9128   UNIT: 1

Navigate to the General Overview  Navigate to the Table of Contents

Page 114 of 343
PREREQUISITE: ARD Recommendation
Basic Health & Grooming 8 will provide support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).
Electives - Middle School Course Descriptions

Environmental Studies Grade 6
TEA#: 82700001  GRADE: 6
DALLAS ISD#: 9940  UNIT: 1 (Local)
PREREQUISITE: Concurrent with Science Grade 6; Dallas Environmental Science Academy (DESA) ONLY
This course is designed around a variety of topics, issues, changes, and phenomena related to environmental studies that involve a rigorous curriculum for students at DESA. Students will participate in laboratory and field investigation, field trips, and events that emphasize and expand the science TEKS SEs on environmental topics. This course is for local credit only.

Environmental Studies Grade 7
TEA#: 84800004  GRADE: 7
DALLAS ISD#: 3025  UNIT: 1 (Local)
PREREQUISITE: Concurrent with Science Grade 7; Dallas Environmental Science Academy (DESA) ONLY
This course is designed around a variety of topics, issues, changes, and phenomena related to environmental studies that involve a rigorous curriculum for students at DESA. Students will participate in laboratory and field investigation, field trips, and events that emphasize and expand the science TEKS SEs on environmental topics. This course is for local credit only.

MS Peer Coaching Partner PE
TEA#:85000210  GRADE: 6-8
DALLAS ISD#: 4572  UNIT: 1
PREREQUISITE: None
This course allows students to provide peer tutoring in a physical education class supervised by a general education teacher. Peer coaching students will interact with students with disabilities while encouraging physical activity, increasing knowledge of health and fitness strategies and assisting in the acquisition of individual or team sports. Students receiving the peer coaching will be enrolled in Partner PE. (Hill & Ann Richards Middle Schools Only)
Social Studies – Middle School Course Descriptions

Contemporary World Cultural Studies
TEA#: 02870000       GRADE: 6
DALLAS ISD#: 9007    UNIT: 1
PREREQUISITE: None
This required course emphasizes an integrative approach to the teaching of geography through world cultures. Students are challenged to construct answers to political, economic, geographic and social issues faced by contemporary countries through a case study approach. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies.

Contemporary World Cultural Studies (Pre-AP)
TEA#: 02870000       GRADE: 6
DALLAS ISD#: 9896    UNIT: 1
PREREQUISITE: None
This course emphasizes an integrative approach to the teaching of geography through world cultures. Students are challenged to construct answers to political, economic, geographic and social issues faced by contemporary countries through a case study approach. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Emphasis is placed on evaluative thinking skills, essay writing, and developing analytical skills necessary to interpret historical events.

Contemporary World Cultural Studies Dual Language (Select campuses)
TEA#: 02870000       GRADE: 6
DALLAS ISD#: 9891    UNIT: 1
PREREQUISITE: LPAC recommendation
This course is only offered at middle schools with a secondary dual language program (Rosemont, Long, Walker, and Sanger). This required course, instructed in Spanish, emphasizes an integrative approach to the teaching of geography through world cultures. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students are challenged to construct answers to political, economic, geographic and social issues faced by contemporary countries through a case study approach. Students are provided opportunities to transfer language from Spanish to English using specialized vocabulary enrichment. This course replaces any other Contemporary World Studies Grade 6 course.

Social Studies Application and Study Skills for 6th Grade
TEA#: 80800002       GRADE: 6
DALLAS ISD#: 9916    UNIT: 1
PREREQUISITE: Concurrent with Contemporary World Studies
This course provides local credit only for students who require additional intervention instruction in social studies.

Fundamentals of Law
TEA#: A3360100       GRADE: 6
DALLAS ISD#: 2460    UNIT: 1
PREREQUISITE: None. This is for Atwell.
This course examines the concepts of limited and unlimited governments related to a constitutional and democratic society, of alternative ways of organizing governments, and of studying historical origins of democratic forms of government in other countries and cultures.
**Community Works is one of the curriculum pieces that will be utilized to educate and involve students in service to their community. To use this curriculum the teacher must have professional development conducted by the Texas Bar Association.

Texas Studies
TEA#: 03343000       GRADE: 7
DALLAS ISD#: 2000    UNIT: 1
PREREQUISITE: None
This required course emphasizes an integrative approach to the teaching of history, geography, government, economics, culture, science, and technology. The content, as appropriate for the grade level or course, enables students to understand
the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation

**Texas Studies (Pre-AP)**

TEA#: 03343000  
GRADE: 7  
DALLAS ISD#: 2002  
UNIT: 1  
PREREQUISITE: None  
This required course emphasizes an integrative approach to the teaching of history, geography, government, economics, culture, science, and technology. The focus in each era is on key individuals, events, and issues and their impact. Emphasis is placed on evaluative thinking skills, essay writing, and developing analytical skills necessary to interpret historical events. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation.

**Texas Studies Dual Language (Select Campuses)**

TEA#: 03343000  
GRADE: 7  
DALLAS ISD#: 1999  
UNIT: 1  
PREREQUISITE: LPAC Recommendation  
This required course, instructed in Spanish, emphasizes an integrative approach to the teaching of history, geography, government, economics, culture, science, and technology is offered as part of the secondary dual language program (Rosemont, Long, Walker, and Sanger). The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation. Students are provided opportunities to transfer language from Spanish to English using specialized vocabulary enrichment.

**Texas Studies Dual Language Pre-AP (Select Campuses)**

TEA#: 03343000  
GRADE: 7  
DALLAS ISD#: 9887  
UNIT: 1  
PREREQUISITE: LPAC Recommendation  
This required course, instructed in Spanish, emphasizes an integrative approach to the teaching of history, geography, government, economics, culture, science, and technology is offered as part of the secondary dual language program (Rosemont, Long, Walker, Sanger). The focus in each era is on key individuals, events, and issues and their impact. Emphasis is placed on evaluative thinking skills, essay writing, and developing analytical skills necessary to interpret historical events. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation. Students are provided opportunities to transfer language from Spanish to English using specialized vocabulary enrichment.

**Social Studies Application and Study Skills for 7th Grade**

TEA#: 85000065  
GRADE: 7  
DALLAS ISD#: 7062  
UNIT: 1  
PREREQUISITE: Concurrent with Texas Studies  
This course provides local credit only for students who require additional intervention instruction in social studies at grade 7.

**U.S. Studies 8**

TEA#: 03343100  
GRADE: 8  
DALLAS ISD#: 2050  
UNIT: 1  
PREREQUISITE: NONE  
This required course emphasizes an integrative approach to the teaching of U.S. History (Colonization through Reconstruction), with an emphasis on geography, government, economics, culture, science, and technology. The focus in each era is on key individuals, events, and issues and their impact. Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

**U.S. Studies 8 (Pre –AP)**

TEA#: 03343100  
GRADE: 8  
DALLAS ISD#: 2055  
UNIT: 1  
PREREQUISITE: NONE
This required course emphasizes an integrative approach to the teaching of U.S. History (Colonization through Reconstruction), with an emphasis on geography, government, economics, culture, science, and technology. Emphasis is placed on evaluative thinking skills, essay writing, and developing analytical skills necessary to interpret historical events. Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

U.S. Studies 8 Dual Language (Select campuses)
TEA#: 03343100 GRADE: 8
DALLAS ISD#: 2051 UNIT: 1
PREREQUISITE: LPAC Recommendation
This course is only offered at middle schools with a secondary dual language program (Rosemont, Long, Walker, and Sanger). This required course, instructed in Spanish, emphasizes an integrative approach to the teaching of U.S. History (Colonization through Reconstruction), with an emphasis on geography, government, economics, culture, science, and technology. The focus in each era is on key individuals, events, and issues and their impact. Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution. Students are provided opportunities to transfer language from Spanish to English using specialized vocabulary enrichment. This course replaces any other U.S. Studies 8.

Social Studies Application and Study Skills for 8th Grade
TEA#: 85000065 GRADE: 8
DALLAS ISD#: 7064 UNIT: 1
PREREQUISITE: Concurrent with U.S. Studies
This course provides local credit only for students who require additional intervention instruction in social studies.

Law Related Ed
TEA#: 84400005 GRADE: 8
DALLAS ISD#: 2319 UNIT: 1/2
PREREQUISITE: NONE. Approved for Irma Rangel Young Women’s Leadership School only.
This course examines the historical and philosophical foundations of our country’s ideas about constitutional government, the creation of the Constitution, the organizing of the national government, the development of the Constitution, the meaning of the various rights guaranteed in the Bill of Rights, the expansion of rights during the last two hundred years, and the roles of citizens in American democracy.
Modified Instruction for Students Being served by Special Education -
Middle School Course Descriptions for Social Studies

Contemporary World Cultures Basic 6
TEA#: 02660060  GRADES: 6
DALLAS ISD#: 9995  UNIT: 1
PREREQUISITE: ARD Recommendation
This required course emphasizes an integrative approach to the teaching of geography through world cultures. Students are challenged to construct answers to political, economic, geographic and social issues faced by contemporary countries. This course will be instructed in the general education environment and will have extensive content modifications which will be determined by the student’s Individualized Education Program (IEP).

Social Studies Basic 7
TEA#: 03343000  GRADES: 7
DALLAS ISD#: 9453  UNIT: 1
PREREQUISITE: ARD Recommendation
This required course emphasizes an integrative approach to the teaching of history, geography, government, economics, culture, science, and technology. This course will be instructed in the general education environment and will have extensive content modifications which will be determined by the student’s Individualized Education Program (IEP).

Social Studies Basic 8
TEA#: 03343100  GRADES: 8
DALLAS ISD#: 9456  UNIT: 1
PREREQUISITE: ARD Recommendation
This required course emphasizes an integrative approach to the teaching of U.S. history, (Colonization through Reconstruction), with an emphasis on geography, government, economics, culture, science, and technology. This course will be instructed in the general education environment and will have extensive content modifications which will be determined by the student’s Individualized Education Program (IEP).

Basic Social Skills 6
TEA#: 02660060  GRADE: 6
DALLAS ISD#: 9998  UNIT: 1
PREREQUISITE: ARD Recommendation
Basic Social Skills 6 will provide support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Basic Social Skills 7
TEA#: 03343000  GRADE: 7
DALLAS ISD#: 9106  UNIT: 1
PREREQUISITE: ARD Recommendation
Basic Social Skills 7 will provide support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Basic Social Skills 8
TEA#: 03343100  GRADE: 8
DALLAS ISD#: 9126  UNIT: 1
PREREQUISITE: ARD Recommendation
Basic Social Skills 8 will provide support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).
Leadership Cadet Corps – Middle School Course Descriptions

*Leadership Cadet Corps (LCC 1)

TEA#: 85000184  Grade: 6
Dallas ISD#: 4758  Credit: 1
Prerequisite: NONE
Description of course - This elective course helps students develop strong leadership skills, self-esteem, discipline, and respect for constituted authority.

Leadership Cadet Corps (LCC II)

TEA#: 85000184  Grade: 7
Dallas ISD#: 4750  Credit: 1
Prerequisite: LCC I
Description of course - This course continues to build leadership skills and places students in leadership roles such as platoon sergeants and platoon leaders.

Leadership Cadet Corps (LCC III)

TEA#: 85000185  Grade: 8
Dallas ISD#: 4751  Credit: 1
Prerequisite: LCC II
Description of course – At the LCC III level, students began to focus on company level leadership skills that will prepare them for high school JROTC.

*Note: Leadership Cadet Corps may be used as a Physical Education equivalent.
Physical Education Requirements and Scheduling Information

Students in grades 6-8 are required to take four semesters of Physical Education. Students not participating in Athletics, Dance or Leadership Cadet Corp (LCC) must complete two semesters of Physical Education in grade 6, one semester in grade 7 and one semester in grade 8. Leadership Cadet Corp and Dance following the same minute requirements as Physical Education may substitute for Physical Education for sixth grade students. Competitive Athletics, Dance or Leadership Cadet Corp in grades 7 and 8 may substitute for the unit of Physical Education for not more than one period during the regular school day. **Students shall not enroll in more than one Physical Education or approved substitution period during the regular school day.**

Physical Education 6

| TEA#: 02850000 | GRADE: 6 |
| DALLAS ISD#: 9942 | UNIT: 1 (full year) |

**PREREQUISITE: NONE**

Students learn in greater detail about the functions of the body, physical fitness, body growth, and maintenance. Students will explore several different types of physical activities that will encourage them to be physically active throughout their lifetime.

Physical Education 7-8

| TEA#: 03823000 | GRADE: 7&8 |
| DALLAS ISD#: 4582 | UNIT: .5 |

**PREREQUISITE: NONE**

Students apply similar skills from one sport or movement setting to another. Students learn how to observe another individual’s performance and notice key elements for success. Students are expected to participate in physical activity both in and out of school while maintaining a healthy level of fitness as their bones grow and change.
Physical Education Substitutions

Athletics

These courses allow a student to use approved physical activities to meet the Physical Education requirements for middle school. Students must have approval from athletic coach.

7 Grade Boys Athletics 1
Sem. TEA#: 03823000 GRADE: 7 DALLAS ISD#: 4590 UNIT: .5

7 Grade Boys Athletics 2
Sem. TEA#: 03823000 GRADE: 7 DALLAS ISD#: 4591 UNIT: .5

7 Grade Girls Athletics 1
Sem. TEA#: 03823000 GRADE: 7 DALLAS ISD#: 4592 UNIT: .5

7 Grade Girls Athletics 2
Sem. TEA#: 03823000 GRADE: 7 DALLAS ISD#: 4593 UNIT: .5

8 Grade Boys Athletics 1
Sem. TEA#: 03823000 GRADE: 7 DALLAS ISD#: 4594 UNIT: .5

8th Grade Boys Athletics 2
Sem. TEA#: 03823000 GRADE: 7 DALLAS ISD#: 4595 UNIT: .5

8 Grade Girls Athletics 1
Sem. TEA#: 03823000 GRADE: 7 DALLAS ISD#: 4596 UNIT: .5

8 Grade Girls Athletics 2
Sem. TEA#: 03823000 GRADE: 7 DALLAS ISD#: 4597 UNIT: .5
Modified Instruction for Students Being served by Special Education -
Middle School Course Descriptions for Physical Education

PE Basic 6
TEA#: 02850000        GRADE: 6
DALLAS ISD#: 9939       UNIT: 0.5
PREREQUISITE: ARD Recommendation
This course is taught in a separate environment with specialized support that includes extensive content modifications to instruction, assignments, and assessments to access and demonstrate progress. The content is aligned with grade-level TEKS with modifications determined by the student’s Individualized Education Program (IEP).

PE Basic 7
TEA#: 03823000        GRADE: 7
DALLAS ISD#: 9733       UNIT: 0.5
PREREQUISITE: ARD Recommendation
This course is taught in a separate environment with specialized support that includes extensive content modifications to instruction, assignments, and assessments to access and demonstrate progress. The content is aligned with grade-level TEKS with modifications determined by the student’s Individualized Education Program (IEP).

PE Basic 8
TEA#: 03823000        GRADE: 8
DALLAS ISD#: 9734       UNIT: 0.5
PREREQUISITE: ARD Recommendation
This course is taught in a separate environment with specialized support that includes extensive content modifications to instruction, assignments, and assessments to access and demonstrate progress. The content is aligned with grade-level TEKS with modifications determined by the student’s Individualized Education Program (IEP).

Motor Development 6
TEA#: 02850000        GRADE: 6
DALLAS ISD#: 9954       UNIT: 0.5
PREREQUISITE: ARD Recommendation
This course is taught in a separate environment with specialized support that focuses on developmental content. Students study grade-level TEKS through extensively modified activities determined by the student’s Individualized Education Program (IEP).

Motor Development 7
TEA#: 03823000        GRADE: 7
DALLAS ISD#: 9723       CREDIT: 0.5
PREREQUISITE: ARD Recommendation
This course is taught in a separate environment with specialized support that focuses on developmental content. Students study grade-level TEKS through extensively modified activities determined by the student’s Individualized Education Program (IEP).

Motor Development 8
TEA#: 03823000        GRADE: 8
DALLAS ISD#: 9724       CREDIT: 0.5
PREREQUISITE: ARD Recommendation
This course is taught in a separate environment with specialized support that focuses on developmental content. Students study grade-level TEKS through extensively modified activities determined by the student’s Individualized Education Program (IEP).

Partner PE 6
TEA#: 0285000        GRADE: 6
DALLAS ISD#: 9720      CREDIT: 1
PREREQUISITE: ARD Recommendation
This course is a physical education program for students with disabilities and features supervised peer tutors and individualized

Navigate to the General Overview  Navigate to the Table of Contents
Partner PE 7-8

TEA#: 03823000  GRADE: 7-8
DALLAS ISD#: 9721  CREDIT: 1
PREREQUISITE: ARD Recommendation

This course is a physical education program for students with disabilities and features supervised peer tutors and individualized learning and instruction. It is designed to meet the unique physical education needs of students with disabilities who cannot meet the requirements of regular physical education because of physical, social, emotional, or behavioral limitations. Partner PE is taught by a regular physical education teacher and is established as a regular unit of instruction in the master schedule. Note: Peer tutors are enrolled in Peer Coaching Partner PE. (Hill & Ann Richards Middle Schools only)
Technology Applications – Middle School Course Descriptions

Technology Applications: Students in grades 6-8 are required to take at least one semester of technology applications courses. These courses provide students with 21st century computing knowledge and skills. It is strongly recommended that Level I and II English language learners (ELLs) students be enrolled in Technology Applications (2532) during the 2nd semester of their 8th grade year.

Technology Applications
TEA#: 03580100  GRADES: 6-8
DALLAS ISD#: 2530  UNIT: 0.5
PREREQUISITE: NONE
Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies; students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyzes, and evaluates 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 a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.

TEA#: 03580100  GRADES: 6-8
DALLAS ISD#: 2532  UNIT: 0.5
PREREQUISITE: LPAC Recommendation
Sheltered classes provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum.

Technology Applications Dual Language (select campuses)
TEA#: 03580100  GRADES: 8
DALLAS ISD#: 2529  UNIT: 0.5
PREREQUISITE: LPAC Recommendation
This course is instructed in Spanish as part of the secondary dual language program (Rosemont, Long, Walker, and Sanger). Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies; students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyzes, and evaluates 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 a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results. Students are provided opportunities to transfer language from Spanish to English using specialized vocabulary enrichment.

Introduction to Robotics
TEA#: 82970001  GRADES: 6-8
DALLAS ISD#: 4877  UNIT: 0.5
PREREQUISITE: Technology Applications (recommended)
Students will learn the basics of mechanics, programming and engineering, while they work in teams to design and build robots in a fun and challenging environment. Careers in robotics, programming, and engineering will be discussed.

Introduction to Robotics Dual Language (select campuses)
TEA#: 82970001  GRADES: 8
DALLAS ISD#: 4881  UNIT: 0.5
PREREQUISITE: LPAC Recommendation
This course is instructed in Spanish as part of the secondary dual language program (Rosemont, Long, Walker, and Sanger). Students will learn the basics of mechanics, programming and engineering, while they work in teams to design and build robots in a fun and challenging environment. Careers in robotics, programming, and engineering will be discussed. Students are provided opportunities to transfer language from Spanish to English using specialized vocabulary enrichment.

Introduction to Programming
TEA#: 82970002  GRADES: 6-8
DALLAS ISD#: 4879  UNIT: 0.5
PREREQUISITE: Technology Applications (recommended)
Students will learn programming and problem solving strategies to create animations and games in a variety of graphical environments. This course will prepare students for computer science courses in high school. Careers in computing will be discussed.

Computer Science Fundamentals
TEA#: 03580140  GRADE: 8
DALLAS ISD#: 4005  CREDIT: 0.5 or 1
PREREQUISITE: Technology Applications
Students use programming languages such as Alice, Scratch, and Python to create, interactive stories, games and animations. Students
foster their creativity and innovation through opportunities to design, implement, and present solutions to real world problems. Students develop problem solving and reasoning skills that are the foundation of computer science. This course is intended to be offered to eighth graders for high school credit.
Modified Instruction for Students Being served by Special Education -
Middle School Course Descriptions for Technology Applications

Technology Applications Basic
TEA#: 03580100    GRADES: 6-8
DALLAS ISD#: 9536    UNIT: 0.5
PREREQUISITE: ARD Recommendation
This course is taught in the general education environment and has extensive content modifications as determined by the student’s Individualized Education Program (IEP).
Gifted and Talented – Middle School Course Descriptions

G/T Interdisciplinary Seminar 6
TEA#: 82900001  GRADE: 6
DALLAS ISD#: 9984  UNIT: 1
PREREQUISITE: G/T Screening
This course meets the needs of identified gifted and talented students. Interdisciplinary in nature, the course enhances the four foundation (core) curriculum subjects by adding depth, and complexity.

G/T Interdisciplinary Seminar 7
TEA#: 85000154  GRADE: 7
DALLAS ISD#: 7630  UNIT: 1
PREREQUISITE: G/T Screening
This course meets the needs of identified gifted and talented students. Interdisciplinary in nature, this course enhances the four foundation (core) curriculum subjects by adding depth, and complexity.

G/T Interdisciplinary Seminar 8
TEA#: 85000155  GRADE: 8
DALLAS ISD#: 7631  UNIT: 1
PREREQUISITE: G/T Screening
This course meets the needs of identified gifted and talented students. Interdisciplinary in nature, this course enhances the four foundation (core) curriculum subjects by adding depth, and complexity.
Health Education – Middle School Course Descriptions

Health Education 6
TEA#: 02860000            GRADES: 6
DALLAS ISD#: 9941         UNIT: .5
PREREQUISITE: NONE
This course presents the coverage of the Texas Essential Knowledge and Skills for Health including, consumer health, disease, environmental health and safety, human growth and development, health and fitness for daily living, nutrition, use and abuse of tobacco, alcohol, drugs, and the human life cycle. Standards for Baylor Scott & White Wellness and Sexual Health program specific to Grade 6 will be presented.

Health Education 7
TEA#: 03813000            GRADES: 7
DALLAS ISD#: 3442         UNIT: .5
PREREQUISITE: NONE
This course presents the grade-level appropriate coverage of the Texas Essential Knowledge and Skills for Health including, consumer health, disease, environmental health and safety, human growth and development, health and fitness for daily living, nutrition, use and abuse of tobacco, alcohol, drugs, and the human life cycle. Standards for Baylor Scott & White Wellness and Sexual Health program specific to Grade 7 will be presented.

Health Education 8
TEA#: 03813000            GRADES: 8
DALLAS ISD#: 3440         UNIT: .5
PREREQUISITE: NONE
This course presents grade-level appropriate coverage of the Texas Essential Knowledge and Skills for Health including, consumer health, disease, environmental health and safety, growth and development, health and fitness for daily living, nutrition, use and abuse of tobacco, alcohol, and drugs, and the human life cycle. Standards for Baylor Scott & White Wellness and Sexual Health program specific to Grade 8 will be presented.
Modified Instruction for Students Being served by Special Education -
Middle School Course Descriptions for Health Education

Health Education Basic 6
TEA#: 02860000  GRADES: 6
DALLAS ISD#: 9983  UNIT: 0.5
PREREQUISITE: ARD Recommendation
This course presents the coverage of the Texas Essential Knowledge and Skills for Health including, consumer health, disease, environmental health and safety, growth and development, health and fitness for daily living, nutrition, use and abuse of tobacco, alcohol, drugs, and the human life cycle. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Health Education Basic 7
TEA#: 03813000  GRADES: 7
DALLAS ISD#: 9748  UNIT: 0.5
PREREQUISITE: ARD Recommendation
This course presents extensive coverage of the Texas Essential Knowledge and Skills for Health including, consumer health; disease; environmental health and safety; growth and development; health and fitness for daily living; nutrition; use and abuse of tobacco, alcohol, and drugs; and the human life cycle. This course will be instructed in separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Health Education Basic 8
TEA#: 03813000  GRADES: 8
DALLAS ISD#: 9749  UNIT: 0.5
PREREQUISITE: ARD Recommendation
This course presents extensive coverage of the Texas Essential Knowledge and Skills for Health including, consumer health, disease, environmental health and safety, growth and development, health and fitness for daily living, nutrition, use and abuse of tobacco, alcohol, and drugs, and the human life cycle. This course will be instructed in separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Personal Social Skills 6
TEA#: 02860000  GRADE: 6
DALLAS ISD#: 9955  UNIT: 1
PREREQUISITE: ARD Recommendation
Personal Social Skills 6 will be instructed in separate environment providing specialized support. This support will include extensive content modifications to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level TEKS. The content will be aligned with grade-level TEKS integrating pre-requisite skills and will focus on vocational content determined by the student’s Individualized Education Program (IEP).

Personal Social Skills 7
TEA#: 03813000  GRADE: 7
DALLAS ISD#: 9725  UNIT: 1
PREREQUISITE: ARD Recommendation
Personal Social Skills 7 will be instructed in separate environment providing specialized support. This support will include extensive content modifications to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level TEKS. The content will be aligned with grade-level TEKS integrating pre-requisite skills and will focus on vocational content determined by the student’s Individualized Education Program (IEP).

Personal Social Skills 8
TEA#: 03813000  GRADE: 8
DALLAS ISD#: 9726  UNIT: 1
PREREQUISITE: ARD Recommendation
Personal Social Skills 8 will be instructed in separate environment providing specialized support. This support will include extensive content modifications to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level TEKS. The content will be aligned with grade-level TEKS integrating pre-requisite skills and will focus on vocational content determined by the student’s Individualized Education Program (IEP).
by the student’s Individualized Education Program (IEP).
Performing Arts Middle School Course Descriptions
Band, Orchestra, Choral, General Music, Theatre & Dance

MS Varsity Band
Dallas ISD#: 8797 - 0 (TEA#: 03154130)
Dallas ISD#: 8520 - 1 (TEA#: 03154230)
Dallas ISD#: 8569 - 2 (TEA#: 03154330)
Grade: 6-8
PREREQUISITE: Director's approval required
Students who have mastered basic techniques of individual and group performance are introduced to a variety of formal and informal concert settings. Students are expected to practice daily outside of class and rehearse and perform regularly before and after school. Level 0 exists specifically for sixth grade students who have already received formal beginner instruction at the elementary level and are placed in MS Varsity Band by the Band Director (via audition).

MS Non-Varsity Band
Dallas ISD#: 8521 - 0 (TEA#: 03154130)
Dallas ISD#: 8570 - 1 (TEA#: 03154230)
Dallas ISD#: 8571 - 2 (TEA#: 03154330)
Grade: 6-8
PREREQUISITE: Director's approval required
Students who already play a band instrument are introduced to the fundamentals of ensemble performance. Students may be required to attend rehearsals and performances before and after school. Level 0 exists specifically for sixth grade students who have already received formal beginner instruction at the elementary level and are placed in MS Non-Varsity Band by the Band Director (via audition).

MS Woodwind Class
Dallas ISD#: 8522 (TEA#: 03154130)
Grade: 6-8
PREREQUISITE: Director's approval required
Students are introduced to the fundamentals of music performance on flute, clarinet, saxophone, oboe, and bassoon.

MS Brass Class
Dallas ISD#: 8523 (TEA#: 03154130)
Grade: 6-8
PREREQUISITE: Director's approval required
Students are introduced to the fundamentals of music performance on trumpet, French horn, trombone, euphonium, or tuba.

MS Percussion Class
Dallas ISD#: 8524 (TEA#: 03154130)
Grade 6-8
PREREQUISITE: Director's approval required
Students are introduced to the fundamentals of music performance on percussion instruments including snare drum, keyboard, timpani, and accessory instruments.

MS Beginning Flute
Dallas ISD#: 8894 (TEA#: 03154130)
Grade: 6-8
PREREQUISITE: Director's approval required
Students are introduced to the fundamentals of music performance specific to flute, oboe, and bassoon.

MS Beginning Clarinet
Dallas ISD#: 8883 (TEA#: 03154130)
Grade: 6-8
PREREQUISITE: Director's approval required
Students are introduced to the fundamentals of music performance specific to clarinet.

MS Beginning Saxophone
Dallas ISD#: 8893 (TEA#: 03154130)
Grade: 6-8
PREREQUISITE: Director's approval required
Students are introduced to the fundamentals of music performance specific to saxophone.
MS Beginning Trumpet
Dallas ISD#: 8881 (TEA#: 03154130)
Grade: 6-8
PREREQUISITE: Director's approval required
Students are introduced to the fundamentals of music performance specific to trumpet.

MS Beginning French Horn
Dallas ISD#: 8897 (TEA#: 03154130)
Grade: 6-8
PREREQUISITE: Director's approval required
Students are introduced to the fundamentals of music performance specific to French horn.

MS Beginning Trombone
Dallas ISD#: 8889 (TEA#: 03154130)
Grade: 6-8
PREREQUISITE: Director's approval required
Students are introduced to the fundamentals of music performance specific to trombone.

MS Beginning Euph/Tuba
Dallas ISD#: 8888 (TEA#: 03154130)
Grade: 6-8
PREREQUISITE: Director's approval required
Students are introduced to the fundamentals of music performance specific to euphonium and tuba.

MS Jazz Ensemble
Dallas ISD#: 8525 - 1 (TEA#: 03154235)
Dallas ISD#: 8572 - 2 (TEA#: 03154335)
Grade: 7-8
PREREQUISITE: Director's approval required
Students are introduced to the performance of standard and original works for the jazz or mariachi ensemble. Wind, percussion, and string students must be members of the school band or orchestra. Therefore, students should be concurrently enrolled in either a beginner level instrumental music course, Non-Varsity Band/Orchestra, or Varsity Band/Orchestra. This course is not offered on all middle school campuses.

MS Varsity Orchestra
Dallas ISD#: 8574 - 0 (TEA#: 03154132)
Dallas ISD#: 8526 - 1 (TEA#: 01354232)
Dallas ISD#: 8573 - 2 (TEA#: 03154332)
Grade: 6-8
PREREQUISITE: Director's approval required
Students who have mastered basic techniques of individual and group performance are introduced to a variety of formal and informal concert settings. Students are expected to practice daily outside of class and rehearse and perform regularly before and after school. Level 0 exists specifically for sixth grade students who have already received formal beginner instruction at the elementary level and are placed in MS Varsity Orchestra by the Orchestra Director (via audition).

MS Non-Varsity Orchestra
Dallas ISD#: 8576 - 0 (TEA#: 03154132)
Dallas ISD#: 8527 - 1 (TEA#: 01354232)
Dallas ISD#: 8575 - 2 (TEA#: 03154332)
Grade: 6-8
PREREQUISITE: Director's approval required
Students who already play a string instrument are introduced to the fundamentals of ensemble performance. Students may be required to attend rehearsals and performances before and after school. Students are expected to practice daily outside of class and rehearse and perform regularly before and after school. Level 0 exists specifically for sixth grade students who have already received formal beginner instruction at the elementary level and are placed in MS Non-Varsity Orchestra by the Orchestra Director (via audition).

MS Strings Class
Dallas ISD#: 8528 (TEA#: 03154132)
Grade: 6-8
PREREQUISITE: Director's approval required
Students are introduced to the fundamentals of music performance on violin, viola, cello, or string bass.
MS Chamber Ensemble
Dallas ISD#: 8529 - 1 (TEA#: 03154133)
Dallas ISD#: 8577 - 2 (TEA#: 03154233)
Dallas ISD#: 8578 - 3 (TEA#: 03154333)
Grade 6-8
PREREQUISITE: Director’s approval required
Students are allowed to participate in a second ensemble in band and orchestra. Students develop performance techniques and fundamental skills. Performances, rehearsals and projects outside the school day may be required. Students should be concurrently enrolled in either a beginner level instrumental music course, Non-Varsity Band/Orchestra, or Varsity Band/Orchestra. This course is not offered on all middle school campuses.
CHORAL MUSIC

MS Choir Varsity Mixed
Dallas ISD#: 8513 - 2 (TEA#: 03154231)
Dallas ISD#: 8581 - 3 (TEA#: 03154331)
GRADES: 7-8
PREREQUISITE: Placement by audition and approval of the director
Per UIL standards and practices, this elective is for ADVANCED choral students to develop their vocal potential and musical background. This course is a performance oriented course and teaches unison, two, three and four-part choral literature. Students in advanced choirs are expected to have advanced sight reading ability and perform in formal and informal concert settings and may be required to attend rehearsals and performances before and after school.

MS Choir Varsity Treble
Dallas ISD#: 8514 - 2 (TEA#: 03154231)
Dallas ISD#: 8583 - 3 (TEA#: 03154331)
GRADES: 7-8
PREREQUISITE: Placement by audition and approval of the director
Per UIL standards and practices, this elective is the standard course for experienced treble (female) singers. Students will be expected to develop their vocal skills and demonstrate sight-reading skills in group and solo settings. Students are expected to perform in formal and informal concert settings and may be required to attend rehearsals and performances before and after school.

MS Choir Non-Varsity Treble
Dallas ISD#: 8515 - 2 (TEA#: 03154231)
Dallas ISD#: 8584 - 3 (TEA#: 03154331)
GRADES 7-8
PREREQUISITE: Placement by audition and approval of the director
Per UIL standards and practices, this elective is the standard course for developing treble (female) singers. Students will be expected to develop their vocal skills and demonstrate sight-reading skills in group and solo settings. Students are expected to perform in formal and informal concert settings and may be required to attend rehearsals and performances before and after school.

MS Choir Varsity Tenor-Bass
Dallas ISD#: 8516 - 2 (TEA#: 03154231)
Dallas ISD#: 8585 - 3 (TEA#: 03154331)
GRADES: 7-8
PREREQUISITE: Placement by audition and approval of the director
Per UIL standards and practices, this elective is the standard course for experienced tenor-bass (male) singers. Students will be expected to develop their vocal skills and demonstrate sight-reading skills in group and solo settings. Students are expected to perform in formal and informal concert settings and may be required to attend rehearsals and performances before and after school.

MS Choir Non-Varsity Tenor-Bass
Dallas ISD#: 8517 - 2 (TEA#: 03154231)
Dallas ISD#: 8582 - 3 (TEA#: 03154331)
GRADES: 7-8
PREREQUISITE: Placement by audition and approval of the director
Per UIL standards and practices, this elective is the standard course for developing tenor-bass (male) singers. Students will be expected to develop their vocal skills and demonstrate sight-reading skills in group and solo settings. Students are expected to perform in formal and informal concert settings and may be required to attend rehearsals and performances before and after school.

MS Choir Grade 6
Dallas ISD#: 8511 (TEA#: 03154131)
GRADE: 6
PREREQUISITE: NONE
This elective is the standard introductory course for 6th grade. Students are expected to perform in formal and informal concert settings and may be required to attend rehearsals and performances before and after school.
MS Varsity Vocal Ensemble

Dallas ISD#: 8518 - 2 (TEA#: 03154134)
Dallas ISD#: 8586 - 3 (TEA#: 03154234)
GRADES: 7-8
PREREQUISITE: Placement by audition and approval of the director

This course is an advanced performance course and encompasses choral literature from various genres and musical styles. Ensemble singers are expected to have advanced sight reading skills and able to perform independently and in small groups in formal and informal concert settings. Students may be required to incorporate movement, staging and costumes. Students will be required to attend rehearsals and performances before and after school.
GENERAL MUSIC STUDIES

MS Modern Band

Dallas ISD#:  8512 - 1 (TEA#: 03154133)
Dallas ISD#:  8579 - 2 (TEA#: 03154233)
Dallas ISD#:  8580 - 3 (TEA#: 03154333)

GRADES: 6-8

PREREQUISITE: Placement by audition and approval of the director

This course replaces General Music and is a year-long course. Prior to scheduling this course, the teacher must attend Modern Band training. The course will address basic to advanced skills in piano, guitar, percussion and/or music technology. Students will learn the fundamentals of music literacy, improvisation and song-writing skills. Students will be required to complete projects that involve before and after school rehearsals and performances. This course may be taken for 3 years. Equipment will be provided through Modern Band partnerships.
DANCE

MS Dance 1 Gr. 6 only
DISD#: 8495 - 1 (TEA# 03154120) full year
DISD#: 8496 - 1 (TEA# 03154120) semester course = 1 unit
GRADE: 6
Prerequisite: NONE
This course offers an introduction to the art of dance. The course introduces skills, procedures, etiquette and vocabulary required for safe and effective participation in dance. The course provides a sequential introduction to dance techniques such as warm up, cool down, conditioning, stretching, and injury prevention. Students are introduced to a variety of dance styles including ballet, modern, tap, jazz, and world dance. Students conduct creative movement studies. Out-of-school rehearsals and performances may be required. MS Dance 1 may substitute for P.E.

MS Dance 1 Gr. 7 or 8
DISD#: 8497 - 1 (TEA# 03154120) full year
DISD#: 8498 - 1 (TEA# 03154120) semester course = 1 unit
Prerequisite: NONE
This course offers an introduction to the art of dance. The course introduces skills, procedures, etiquette and vocabulary required for safe and effective participation in dance. The course provides a sequential introduction to dance techniques such as warm up, cool down, conditioning, stretching, and injury prevention. Students are introduced to a variety of dance styles including ballet, modern, tap, jazz, and world dance. Students conduct creative movement studies. Out-of-school rehearsals and performances may be required. MS Dance 1 may substitute for P.E.

MS Dance 2
DISD#: 8499 - 2 (TEA# 03154220) full year
DISD#: 8500 - 2 (TEA# 03154220) semester course = 1 unit
GRADES: 7 or 8
Prerequisite: Placement by audition and approval of the director
This course builds on skills and knowledge gained in Middle School Dance 1. Students analyze the physiological effects of exercises and are introduced to biomechanical principles. Students refine previously learned movements and learn movements requiring greater skill in a variety of dance styles including ballet, modern, tap, jazz, and world dance. Students improvise and perform movement sequences, solve movement problems, and explore compositional forms. Out-of-school rehearsals and performances may be required. Full-year courses for levels 2 and 3 are recommended to prepare students for high school courses requiring an audition. MS Dance 2 may substitute for P.E.

MS Dance 3
DISD#: 8501 - 3 (TEA# 03154320) full year
DISD#: 8502 - 3 (TEA# 03154320) semester course = 1 unit
GRADE: 8
Prerequisite: Placement by audition and approval of the director.
This course builds on skills and knowledge gained in Middle School Dance 2. Students apply basic biomechanical principles in analyzing movement. Students refine previously learned movements and develop greater skill in a variety of dance styles including ballet, modern, tap, jazz, and world dance. Students improvise and perform movement sequences, solve movement problems, and explore compositional forms and choreography short studies. Out-of-school rehearsals and performances may be required. Full year courses for levels 2 and 3 are recommended to prepare students for high school courses requiring an audition. MS Dance 3 may substitute for P.E.
THEATRE

MS Theatre 1 Gr. 6 only

DISD#: 8503 - 1 (TEA# 03154140) full year
DISD#: 8504 - 1 (TEA# 03154140) semester course = 1 unit
GRADE 6
Prerequisite: NONE
This course introduces students to skills, procedures, etiquette and vocabulary required in theatre for working safely and creatively alone and in groups. Students will be introduced to vocal and physical warm-ups, theatre games, pantomime, mime, puppets, storytelling, poetry, monologues, duet scenes, and readers' theatre. Students will be introduced to methods of developing imaginative characters and improvisation. Students will plan brief dramatizations collaboratively writing scripts and acting out brief original dramatizations. Out-of-school rehearsals and performances may be required.

MS Theatre 1 Gr. 7 or 8

DISD#: 8505 - 1 (TEA# 03154140) full year
DISD#: 8506 - 1 (TEA# 03154140) semester course = 1 unit
GRADES 7 or 8
Prerequisite: NONE
This course introduces students to skills, procedures, etiquette and vocabulary required in theatre for working safely and creatively alone and in groups. Students will be introduced to vocal and physical warm-ups, theatre games, pantomime, mime, puppets, storytelling, poetry, monologues, duet scenes, and readers' theatre. Students will be introduced to methods of developing imaginative characters and improvisation. Students will plan brief dramatizations collaboratively writing scripts and acting out brief original dramatizations. Out-of-school rehearsals and performances may be required.

MS Theatre 2

DISD#: 8507 - 2 (TEA# 03154240) full year
DISD#: 8508 - 2 (TEA# 03154240) semester course = 1 unit
GRADES 7 or 8
Prerequisite: Placement by audition and approval of the director
This course builds on the skills and experiences gained in MS Theatre 1. Students expand on vocal techniques to safely develop diction, clarity, enunciation, inflection, pitch and projection. Students expand techniques to develop characters and to memorize lines. Students learn to analyze scripts and characters. Students create original monologues, duet scenes, and improvise collaboratively and individually. Students develop stories and improvisations that have a beginning, middle and resolution. Students are introduced to blocking, playwriting, the audition process, and to technical theatre. Students take part in formal and informal performances throughout the year. Students are expected to take part in the Pre-UIL Theatre Arts Contest, a district-wide event. Out-of-school rehearsals and performances are required. Full year courses for MS Theatre levels 2 and 3 are recommended to prepare students for high school courses requiring an audition.

MS Theatre 3

DISD#: 8509 - 3 (TEA# 03154340) full year
DISD#: 8510 - 3 (TEA# 03154340) semester course = 1 unit
GRADE 8
Prerequisite: Placement by audition and approval of the director.
This course builds on the skills and experiences gained in MS Theatre 2. Students expand on vocal techniques to safely develop diction, clarity, enunciation, inflection, pitch and projection. Students expand techniques to develop characters and to memorize lines. Students learn to analyze scripts and characters. Students create original monologues, duet scenes, and improvise collaboratively and individually. Students develop stories and improvisations that have a beginning, middle and resolution. Students are introduced to blocking, playwriting, the audition process, and to technical theatre. Students take part in formal and informal performances throughout the year. Students are expected to take part in Pre-UIL Theatre Arts Contest, a District wide event. Out-of-school rehearsals and performances may be required. Full -year courses for MS Theatre levels 2 and 3 are recommended to prepare students for high school courses requiring an audition.
Middle School Course Descriptions for Visual Arts

1st Year:  MS Art 1 Foundation (1 semester) or MS Art 1 Studio (2 semesters)
2nd Year: MS Art 2 Foundation (1 semester) or MS Art 2 Studio (2 semesters)
3rd Year: MS Art 3 Foundation (1 semester) or MS Art 3 Studio (2 semesters)

Middle School Art 1 Studio

DALLAS ISD#: 8530 (TEA#: 03154110) full year
GRADES: 6-8
PREREQUISITE: NONE

An introductory year-long art course for middle school students interested in an in-depth exploration of the principles of art, elements of design, art history, aesthetic criticism and visual literacy. Through drawing, design, painting, printmaking, sculpture and digital media, students are exposed to specific techniques and master artists to create observational and expressive artworks. Individual portfolios are developed.

Middle School Art 2 Studio

DALLAS ISD#: 8531 (TEA#: 03144210) full year
GRADES: 7-8
PREREQUISITE: MS Art 1 Studio or Foundation

This is the second year long art course for middle school students in the visual arts sequence. Students compare and contrast the principles of art and elements of design by illustrating ideas from direct observation, original sources, imagination, personal experiences, and communities using a variety of 2D, 3D and digital media. Portfolios continue to be developed, demonstrating progress. Students investigate art history, determine contemporary relevance and analyze original artworks.

Middle School Art 3 Studio

DALLAS ISD#: 8532 (TEA#: 03154310) full year
GRADE: 8
PREREQUISITES: MS Art 1 Studio or Foundation and MS Art 2 Studio or Foundation

This is the third and final year long art course for middle school students in the visual arts sequence. Students use an understanding of copyright to appropriate and create original and experimental artworks including installation, performance or collaboration expressing universal themes by selecting appropriate materials. Using accurate vocabulary, students analyze cultural ideas expressed in artworks and investigate fine arts, design and museum careers. Participation is required in critiques, portfolio reviews and student exhibits.

Middle School Art 1 Foundation

DALLAS ISD#: 8533 (TEA#: 03154110) semester course = 1 unit
GRADES: 6-8
PREREQUISITE: NONE

An introductory semester long visual arts course, middle school students are introduced to the principles of art and elements of design through a variety of 2D and 3D mediums. Using original sources, students create a variety of expressive artworks. Specific techniques and master artists are introduced to create observational pieces.

Middle School Art 2 Foundation

DALLAS ISD#: 8534 (TEA#: 03154210) semester course = 1 unit
GRADES: 7-8
PREREQUISITE: MS Art 1 Foundation or Studio

This is the second semester art course for middle school students in the visual arts sequence. Students compare and contrast the principles of art and elements of design by illustrating ideas from direct observation, original sources and imagination using a variety of 2D, 3D and digital media. Students use an understanding of copyright and public domain to appropriate imagery. Individual portfolios are developed. Investigation of art history and participation in oral critiques occurs.

Middle School Art 3 Foundation

DALLAS ISD#: 8535 (TEA#: 03154310) semester course = 1 unit
GRADE: 8
PREREQUISITES: MS Art 1 Foundation or Studio and MS Art 2 Foundation or Studio

This is the third and final semester art course for middle school students in the visual arts sequence. Using appropriation, students create a variety of experimental artworks to express contemporary, political and cultural themes. Applying accurate vocabulary, students analyze cultural ideas expressed in artworks and investigate fine arts, design and museum careers. Student exhibits are encouraged.
Modified Instruction for Students Being served by Special Education -
Middle School Course Descriptions for Special Education Electives

Daily Living Skills 6
TEA#: 82900004  GRADE: 6
DALLAS ISD#: 9957  UNIT: 1
PREREQUISITE: ARD Recommendation
Daily Living Skills 6 will provide support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Daily Living Skills 7
TEA#: 82990006  GRADE: 7
DALLAS ISD#: 9727  UNIT: 1
PREREQUISITE: ARD Recommendation
Daily Living Skills 7 will provide support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Daily Living Skills 8
TEA#: 85000221  GRADE: 8
DALLAS ISD#: 9728  UNIT: 1
PREREQUISITE: ARD Recommendation
Daily Living Skills 8 will provide support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Personal Care 6
TEA#: 82900001  GRADE: 6
DALLAS ISD#: 9959  UNIT: 1
PREREQUISITE: ARD Recommendation
Personal Care 6 will provide support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Personal Care 7
TEA#: 82990007  GRADE: 7
DALLAS ISD#: 9731  UNIT: 1
PREREQUISITE: ARD Recommendation
Personal Care 7 will provide support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Personal Care 8
TEA#: 83800004  GRADE: 8
DALLAS ISD#: 9732  UNIT: 1
PREREQUISITE: ARD Recommendation
Personal Care 8 will provide support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students will require direct, intensive, individualized instruction. Students will

Navigate to the General Overview  
Navigate to the Table of Contents
access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course will be instructed in a separate environment providing specialized support. This support will include extensive content modifications which will focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Work Tasks & Work Sample 6
TEA#: 82900002   GRADE: 6
DALLAS ISD#: 9958   UNIT: 1
PREREQUISITE: ARD Recommendation
Work Tasks & Work Sample 6 will be instructed in a separate environment providing specialized support. This support will include extensive content modifications to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level TEKS. The content will be aligned with grade-level TEKS integrating pre-requisite skills and will focus on vocational content determined by the student’s Individualized Education Program (IEP).

Work Tasks & Work Sample 7
TEA#: 82990003   GRADE: 7
DALLAS ISD#: 9729   UNIT: 1
PREREQUISITE: ARD Recommendation
Work Tasks & Work Sample 7 will be instructed in a separate environment providing specialized support. This support will include extensive content modifications to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level TEKS. The content will be aligned with grade-level TEKS integrating pre-requisite skills and will focus on vocational content determined by the student’s Individualized Education Program (IEP).

Work Tasks & Work Sample 8
TEA#: 83800003   GRADE: 8
DALLAS ISD#: 9730   UNIT: 1
PREREQUISITE: ARD Recommendation
Work Tasks & Work Sample 8 will be instructed in a separate environment providing specialized support. This support will include extensive content modifications to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level TEKS. The content will be aligned with grade-level TEKS integrating pre-requisite skills and will focus on vocational content determined by the student’s Individualized Education Program (IEP).
Languages other than English (LOTE) – Middle School Course Descriptions

Exploratory Languages 6 (All Year)
TEA#: 02950000  GRADE: 6
DALLAS ISD#: 3502  UNIT: 1
PREREQUISITE: NONE.
This is a one-year, non-sequential course using age appropriate activities to demonstrate an awareness of some aspects of culture, grammar, vocabulary, and basic conversations in French, German, Latin, American Sign Language, Japanese, and Chinese. Students participate in language focused activities and use the skills of listening, speaking, reading, and/or writing at a novice low level. **This course is not for High School credit.**

Exploratory Languages 6 (One Semester)
TEA#: 02950000  GRADE: 6
DALLAS ISD#: 3503  UNIT: 0.5
PREREQUISITE: NONE.
This is a one semester non-sequential course using age appropriate activities to demonstrate an awareness of some aspects of culture, grammar, vocabulary, and basic conversations in French, German, and either Latin or American Sign Language. Students participate in language focused learning activities and use the skills of listening, speaking, reading, and/or writing at a novice low level. **This course is not for High School credit.**

American Sign Language I MS - Middle School for High School Credit
TEA#: 03980100  GRADE: 7-8
DALLAS ISD#: 3509  CREDIT: 1
PREREQUISITE: NONE.
This beginning course introduces the sign language alphabet, numbers, basic sign vocabulary and syntax, and fingerspelling 3-4 letter words. Fingerspelled Loan Signs (FLS) are introduced. Students learn expressive sign skills as well as receptive sign skills. They learn to introduce themselves, discuss basic surroundings and family information, give basic directions, ask for help, and explore occupations. Students are introduced to Deaf culture and how the Deaf differ from hearing people.

American Sign Language I-B MS-Middle School for High School Credit
TEA#: 03983000  GRADE: 7-8
DALLAS ISD#: 3513  CREDIT: 0.5
PREREQUISITE: American Sign Language I 6-7 (3512). This course is designated for J.L. Long only.
This course is the equivalent to the second semester high school ASL I course. In this course, students will continue their learning of the sign language alphabet, numbers, basic sign vocabulary and syntax, and fingerspelling 3-4 letter words. Students further their practice of expressive sign skills as well as receptive sign skills. They learn to give basic directions, ask for help, and explore occupations. Students are introduced to Deaf culture and how the Deaf differ from hearing people. They learn how to approach the Deaf community and have basic conversations. Successful completion of both this course and American Sign Language 3512 is equal to one high school credit.

American Sign Language II MS - Middle School for High School Credit
TEA#: 03980200  GRADE: 7-8
DALLAS ISD#: 3514  CREDIT: 1
PREREQUISITE: ASL I, or World Language Director's approval.
ASL II continues with a greater signed vocabulary, additional grammatical skills, and a higher level of conversational skills. Students are required to sign and understand 5-6 letter fingerspelled words. More advanced Fingerspelled Loan Signs (FLS) are used in conversation.

French I MS - Middle School for High School Credit
TEA#: 03410100  GRADE: 7-8
DALLAS ISD#: 3518  CREDIT: 1
PREREQUISITE: NONE.
This course is an introductory study of the French language and culture incorporating the development of listening and reading comprehension, speaking, and writing. The main goal for this course is for students to develop a novice high level proficiency by using French in school and in the world community. Studies of French culture and history are included. This course is open to all students.
French II MS - Middle School for High School Credit
TEA#: 03410200       GRADE: 7-8
DALLAS ISD#: 3520      CREDIT: 1
PREREQUISITE: French I or World Language Director’s approval.

This course continues students' progress through the novice levels into the intermediate levels in French. The main goal for this course is for students to develop an intermediate low level proficiency by using French in school and in the world community. Studies of French culture and history are included. This course is open to all students.

French I MS - Middle School for High School Credit (Approval)
TEA#: 03410200       GRADE: 7-8
DALLAS ISD#: 3523      CREDIT: 1
PREREQUISITE: French I or World Language Director’s approval.

This course continues students' progress through the novice levels into the intermediate levels in French. The main goal for this course is for students to develop an intermediate low level proficiency by using French in school and in the world community. Studies of French culture and history are included. This course is designated for Gifted and Talented students, and for use by the academies with approval.

German I MS - Middle School for High School Credit
TEA#: 03420100       GRADE: 7-8
DALLAS ISD#: 3527      CREDIT: 1
PREREQUISITE: NONE.

This course is an introductory study of the German language and culture incorporating the development of listening and reading comprehension, speaking, and writing. The main goal for this course is for students to develop a novice level proficiency by using German in school and in the world community. Studies of German culture and history are included.

German II MS - Middle School for High School Credit
TEA#: 03420200       GRADE: 7-8
DALLAS ISD#: 3528      CREDIT: 1
PREREQUISITE: German I or World Language Director’s approval.

This course continues students' progress through the novice levels into the intermediate levels in German. The main goal for this course is for students to develop an intermediate low level proficiency by using German in school and in the world community. Studies of German culture and history are included.

Latin I - 7 Middle School for High School Credit
TEA#: 03430100       GRADE: 7
DALLAS ISD#: 3549      CREDIT: 0.5
PREREQUISITE: NONE

This course is the equivalent of the first semester high school Latin I course. Students begin to learn how to read a story in Latin and to comprehend its meaning in English. In addition, students learn at least 300 hundred Latin vocabulary words and several English derivatives of these words. The Roman culture is also studied.

Latin I - 8 Middle School for High School Credit
TEA#:03430100       GRADE: 8
DALLAS ISD#: 3551      CREDIT: 0.5
PREREQUISITE: Latin I-7 (3549)

This course is the equivalent of the second semester high school Latin I course. Students continue to learn how to read Latin and to comprehend its meaning in English. They also continue learning up to a total of 500 hundred Latin vocabulary words and several
English derivatives of these words. Roman family, life in a Roman city, the treatment of Roman slaves, basic Roman entertainment, and the rudiments of the Roman government are in this curriculum. Successful completion of both this course and Latin I-7 (3549) is equal to one high school credit.

Mandarin Chinese I MS- Middle School for High School Credit

TEA#: 03490100       GRADE: 7-8
DALLAS ISD#: 3854    CREDIT: 1
PREREQUISITE: NONE.
This course is an introductory study of the Chinese language and culture incorporating the development of listening and reading comprehension, speaking, and writing. The main goal for this course is for students to develop a novice-low level proficiency in listening, reading and writing, and a novice-mid level proficiency in speaking by using Chinese in school and in the world community. Students are introduced to up to 500 characters, and the culture and history of the Chinese community are introduced.

Mandarin Chinese II MS - Middle School for High School Credit

TEA#: 03490200       GRADE: 7-8
DALLAS ISD#: 3849    CREDIT: 1
PREREQUISITE: Mandarin Chinese I or World Language Director’s approval.
This course provides students with opportunities to continue developing their listening, speaking, reading, and writing skills in Chinese. In addition to language and grammar, students continue to explore Chinese culture and history. Students work towards a novice-mid proficiency in listening, reading and writing, and towards a novice-high level of proficiency in speaking by using Chinese in school and in the world community. Students are introduced to about 600 more characters.

Spanish I Native Spks MS - Middle School for High School Credit

TEA#: 03440110       GRADE: 7-8
DALLAS ISD#: 3552    CREDIT: 1
PREREQUISITE: Native/Heritage Spanish speakers or as prescribed by Language Proficiency Test (LPT).
This course incorporates the study of the Spanish language and Hispanic culture to assist students in the understanding and appreciation of Hispanic culture. The main objective is to enrich the students’ total language experience by building on the language proficiency they already possess. Their skills are enhanced in accordance with the level of language proficiency of the student. The focus is on increasing students’ ability to use Spanish flexibly for both formal and informal situations and on developing their literacy skills. Students should possess Intermediate low proficiency at the beginning of the course and progress through Intermediate mid by the end.

Spanish II Native Spks MS - Middle School for High School Credit

TEA#: 03440220       GRADE: 7-8
DALLAS ISD#: 3554    CREDIT: 1
PREREQUISITE: Spanish I Native Spks or as prescribed by the Language Proficiency Test (LPT)
This rigorous course continues to develop the Spanish language skills that students already possess and assists them to refine these skills by understanding when and where dialectal usages are appropriate in oral and written communications. This course also explores Hispanic culture more deeply than lower levels. Students should possess Intermediate mid proficiency at the beginning of the course and progress through Intermediate high by the end.

Spanish III Native Spks MS - Middle School for High School Credit

TEA#: 03440330       GRADE: 8
DALLAS ISD#: 3550    CREDIT: 1
PREREQUISITE: Spanish II Native Spks or as prescribed by the Language Proficiency Test (LPT)
This highly rigorous course provides opportunities for the enhancement of all language skills. It is a study of Hispanic language, culture, and history incorporating language skills and grammatical concepts. The main objective of this course is to continue building on the skills the students already possess by providing opportunities to expand their grammatical literacy, as well as social, communicative, and functional concepts identified with the Spanish language. These students function comfortably in the Intermediate level, with some students showing some Advanced level abilities by the end of the course.

Spanish I MS - Middle School for High School Credit

TEA#: 03440100       GRADE: 7-8
DALLAS ISD#: 3577    CREDIT: 1
PREREQUISITE: NONE.
This course is an introduction to the Spanish language, grammar, and Hispanic cultures while developing the skills in listening and reading comprehension, speaking, and writing. The main goal for this course is for students to progress toward a novice-high level
ability in using Spanish in school and in the community. This course is open to all students.

**Spanish I MS - Middle School for High School Credit (Approval)**

TEA#: 03440100  GRADE: 7-8  
DALLAS ISD#: 3572  CREDIT: 1  
PREREQUISITE: NONE.

This course is an introduction to the Spanish language, grammar, and Hispanic cultures while developing the skills in listening and reading comprehension, speaking, and writing. The main goal for this course is for students to progress toward a novice-high level ability in using Spanish in school and in the world community. This course is designated for Gifted and Talented students, and for use by the academies with approval.

**Spanish II MS - Middle School for High School Credit**

TEA#: 03440200  GRADE: 7-8  
DALLAS ISD#: 3579  CREDIT: 1  
PREREQUISITE: Spanish I, or as prescribed by the Language Proficiency Test (LPT)

This course continues students' progress through the novice levels into the intermediate levels in Spanish. The main goal for this course is for students to develop an intermediate low level proficiency by using Spanish in school and in the world community. Studies of Hispanic culture and history are included. This course is open to students.

**Spanish II MS - Middle School for High School Credit (Approval)**

TEA#: 03440200  GRADE: 7-8  
DALLAS ISD#: 3573  CREDIT: 1  
PREREQUISITE: Spanish I or as prescribed by the Language Proficiency Test (LPT).

This course continues students' progress through the novice levels into the intermediate levels in Spanish. The main goal for this course is for students to develop an intermediate low level proficiency by using Spanish in school and in the world community. Studies of Hispanic culture and history are included. This course is designated for Gifted and Talented students, and for use by the academies with approval.

**Spanish III Pre-AP MS - Middle School for High School Credit**

TEA#: 03440300  GRADE: 7-8  
DALLAS #: 3548  CREDIT: 1  
PREREQUISITE: Spanish II, Spanish Native Spks I, or as prescribed by the Language Proficiency Test (LPT).

This highly rigorous course continues students' progress through the intermediate levels, from intermediate mid to intermediate high in Spanish. The course incorporates the study of the Spanish language and Hispanic cultures, history, and literature to form a base for analytical reading and writing that prepares students for the AP Spanish Language Course.

**AP Spanish IV Language and Culture MS - Middle School for High School Credit**

TEA#: A3440100  GRADE: 8  
DALLAS ISD#: 3547  CREDIT: 1  
PREREQUISITE: Spanish III, Spanish II Native Spks, Spanish III Native Spks, a minimum of intermediate high proficiency on an ACTFL approved proficiency test, or World Language Director's approval.

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The course follows the College Board AP curriculum and the Texas Essential Knowledge and Skills (TEKS) for Languages Other than English (LOTE). The course offers students the opportunity to take the AP Spanish Language examination. Students scoring 3 or better on the exam may be able to earn college credit at many colleges. Successful completion of this course fulfills one of the four required credits towards the Multidisciplinary Studies Endorsement. An approved College Board teacher syllabus is required.

Course completion grade will not be weighted for grade points average (GPA) or class ranking.
Note: House Bill 18: Each school district must provide instruction to students in grade seven or eight in preparing for high school, college, and a career. The instruction must include information regarding the following:

- Creation of a high school personal graduation plan
- Distinguished level of achievement
- Each endorsement
- College readiness standards
- Potential career choices and the education needed to enter those careers

A school district is permitted to provide the required instruction as part of an existing course, provide the instruction as part of an existing CTE course designated by the SBOE as appropriate for that purpose, or establish a new elective course through which to provide the instruction. Beginning with the 2015-2016 school year, each school district must ensure that each student receives the instruction at least once in grade seven or eight.

Exploring College and Careers
TEA#: 12700300  GRADE: 7-8
DALLAS ISD#: 7458  UNIT: 0.5
PREREQUISITE: None
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 the development of a college and career achievement plan. Students will use interest inventory software or other tools to explore areas of personal interest. Students will use this information to explore educational requirements for a variety of chosen career paths.

Career Portal: Bus/Fin/Mkt
TEA#: 12700400  GRADE: 7-8
DALLAS ISD#: 7459  UNIT: 0.5
PREREQUISITE: None
The goal of this course is to create a culture of high expectation and continuous improvement that provides middle school students with a foundation for success in high school, future studies, and careers. Students explore college and career planning within specific career cluster(s). The students research labor market information, learn job-seeking skills, and create documents required for employment. Students use self-knowledge to explore and set realistic goals. Districts have the flexibility of offering career exploration knowledge and skills in a variety of instructional arrangements.

Career Portal: Ed/Hosp/Hlth Sci
TEA#: 12700400  GRADE: 7-8
DALLAS ISD#: 7460  UNIT: 0.5
PREREQUISITE: None
The goal of this course is to create a culture of high expectation and continuous improvement that provides middle school students with a foundation for success in high school, future studies, and careers. Students explore college and career planning within specific career cluster(s). The students research labor market information, learn job-seeking skills, and create documents required for employment. Students use self-knowledge to explore and set realistic goals. Districts have the flexibility of offering career exploration knowledge and skills in a variety of instructional arrangements.

Career Portal: Gen College & Career
TEA#: 12700400  GRADE: 7-8
DALLAS ISD#: 7461  UNIT: 0.5
PREREQUISITE: None
The goal of this course is to create a culture of high expectation and continuous improvement that provides middle school students with a foundation for success in high school, future studies, and careers. Students explore college and career planning within specific career cluster(s). The students research labor market information, learn job-seeking skills, and create documents required for employment. Students use self-knowledge to explore and set realistic goals. Districts have the flexibility of offering career exploration knowledge and skills in a variety of instructional arrangements.

Career Portal: STEM/IT

TEA#: 12700400  GRADE: 7-8
DALLAS ISD#: 7462  UNIT: 0.5
PREREQUISITE: None

The goal of this course is to create a culture of high expectation and continuous improvement that provides middle school students with a foundation for success in high school, future studies, and careers. Students explore college and career planning within specific career cluster(s). The students research labor market information, learn job-seeking skills, and create documents required for employment. Students use self-knowledge to explore and set realistic goals. Districts have the flexibility of offering career exploration knowledge and skills in a variety of instructional arrangements.

Principles of Art A/V Technology and Communications

TEA#: 13008200  GRADE: 7-8
DALLAS ISD#: 7463  UNIT: 1
PREREQUISITE: None

This course focuses on familiarizing students with career opportunities, explores skills, concepts and educational background necessary for a career in audio, video, animation, graphic design and digital illustration careers. Students research companies specializing in these fields as well as degree programs preparing candidates for these careers. A survey of drawing/design principles and related computer software is also a component of this course.

Principles of Business, Marketing and Finance

TEA#: 13011200  GRADE: 7-8
DALLAS ISD#: 7465  UNIT: 1
RECOMMENDED PREREQUISITE: TOUCH SYSTEMS DATA ENTRY

In this course students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, product pricing and business ethics. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance. Schools that offer the National Foundation for Teaching Entrepreneurship (NFTE) program with certified teachers can offer the program through this course. NFTE offers the opportunity for students to plan and create a business plan including the actual product and present their plan and product to a panel of business professionals in a competitive setting. Competitions are available at the district and national level with opportunities to compete for funds to support and expand their business venture.

Touch System Data Entry

TEA#: 13011300  GRADE: 7-8
DALLAS ISD#: 7466  UNIT: 0.5
PREREQUISITE: None

Students become proficient in technical skills needed to address business applications of emerging technologies in our global community. Though this coursework, students will enhance reading, writing, computing, communications, and reasoning skills and apply them to the business environment.

Lifetime Nutrition and Wellness

TEA#: 13024500  GRADE: 7-8
DALLAS ISD#: 7467  UNIT: 1
PREREQUISITE: None

In this laboratory course students investigate and practice concepts concerning lifetime nutrition and wellness, such as the nutritive value of food, the relationship between activity levels and caloric intake, weight management, diet-related disease management, food allergies, digestion, metabolism, balanced diets, food safety and sanitation, nutrient retentive and diet specific food preparation methods, and careers in the field of nutrition.  

Note: This course is not available for the high school health credit.

Principles of Information Technology

TEA# 13027200  GRADE: 7-8
DALLAS ISD# 7468  UNIT: 1
PREREQUISITE: None

In this course students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.
This course provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students use a variety of computer hardware and software applications to complete assignments and projects and work on a design team to develop a product or system to prepare and present course assignments. Upon completing this course, students have an understanding of the various fields and will be able to make informed decisions regarding a coherent sequence of subsequent courses.

Engineering: The Digital Future

This Infinity Project curriculum entitled "Engineering: The Digital Future" focuses on the fundamentals of modern engineering and technology in the information and communications age. To generate and maintain students and faculty interest, engineering and design examples are drawn from wireless and telecommunications, the Internet, electronic music, and other multimedia technologies popular in today's culture.

Gateway to Technology 1 - Design, Modeling, and Automation

Design & Modeling - Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using Autodesk® design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

Automation & Robotics - Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects, such as traffic lights, toll booths, and robotic arms.

Gateway to Technology 2 - Applied Science and Technology

Science of Technology - Science impacts the technology of yesterday, today, and the future. Students apply the concepts of physics, chemistry, and nanotechnology to STEM activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nanomaterials.

Magic of Electrons - Through hands-on projects, students explore electricity, the behavior and parts of atoms, and sensing devices. They learn knowledge and skills in basic circuitry design and examine the impact of electricity on the world around them.

Gateway to Technology 3 - Energy, Environment, and Flight

Energy & the Environment - Students think toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.

Flight & Space - The exciting world of aerospace comes alive through Flight & Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil. Custom-built simulation software allows students to experience space travel.

Gateway to Technology 4 - Architecture and Biomedical Sciences

Green Architecture - In this unit, students learn how to apply this concept to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using Autodesk's® 3-D architectural design software.

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

**Professional Communications (Full Year)**

TEA#: 13009900  
GRADE: 7-8  
DALLAS ISD#: 7146  
UNIT: 1  
PREREQUISITE: None  

Communications careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. In this course students develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

**Professional Communications (Semester)**

TEA#: 13009900  
GRADE: 7-8  
DALLAS ISD#: 7464  
UNIT: 0.5  
PREREQUISITE: None  

Communications careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. In this course students develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.
These courses are offered by DCCCD, UNT, or UTD. Students receive a certificate of completion at the end of the training. They can request these courses to appear on their transcript by showing the certificate to the school counselor. The counselor would see the courses below on a student’s transcript for middle school credit.

**TEXPREP Engineering I**

TEA#: N1303752: GRADE 7-8
DALLAS ISD#: 2956 UNIT: 1
PREREQUISITE: None

TexPREP is a six to eight week mathematics-based, academic enrichment program, designed for students in grades six through eleven (see curriculum on back). The Texas Education Agency has authorized participating school districts in the state of Texas to award one elective credit toward high school graduation for each successfully completed summer of TexPREP. TexPREP is a structured and challenging program, which stresses the development of abstract reasoning and problem solving skills through coursework, homework, team projects, class presentations, and examinations. The curriculum emphasizes the application of mathematics and logic.

**TEXPREP Engineering II**

TEA#: N1303753: Grade: 8
DALLAS ISD#: 2957 UNIT: 1
PREREQUISITE: None

TexPREP is a six to eight week mathematics-based, academic enrichment program, designed for students in grades six through eleven (see curriculum on back). The Texas Education Agency has authorized participating school districts in the state of Texas to award one elective credit toward high school graduation for each successfully completed summer of TexPREP. TexPREP is a structured and challenging program, which stresses the development of abstract reasoning and problem solving skills through coursework, homework, team projects, class presentations, and examinations. The curriculum emphasizes the application of mathematics and logic.
Dyslexia FALL

TEA#:  82990011   Grade: 6-8
DALLAS ISD#: 1033   UNIT: 0
PREREQUISITE: Section 504 Committee or ARD Committee Decision

Texas Scottish Rite Literacy Program: The Literacy Program is a two semester dyslexia intervention developed at Texas Scottish Rite Hospital for Children. This video-based series provides instruction delivered by a trained professional while an onsite facilitator provides attention to individual student needs. This program includes direct and systematic instruction that teaches reading and spelling with a strong emphasis on intensive phonics and alphabetic code knowledge. The multisensory lessons target instructional components which include both explicit and systematic instruction in: Phonemic Awareness, Phonics, Vocabulary, Comprehension and Spelling.

NOTE: No grades collected. Attendance collected. Counts as instructional minutes.

Dyslexia SPRING

TEA#:  82990011   Grade: 6-8
DALLAS ISD#: 1034   UNIT: 0
PREREQUISITE: Section 504 Committee or ARD Committee Decision

Texas Scottish Rite Literacy Program: The Literacy Program is a two semester dyslexia intervention developed at Texas Scottish Rite Hospital for Children. This video-based series provides instruction delivered by a trained professional while an onsite facilitator provides attention to individual student needs. This program includes direct and systematic instruction that teaches reading and spelling with a strong emphasis on intensive phonics and alphabetic code knowledge. The multisensory lessons target instructional components which include both explicit and systematic instruction in: Phonemic Awareness, Phonics, Vocabulary, Comprehension and Spelling.

NOTE: No grades collected. Attendance collected. Counts as instructional minutes.
# Table of Contents

## English Language Arts - High School Course Descriptions

- English I
- English I (Sheltered)
- English I Pre-AP
- English II
- English II (Sheltered)
- English II Pre-AP
- English III
- English III (Sheltered)
- AP English III - Language and Composition
- English IV
- English IV (Sheltered)
- AP English IV - Literature and Composition

## Modified Instruction for Students Served by Special Education - High School Course Descriptions for English Language Arts

- English I Modified
- English II Modified
- English III Modified
- English IV Modified
- Functional English I
- Functional English II
- Functional English III
- Functional English IV

## ESL – High School Course Descriptions

- English for SIFE
- Reading for SIFE
- ESOL Language Support for Algebra I
- ESOL Language Support for Biology
- English I ESOL Beginner
- English I ESOL Intermediate
- English II ESOL
- Reading I ESOL
- Reading II ESOL
- Practical Writing ESOL
- English/Language Arts Electives
- English Language Arts Applications and Study Skills
- Independent Study in English
- Independent Study in English
- Practical Writing Skills
- Practical Writing Skills
- Creative/Imaginative Writing
- Literary Genres
- Visual Media Analysis and Production
- Humanities
- Humanities
- Research/Technical Writing
Reading - High School Course Descriptions

College Readiness and Study Skills (CCRS)

Reading I
Reading II
Reading III
Journalism I
Advanced Broadcast Journalism I
Advanced Broadcast Journalism II
Advanced Broadcast Journalism III
Advanced Journalism I (Newspaper)
Advanced Journalism II (Newspaper)
Advanced Journalism III (Newspaper)
Advanced Journalism I (Yearbook)
Advanced Journalism II (Yearbook)
Advanced Journalism III (Yearbook)
Photo Journalism
Independent Study Journalism
Independent Study Journalism

Public Speaking I
Public Speaking II
Public Speaking III
Debate I
Debate II
Debate III
Oral Interpretation I
Oral Interpretation II
Oral Interpretation III
Communication Applications
Independent Study in Speech
Independent Study in Speech
Professional Communications
Professional Communications
Professional Communications
Professional Communications

High School Course Descriptions for Reading Modified Instruction for Students Served by Special Education

Fundamentals of Reading I
Fundamentals of Reading II
Fundamentals of Reading III
Reading Basic
Reading Basic II
Reading Basic III
Communication Applications Basic
Communication Applications Functional

High School Course Descriptions for Mathematics

Algebra 1
Algebra 1 (Sheltered)
Algebra 1 DL (Dual Language -Sunset Only)
Statistics
Algebraic Reasoning
Geometry
Geometry (Sheltered)
Geometry (Dual Language - Sunset Only)
Geometry Pre-AP
Algebra II (Sheltered)
Algebra II
Algebra II Pre-AP
Advanced Quantitative Reasoning (AQR)
Pre-calculus (Sheltered)
Pre-calculus
Pre-calculus Pre-AP
Mathematical Models with Applications
Mathematics Applications and Study Skills

Advanced Placement High School Mathematics Courses
AP Calculus AB
AP Calculus BC
AP Statistics
AP Computer Science A

High School Mathematics Elective Courses
Independent Study in Math I, Semester 1 and Semester 2 (First Time Taken)
Independent Study in Math II, Semester 1 and Semester 2 (Second Time Taken)
Independent Study in Math III, Semester 1 and Semester 2 (Third Time Taken)
Engineering Mathematics
Digital Electronics (PLTW)
Statistics and Risk Management
Mathematical Applications in Agriculture, Food and Natural Resources

High School Course Descriptions for Mathematics Modified Instruction for
Students Served by Special Education
Algebra 1 Modified
Geometry Modified
Mathematical Models with Applications Modified
Algebra II Modified
Functional Algebra I
Functional Geometry
Functional Math Models
Functional Algebra II

Dual Credit Mathematics Courses
Pre-Calculus (DC) Semester 1
Pre-Calculus (DC) Semester 2

High School Course Descriptions for Science
Biology
Biology (Sheltered)
Biology DL (Dual Language)
Biology Pre-AP
Integrated Physics and Chemistry (IPC)
Integrated Physics and Chemistry (Sheltered)
Chemistry
Chemistry (Sheltered)
Chemistry DL (Dual Language)
Chemistry Pre-AP
Physics
Physics (Sheltered)
Physics Pre-AP
Science Applications and Study Skills (High School)

Advanced Placement High School Science Courses
AP Biology
AP Chemistry
AP Physics 1
AP Physics 2
AP Physics C - Mechanics
AP Physics C - Electricity and Magnetism (with Mechanics)
AP Environmental Science

Other Courses For Which Students May Receive High School Science Credit
Aquatic Science
Aquatic Science (Sheltered)
Astronomy
Astronomy (Sheltered)
Environmental Systems
Environmental Systems (Sheltered)
Earth and Space Science
Earth and Space Science (Sheltered)
Scientific Research and Design
Scientific Research and Design I
Scientific Research and Design III
CDC ADV SCIENCE 09-10
CDC ADV SCIENCE 11-12
Principles of Technology
Principles of Technology (Sheltered)
Forensic Science
Veterinary Medical Application
Advanced Animal Science
Advanced Plant & Soil Science
Food Science
Anatomy and Physiology
Pathophysiology
Advanced Biotechnology
Engineering Design and Problem Solving
Principles of Engineering (PLTW)

High School Course Descriptions for Science - Modified Instruction for
Students being served by Special Education
Astronomy Modified
Aquatic Science Modified
Biology Modified
Chemistry Modified
Earth and Space Science Modified
Environmental Systems Modified
Integrated Physics and Chemistry (IPC) Modified
Physics Modified
Functional Astronomy
Functional Aquatic Science
Functional Biology
Functional Chemistry
Functional Earth and Space Science
Functional Environmental Systems
Functional Integrated Physics and Chemistry
Functional Physics

Social Studies – High School Course Descriptions
Contemporary Global Issues
World Geography Studies
World Geography (Sheltered)
World Geography (Pre-AP)
Geography for Tourism
AP Human Geography
World History Studies
World History (Sheltered)
World History Pre- AP
AP World History
United States History Studies Since 1877
United States History Studies Since 1877 (Sheltered)
AP United States History Studies
U. S. Government
U. S. Government (Sheltered)
AP U. S. Government
Economics
AP Economics Micro
AP Economics Macro
Economics for Tourism
AP European History
AP Comparative Govt. / Politics
Psychology
AP Psychology
Sociology
Economic Advanced Studies
Special Topics Social Studies
Social Studies Advanced Studies
Social Studies Advanced Studies 2
Social Studies Research Methods 3
Social Studies Research Methods 4
Social Studies Research Methods
Social Studies Applications and Study Skills
High School Course Descriptions - Social Studies Modified Instruction for Students Served by Special Education
  World Geography Modified
  World History Modified
  U. S. History Since Reconstruction Modified
  U. S. Government Modified
  Economics Modified
  Functional Economics
  Functional World History
  Functional World Geography
  Functional U. S. History
  Functional U. S. Government
Dual Credit Social Studies Courses
  United States History (Dual Credit) DCCCD 1301
  United States History (Dual Credit) DCCCD HIST 1302
  Introduction to Sociology (Dual Credit DCCCD SOCI 1301
  Introduction to Psychology (Dual Credit)
  U. S. Government (Dual Credit)
  Economics (Dual Credit)
  Social Studies Research Methods 2 (Dual Credit)
  Social Studies Advanced 3 (Dual Credit)
  Social Studies Advanced Studies 4 (Dual Credit)
  Social Studies Special Topics 4 (Dual Credit)
  Social Studies Research Methods 2 (Dual Credit)
High School Course Descriptions for Physical Education
  Foundations of Personal Fitness - Fall
  Foundations of Personal Fitness - Spring
  Adventure/Outdoor Education - Fall
  Adventure/Outdoor Education - Spring
  Aerobic Activities - Fall
  Aerobic Activities - Spring
  Individual / Team Sports - Fall
  Individual / Team Sports - Spring
Physical Education Substitutions
  PE Equivalent Boys Athletics 1 - Fall
  PE Equivalent Boys Athletics 1 - Sp
  PE Equivalent Girls Athletics 1 - Fall
  PE Equivalent Girls Athletics 1 - Sp
  PE Equivalent Boys Athletics 2 - Fall
  PE Equivalent Boys Athletics 2 - Sp
  PE Equivalent Girls Athletics 2 - Fall
  PE Equivalent Girls Athletics 2 - Sp
  PE Equivalent Boys Athletics 3 - Fall
  PE Equivalent Boys Athletics 3 - Sp
  PE Equivalent Girls Athletics 3 - Fall
Cheerleader and Drill Team Courses
PE Substitution Cheerleading – Fall
PE Substitution Cheerleading – Spring
Cheerleader – Local Credit Full Year
Cheerleader – Local Credit .5 Year
PE Substitution Drill Team – Fall
PE Substitution Drill Team – Spring
Drill Team – Local Credit Full Year
Drill Team – Local Credit .5 Year

Off-Campus Physical Education Equivalent Program
PE Equivalent Off-Campus Program Boys 1 - Fall
PE Equivalent Off-Campus Program Boys I - Spring
PE Equivalent Off-Campus Program Girls I - Fall
PE Equivalent Off-Campus Program Girls I - Spring
PE Equivalent Off-Campus Program Boys II - Fall
PE Equivalent Off-Campus Program Boys II - Spring
PE Equivalent Off-Campus Program Girls II - Fall
PE Equivalent Off-Campus Program Girls II - Spring
PE Equivalent Off-Campus Program Boys III - Fall
PE Equivalent Off-Campus Program Boys III - Spring
PE Equivalent Off-Campus Program Girls III - Fall
PE Equivalent Off-Campus Program Girls III - Spring
PE Equivalent Off-Campus Program Boys IV - Fall
PE Equivalent Off-Campus Program Boys IV - Spring
PE Equivalent Off-Campus Program Girls IV - Fall

High School Course Descriptions for Physical Education Modified Instruction for Students Served by Special Education
Physical Education Basic I
Physical Education Basic II
Motor Development
Cognitive Skills I
Partner PE

High School Course Descriptions for Health Education
Health Education
Advanced Health Education

High School Course Descriptions for Health Modified Instruction for Students being served by Special Education
Health Education Basic
Functional Health Education

High School Course Descriptions for Technology Applications
Computer Science Fundamentals
Computer Science I
Computer Science II
Computer Science III
AP Computer Science A
AP Computer Science Principles
Digital Communication in the 21st Century
Digital Art and Animation
Game Programming and Design
Digital Forensics
Discrete Mathematics for Computer Science
Mobile Application and Development
Robotics Programming and Design
Digital Design and Media Production
Web Design

High School Course Descriptions for Technology Applications-
Modified Instruction for Students Served by Special Education
- Computer Literacy Basic
- Functional Computer Literacy

High School Course Descriptions for Electives Modified Instruction for
Students Served by Special Education
- Occupational Prep Awareness I
- Occupational Prep Exploration II
- Occupational Prep Exploration III
- Occupational Prep Work Exploration IV
- Investigation and Exploration I
- Investigation and Exploration II
- Investigation and Exploration III
- Investigation and Exploration IV
- Job Prep I
- Job Prep II
- Job Prep III
- Job Prep IV
- Cognitive Skills II
- Cognitive Skills III
- Cognitive Skills IV
- Daily Living Skills I
- Daily Living Skills II
- Daily Living Skills III
- Daily Living Skills IV
- Vocational Academics II
- Vocational Academics III
- Vocational Academics IV
- Work Based Learning I (WBL)
- Work Based Learning II (WBL)
- Work Based Learning III (WBL)
- Work Based Learning IV (WBL)
- Community-Based Vocational Instruction (CBVI) I Period
- Community-Based Vocational Instruction (CBVI) II Periods
Community-Based Vocational Instruction (CBVI) III Periods
Career Preparation I
Career Preparation II
Job Training
World of Work
Supported Employment
High School Course Descriptions - Performing Arts
Band, Orchestra, Choral, General Music, Theatre & Dance
  Varsity Winds & Percussion
  Non-Varsity Winds & Percussion
  Intermediate Winds & Percussion (Year Long)
  Varsity Jazz Ensemble
  Non-Varsity Jazz Ensemble
  Varsity Strings
  Non-Varsity Strings
  Chamber Ensemble
CHOIR
  Choir Varsity Mixed
  Choir Varsity Treble
  Choir Non Varsity Treble
  Choir Varsity Tenor Bass
  Choir Non Varsity Tenor Bass
  Varsity Vocal Ensemble
GENERAL MUSIC STUDIES
  Piano Forte
  Music Appreciation I
  Music Appreciation II
  Music Theory Level 1
  Pre AP Music Theory
  AP Music Theory
  Modern Band Non Varsity
  Modern Band Varsity
THEATRE
  Theatre I
  Theatre II
  Theatre III & IV
  Theatre Tech I
  Theatre Tech II
  Theatre Tech III & IV
  Theatre Production Ensemble I - II - III - IV
  Music Theatre Practicum I - II - III - IV
  Playwriting I & II
  Costume Design
  Theatre & Media Communication I
  Theatre & Media Communication II
DANCE
  Dance Arts I
Dance Arts II - III - IV
Varsity Dance Ensemble I - II - III - IV
Non Varsity Dance Ensemble I - II - III - IV
Dance & Media Communication I
Dance & Media Communication II

Visual Arts High School Course Descriptions

Studio Art I
Pre-AP Studio Art I
Art and Media Communications I
Studio Art II
Pre-AP Studio Art II
Ceramics Studio II
Design Studio II
Digital Art & Media Studio II
Drawing Studio II
Painting Studio II
AP Art History
Studio Art III
Ceramics Studio III
Design Studio III
Digital Art & Media Studio III
Drawing Studio III
Painting Studio III
AP 2D Design Studio
AP 3D Design Studio
AP Art History
AP 2D Design Studio
AP 3D Design Studio
AP Drawing Studio

Studio Art IV

CTE Course available for Fine Arts Credit
Principles and Elements of Floral Design

CTE – High School Course Descriptions

Agriculture, Food and Natural Resources
  Principles of Agriculture, Food, and Natural Resources
  Small Animal Management
  Small Animal Management
  Veterinary Medical Application
  Advanced Animal Science
  Professional Standards in Agribusiness
  Agribusiness Management and Marketing
  Agribusiness Management and Marketing
  Energy and Natural Resources Technology
  Wildlife, Fisheries, and Ecology Management
  Principles and Elements of Floral Design
  Landscape Design and Turf Grass Management
  Horticulture Science

Navigate to the General Overview

Page 164 of 343
Piping and Plumbing Technology
Advanced Piping and Plumbing Technology
Practicum in Construction Management
Practicum in Construction Management 3
CTED Practicum in Construction Management
CTED. Practicum in Construction Management
Practicum in Architecture Design DC

Arts, A/V Technology and Communications – High School Course Descriptions
Principles of Arts, Audio/Video Technology
Principles of Arts, Audio/Video Technology
Principles of Arts, Audio/Video Technology
Principles of Arts, Audio/Video Technology
Principles of Arts, Audio/Video Technology
Principles of Arts, Audio/Video Technology
Principles of Arts Audio/Video Technology & Communications (Middle School)
Principles of Arts Audio/Video Technology & Communications

Animation
Advanced Animation
Advanced Animation 2 Periods
Audio Video Production
Advanced Audio Video Production
Practicum in Audio Video Production
Graphic Design and Illustration
Graphic Design and Illustration
Advanced Graphic Design and Illustration
Practicum in Graphic Design and Illustration
Practicum in Graphic Design and Illustration
Commercial Photography
Advanced Commercial Photography

Fashion Design
Fashion Design
Advanced Fashion Design
Practicum in Fashion Design
Printing and Imaging Technology
Advanced Printing and Imaging Technology
Practicum in Printing and Imaging Technology
Professional Communications
Professional Communications
Advanced Animation (DC)
Advanced Animation 2 Periods (DC)
Audio Video Production (DC)
Advanced Graphic Design and Illustration (DC)

Business, Management & Administration – High School Course Descriptions
Principles of Business, Marketing, and Finance
CTED - Touch System Data
CTED - Business Information Management
Business Information Management
Business Information Management I
Business Information Management I
Business Information Management II
Business Information Management II
Business Information Management II
Business Information Management II
Business English
Business Law
Global Business
Global Business
Global Business
Human Resources Management
Human Resources Management
Virtual Business
Virtual Business
Virtual Business
Business Management
Business Management
CTED - Practicum in Business Management
Practicum in Business Management
Practicum in Business Management II (CP)
Practicum in Business Management II (CP)
CTED - Practicum in Business Management II
CTED - Practicum in Business Management II
Business Information Management I
Virtual Business

Education and Training - High School Course Descriptions
Principles of Education and Training
Human Growth and Development
Instructional Practices in Education and Training
Practicum in Education and Training
Practicum in Education and Training II

Finance – High School Course Descriptions
Money Matters
Banking and Financial Services
Securities and Investments
Insurance Operations
Accounting I
Accounting II
Financial Analysis
Statistics and Risk Management
Accounting I
Accounting II
Money Matters

Government and Public Administration – High School Course Descriptions

Principles of Government and Public Administration
Political Science I
Political Science I
Political Science II
Revenue, Taxation, and Regulation
Planning and Governance
National Security
Foreign Service and Diplomacy Security
Practicum in Local, State, and Federal Government
Practicum in Local, State, and Federal Government II

Health Science – High School Course Descriptions

Mental Health Problems and Solutions
Pharmacology Problems & Solutions
Principles of Health Science
Medical Terminology
Health Science
Health Science
Health Science
Health Science
Health Science
Health Science Clinical
Health Science Diagnostic
Adm. Medical Assistant Practicum I
Dental Assistant Practicum I
Dental Technician Practicum I
Practicum in Health Science
Clinical Medical Assistant Practicum I
Medical Lab I Practicum I
Nursing Assistant Practicum I
Therapy Careers Practicum I
Veterinarian Assistant I Practicum I
Veterinarian Assistant I Practicum I
Dental Assistant Practicum II
Dental Technician Practicum II
EMT Practicum II
Practicum in Health Science II
Clinical Medical Assistant Practicum II
Medical Lab I Practicum II
Medical Lab II Practicum II
Nursing Assistant Practicum II
Therapy Careers Practicum II
Veterinarian Assistant II Practicum II
Dental Assistant I Practicum II
Dental Technician I Practicum II
Adm. Medical Assistant Practicum II
Anatomy and Physiology
Pathophysiology
Biotechnology
Advanced Biotechnology
Principles of Biomedical Science (PLTW)
Human Body Systems (PLTW)
Medical Interventions (PLTW)
Biomedical Innovation (PLTW)
Normal Speech and Language Development
Introduction to Communication Disorders
Introduction to Speech Language Pathology and Audiology

Hospitality and Tourism – High School Course Descriptions
CTED- Principles of Hospitality and Tourism
Principles of Hospitality and Tourism
Hotel Management
Restaurant Management
Travel and Tourism Management
CTED- Culinary Arts
Culinary Arts
Culinary Arts
CTED-Practicum in Culinary Arts I
Practicum in Culinary Arts I
Practicum in Culinary Arts I
CTED- Practicum in Culinary Arts II
Practicum in Culinary Arts II
Practicum in Culinary Arts II
CTED- Hospitality Services
Hospitality Services
CTED- Practicum in Hospitality & Tourism I
Practicum in Hospitality & Tourism
CTED-Practicum in Hospitality & Tourism II
Practicum in Hospitality & Tourism II

Food Science

Human Services – High School Course Descriptions
Problems and Solutions in Human Services
Principles of Human Services
Dollars and Sense
Interpersonal Studies
Interpersonal Studies
Lifetime Nutrition and Wellness
Counseling & Mental Health
Child Development
Child Guidance
Child Guidance
Family and Community Services
Family and Community Services
Practicum in Human Services II
Introduction to Cosmetology
Cosmetology I
Cosmetology II
Parenting Education For School Age Parents I
Parenting Education for School Age Parents I
Parenting Education for School Age Parents II
Child Development (DC)
Child Development (DC) 1
Child Development (DC) 2

Information Technology – High School Course Descriptions
Principles of Information Technology
Computer Maintenance
Telecommunications and Networking
Computer Technician
Computer Programming
Advanced Computer Programming
Digital & Interactive Media
Web Technologies
Research in Information Technology Solutions
Research in Information Technology Solutions II
Database Fundamentals
Database Programming
Internetworking Technology I
Internetworking Technology II
Internetworking Technology I (DC)
Internetworking Technology II
Geographic information Systems
Raster Based Geographic Information Systems
Spatial Technology/Remote Sensing

Law, Public Safety, Corrections and Security – High School Course Descriptions
Principles of Law, Public Safety, Corrections and Security
Law Enforcement I
Law Enforcement I
Law Enforcement I
Law Enforcement II
Law Enforcement II
Law Enforcement II
Law Enforcement II
Forensic Science
Court Systems and Practices
Correctional Services
Security Services
Firefighter I
Firefighter II
Practicum in Law, Public Safety, Corrections, and Security
Practicum in Law, Public Safety, Corrections, and Security II
Disaster Response
Forensic Psychology
Law Enforcement I (DC)
Law Enforcement I (DC) (1 per)
Law Enforcement I (DC) (2 per)
Law Enforcement I (DC) (9-10)

Manufacturing – High School Course Descriptions
Principles of Flexible Manufacturing
Principles of Manufacturing
Welding
Advanced Welding
Precision Metal Manufacturing
Advanced Precision Metal Manufacturing
Flexible Manufacturing
Advanced Flexible Manufacturing
Manufacturing Engineering
Practicum in Flexible Manufacturing
Practicum in Manufacturing
Practicum in Manufacturing II

Marketing – High School Course Descriptions
Advertising and Sales Promotion
Fashion Marketing
Entrepreneurship
Entrepreneurship
Retailing and E-Tailing
Sports and Entertainment Marketing
Marketing Dynamics
Practicum in Marketing Dynamics I
Practicum in Marketing Dynamics II
Practicum in Marketing Dynamics II (Career Prep)
Practicum in Marketing Dynamics II (Career Prep)

Science, Technology, Engineering and Mathematics (STEM) – High School Course Descriptions
Concepts of Engineering and Technology
Biotechnology
Advanced Biotechnology
Engineering Design and Presentation
Advanced Engineering Design and Presentation
Engineering Mathematics
Electronics
Robotics and Automation
Principles of Technology
Scientific Research and Design
Scientific Research and Design II
Scientific Research and Design III
Engineering Design and Problem Solving
Practicum in Science, Technology, Engineering, and Mathematics
Introduction to Engineering Design (PLTW)
Principles of Engineering (PLTW)
Digital Electronics (PLTW)
Aerospace Engineering (PLTW)
Biotechnical Engineering (PLTW)
Civil Engineering & Architecture (PLTW)
Computer Integrated Manufacturing (PLTW)
Computer Science and Software Engineering (PLTW)
Engineering Design and Development (PLTW)
Data Acquisition and Analysis
Engineering: The Digital Future (Infinity)
Advanced Electronics (DC)
TexPREP Engineering I
TexPREP Engineering II
TexPREP Engineering III
TexPREP Engineering IV

Transportation Distribution and Logistics - High School Course Descriptions
  Energy Power, and Transportation Systems
  Principles of Transportation, Distribution, and Logistics
  Energy Power, and Transportation Systems
  Energy, Power, and Transportation Systems
  Energy Power, and Transportation Systems
  Energy Power, and Transportation Systems
  Energy Power, and Transportation Systems
  Aircraft Technology
  Advanced Aircraft Technology
  Automotive Technology
  Diesel Technology
  Advanced Automotive Technology
  Advanced Diesel Technology
  Collision Repair & Refinishing
  Advanced Collision Repair & Refinishing
  Small Engine Technology
  Advanced Small Engine Technology
  Transportation Systems Management
  Transportation Systems Management
  Logistics, Planning, and Management Systems
  Practicum in Transportation, Distribution, and Logistics
  Practicum in Transportation, Distribution, and Logistics
  Practicum in Transportation, Distribution, and Logistics
  Practicum in Transportation, Distribution, and Logistics
  Practicum in Transportation, Distribution, and Logistics
  Practicum in Transportation, Distribution, and Logistics
  Practicum in Transportation Distribution and Logistics

Career Exploration & Preparation – High School Course Descriptions
  Career Preparation I
  Career Preparation I
Languages Other Than English (LOTE) – High School Course Descriptions

American Sign Language I
American Sign Language II
American Sign Language III
American Sign Language IV
French I
French II
French III
French III Pre-AP
French IV
AP French IV Language and Culture
French V Literature
French VI Literature Independent Studies
German I
German II
German III
German III Pre-AP
German IV
AP German IV Language and Culture
German V Independent Study
Russian I
Russian II
Russian III
Spanish I
Spanish II
Spanish III
Spanish III Pre-AP
Spanish IV
Spanish for Native Speakers I
Spanish for Native Speakers II
Spanish for Native Speakers III
Spanish for Native Speakers III Pre-AP
AP Spanish IV Language and Culture
AP Spanish V Literature and Culture
Spanish VI Literature Independent Studies
Arabic I
Arabic II
Japanese I
Japanese II
Japanese III
Japanese IV
Mandarin Chinese I
Mandarin Chinese II
Mandarin Chinese III
Mandarin Chinese IV
Italian I
Italian II
Italian III
Italian III Pre-AP
Italian IV
AP Italian IV Language and Culture
Italian V Independent Study
Latin I
Latin II
Latin III
Latin III Pre-AP
AP Latin IV
Latin V (Catullus-Horace)
Latin VI Independent Study

Section 504 & Dyslexia – High School Course Descriptions
Dyslexia Fall
Dyslexia Spring
English Language Arts - High School Course Descriptions

English I
TEA#: 03220100  GRADE: 9
DALLAS ISD#: 1200  CREDIT: 1
PREREQUISITE: Official promotion to or placement in high school
This course incorporates the components of balanced literacy as students read a variety of genres, including fiction, nonfiction, poetry, and drama; write a variety of compositions, including planning, drafting, editing, and revising based on feedback from their teacher and their peers; and engage in listening and speaking while building academic vocabulary. Through text-dependent reading and evidence-based writing and discussion, students will master grade-level ELAR standards (and ELPS as applicable).

English I (Sheltered)
TEA#: 03220100  GRADE: 9
DALLAS ISD#: 1280  CREDIT: 1
PREREQUISITE: LPAC Recommendation
This course incorporates the components of balanced literacy as students read a variety of genres, including fiction, nonfiction, poetry, and drama; write a variety of compositions, including planning, drafting, editing, and revising based on feedback from their teacher and their peers; and engage in listening and speaking while building academic vocabulary. Through text-dependent reading and evidence-based writing and discussion, students will master grade-level ELAR standards and the ELPS. Sheltered classes provide accommodations for English language learners through ESL teaching strategies, but the course content consists of the same concepts, knowledge, and skills as the general curriculum.

English I Pre-AP
TEA#: 03220100  GRADE: 9
DALLAS ISD#: 1211  CREDIT: 1
PREREQUISITE: Official promotion to or placement in high school
This course incorporates the components of balanced literacy as students read a variety of genres, including fiction, nonfiction, poetry, and drama; write a variety of compositions, including planning, drafting, editing, and revising based on feedback from their teacher and their peers; and engage in listening and speaking while building academic vocabulary. Through text-dependent reading and evidence-based writing and discussion, students will master grade-level ELAR standards (and ELPS as applicable). Standards are taught at greater levels of rigor so that students are prepared to master the challenging reading and writing assignments in later Advanced Placement courses.

English II
TEA#: 03220200  GRADE: 10
DALLAS ISD#: 1300  CREDIT: 1
PREREQUISITE: English I
This course incorporates the components of balanced literacy as students read a variety of genres, including fiction, nonfiction, poetry, and drama; write a variety of compositions, including planning, drafting, editing, and revising based on feedback from their teacher and their peers; and engage in listening and speaking while building academic vocabulary. Through text-dependent reading and evidence-based writing and discussion, students will master grade-level ELAR standards (and ELPS as applicable).

English II (Sheltered)
TEA#: 03220200  GRADE: 10
DALLAS ISD#: 1283  CREDIT: 1
PREREQUISITE: English I ESOL Intermediate or Sheltered English I
This course incorporates the components of balanced literacy as students read a variety of genres, including fiction, nonfiction, poetry, and drama; write a variety of compositions, including planning, drafting, editing, and revising based on feedback from their teacher and their peers; and engage in listening and speaking while building academic vocabulary. Through text-dependent reading and evidence-based writing and discussion, students will master grade-level ELAR standards and the ELPS. Sheltered classes provide accommodations for English language learners through Sheltered Instruction strategies, but the course content consists of the same concepts, knowledge, and skills as the general curriculum.

English II Pre-AP
TEA#: 03220200  GRADE: 10
DALLAS ISD#: 1303  CREDIT: 1
PREREQUISITE: English I or English I Pre-AP
This course incorporates the components of balanced literacy as students read a variety of genres, including fiction, nonfiction, poetry,
and drama; write a variety of compositions, including planning, drafting, editing, and revising based on feedback from their teacher and their peers; and engage in listening and speaking while building academic vocabulary. Through text-dependent reading and evidence-based writing and discussion, students will master grade-level ELAR standards (and ELPS as applicable). Standards are taught at greater levels of rigor so that students are prepared to master the challenging reading and writing assignments in later Advanced Placement courses.

**English III**

TEA#: 03220300 GRADE: 11  
DALLAS ISD#: 1400 CREDIT: 1  
PREREQUISITE: English II  
This course incorporates the components of balanced literacy by providing instruction and practice in reading a variety of genres in American and world literature, analyzing literary forms, and interpreting the influence of history. Students engage in listening and speaking and write a wide variety of compositions including informative, persuasive, and literary discourse demonstrating sophisticated syntax and vocabulary. Students use technology to produce error-free text and research with documentation. Students also present and critique oral communications that include visuals and other media. Through text-dependent reading and evidence-based writing and discussion, students will master grade-level ELAR standards (and ELPS as applicable).

**English III (Sheltered)**

TEA#: 03220300 GRADE: 11  
DALLAS ISD#: 1360 CREDIT: 1  
PREREQUISITE: English II ESOL or Sheltered English II  
This course incorporates the components of balanced literacy as students read a variety of genres, including fiction, nonfiction, poetry, and drama; write a variety of compositions, including planning, drafting, editing, and revising based on feedback from their teacher and their peers; and engage in listening and speaking while building academic vocabulary. Through text-dependent reading and evidence-based writing and discussion, students will master grade-level ELAR standards and the ELPS. Sheltered classes provide accommodations for English language learners through Sheltered Instruction Strategies, but the course content consists of the same concepts, knowledge, and skills as the general curriculum.

**AP English III - Language and Composition**

TEA#: A3220100 GRADE: 11  
DALLAS ISD#: 1515 CREDIT: 1  
PREREQUISITE: English II or English II Pre-AP  
This course incorporates the components of balanced literacy by providing instruction and practice in reading a variety of genres, writing a wide variety of compositions, and listening and speaking. It requires a high degree of commitment to academic work in order to meet college standards. Students learn grammar, usage, vocabulary, and style analysis in preparation for the AP Language and Composition exam. The course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students complete research projects that require them to understand and evaluate a variety of textual and visual materials. Through text-dependent reading and evidence-based writing and discussion, students will master grade-level ELAR standards (and ELPS as applicable). Students are strongly encouraged to take the exam. Approved College Board teacher syllabus required.

**English IV**

TEA#: 03220400 GRADE: 12  
DALLAS ISD#: 1500 CREDIT: 1  
PREREQUISITE: English III  
This course incorporates the components of balanced literacy by providing instruction and practice in reading a variety of genres in British and world literature, analyzing literary forms, and interpreting the influence of history. Students engage in listening and speaking and write a wide variety of compositions including informative, persuasive, and literary discourse demonstrating sophisticated syntax and vocabulary. Students use technology to produce error-free text and research with documentation. Students also present and critique oral communications that include visuals and other media. Through text-dependent reading and evidence-based writing and discussion, students will master grade-level ELAR standards (and ELPS as applicable).

**English IV (Sheltered)**

TEA#: 03220400 GRADE: 12  
DALLAS ISD#: 1365 CREDIT: 1  
PREREQUISITE: Sheltered English III  
This course incorporates the components of balanced literacy as students read a variety of genres, including fiction, nonfiction, poetry, and drama; write a variety of compositions, including planning, drafting, editing, and revising based on feedback from their teacher and
their peers; and engage in listening and speaking while building academic vocabulary. Through text-dependent reading and evidence-based writing and discussion, students will master grade-level ELAR standards and the ELPS. Sheltered classes provide accommodations for English language learners through Sheltered Instruction strategies, but the course content consists of the same concepts, knowledge, and skills as the general curriculum.

AP English IV - Literature and Composition
TEA#: A3220200  GRADE: 12
DALLAS ISD#: 1505  CREDIT: 1
PREREQUISITE: AP English III or English III
This course incorporates the components of balanced literacy by providing instruction and practice in reading a variety of genres, writing a wide variety of compositions, and listening and speaking. It requires a high degree of commitment to academic work in order to meet college standards. It engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Reading in an AP course is both wide and deep. This reading necessarily builds upon the reading done in previous English courses. Writing is an integral part of the course and AP exam. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Although critical analysis makes up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written. Such experiences sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry. Through text-dependent reading and evidence-based writing and discussion, students will master grade-level ELAR standards (and ELPS as applicable). Students are strongly encouraged to take the AP exam. Approved College Board teacher syllabus required.
Modified Instruction for Students Served by Special Education -

High School Course Descriptions for English Language Arts

**English I Modified**

TEA#: 03220105  GRADE: 9-12  
DALLAS ISD#: 9751  CREDIT: 1  
PREREQUISITE: ARD Recommendation  
This course addresses the English/Language Arts I TEKS and focuses on reading, writing, research, written/oral conventions, listening and speaking. In this course, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis. This course contains extensive modifications as documented in each student’s Individualized Education Program (IEP).

**English II Modified**

TEA#: 03220205  GRADE: 10-12  
DALLAS ISD#: 9753  CREDIT: 1  
PREREQUISITE: ARD Recommendation  
This course addresses all the English II TEKS with emphasis on forms of communication. Students will use the writing process to produce effective arguments that include information from primary and secondary sources. Students should read and write daily. This course contains extensive modifications as documented in each student's Individualized Education Program (IEP).

**English III Modified**

TEA#: 03220305  GRADE: 11-12  
DALLAS ISD#: 9755  CREDIT: 1  
PREREQUISITE: ARD Recommendation  
This course addresses the English/Language Arts III TEKS and focuses on reading, writing, research, written/oral conventions, listening and speaking. In this course, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis. This course contains extensive modifications as documented in each student's Individualized Education Program (IEP).

**English IV Modified**

TEA#: 03220400  GRADE: 12  
DALLAS ISD#: 9757  CREDIT: 1  
PREREQUISITE: ARD Recommendation  
This course addresses the English/Language Arts IV TEKS and focuses on reading, writing, research, written/oral conventions, listening and speaking. In this course, students present and review oral communications that include visuals and other media. This course contains extensive modifications as documented in each student's Individualized Education Program (IEP).

**Functional English I**

TEA#: 03220107  GRADE: 9-12  
DALLAS ISD#: 9200  CREDIT: 1  
PREREQUISITE: ARD Recommendation  
This course is taught in a separate environment with extensive content modifications that focus on alternative developmental content determined by the student's Individualized Education Program (IEP). The course integrates the use of language skills with writing. Students read or listen to a variety of literary and informative texts. They require direct, intensive, individualized instruction. They access and study grade-level TEKS through activities that focus on prerequisite skills.

**Functional English II**

TEA#03220207  GRADE: 10-12  
DALLAS ISD#: 9201  CREDIT: 1  
PREREQUISITE: ARD Recommendation  
This course is taught in a separate environment with extensive content modifications that focus on alternative developmental content determined by the student's Individualized Education Program (IEP). The course emphasizes an increase in communication and literacy. Students increase their expressive and receptive vocabulary, and they read or listen to a variety of literature including American and world authors. Extensive modifications provide support to access the general education curriculum, including assistance involving communication, response style, physical access, or daily living skills. Students require direct, intensive, individualized instruction. Student's access and study grade-level TEKS through activities that focus on prerequisite skills.
Functional English III

TEA#: 03220307  GRADE: 11-12
DALLAS ISD#: 9202  CREDIT: 1
PREREQUISITE: ARD Recommendation
This course is taught in a separate environment with extensive content modifications that focus on alternative developmental content determined by the student's Individualized Education Program (IEP). The course involves instruction in increasing vocabulary and building skills such as commenting and attributes. Students explore a variety of literature through the use of multimedia products and visual representations. Students require direct, intensive, individualized instruction. Student's access and study grade-level TEKS through activities that focus on prerequisite skills.

Functional English IV

TEA#: 03220400  GRADE: 12
DALLAS ISD#: 9203  CREDIT: 1
PREREQUISITE: ARD Recommendation
This course is taught in a separate environment with extensive content modifications that focus on alternative developmental content determined by the student's Individualized Education Program (IEP). The course emphasizes an increased exposure to a variety of literary genres. Students use multimedia products and visual representations. Students require direct, intensive, individualized instruction. Student's access and study grade-level TEKS through activities that focus on prerequisite skills.
ESL – High School Course Descriptions

English for SIFE
TEA #: 84000032
Grade: 9
Dallas ISD#: 1260
CREDIT: LOCAL
PREREQUISITE: LPAC Recommendation
This course is designed to serve only Newcomer English Language Learners with SIFE (students with interrupted formal education) designation. The focus is on building language proficiency through listening, speaking, reading, and writing.

Reading for SIFE
TEA #: 84000032
Grade: 9
Dallas ISD#: 1261
CREDIT: LOCAL
PREREQUISITE: LPAC Recommendation
This course is designed to serve only Newcomer English Language Learners with SIFE (students with interrupted formal education) designation. The focus is on building reading comprehension and language proficiency through listening, speaking, reading, and writing.

ESOL Language Support for Algebra I
TEA#: 85000187
Grade: 9
Dallas ISD#: 1333
CREDIT: LOCAL
PREREQUISITE: LPAC Recommendation
This course is designed to serve only Newcomer English Language Learners with SIFE (students with interrupted formal education) designation. The focus is on building language proficiency in mathematical vocabulary through listening, speaking, reading, and writing. This course should be taken in conjunction with Sheltered Algebra I and should NEVER take the place of a credit math course.

ESOL Language Support for Biology
TEA#: 85000188
Grade: 9
Dallas ISD#: 1348
CREDIT: LOCAL
PREREQUISITE: LPAC Recommendation
This course is designed to serve only Newcomer English Language Learners with SIFE (students with interrupted formal education) designation. The focus is on building language proficiency in scientific vocabulary through listening, speaking, reading, and writing. This course should be taken in conjunction with Biology and should NEVER take the place of a credit science course.

English I ESOL Beginner
TEA#: 03200600    GRADE: 9
DALLAS ISD #: 1370  CREDIT: 1
PREREQUISITE: LPAC Recommendation
This course for English language learners incorporates the components of balanced literacy as students read a variety of genres, including fiction, nonfiction, poetry, and drama; write a variety of compositions, including planning, drafting, editing, and revising based on feedback from their teacher and their peers; and engage in listening and speaking while building academic vocabulary. Through text-dependent reading and evidence-based writing and discussion, students will work towards mastery of grade-level ELAR and ESOL standards and the ELPS. Course content is adapted and scaffolded as appropriate for student language proficiency levels.

English I ESOL Intermediate
TEA#: 03200600    GRADE: 9
DALLAS ISD #: 1266  CREDIT: 1
PREREQUISITE: LPAC Recommendation
This course for English language learners incorporates the components of balanced literacy as students read a variety of genres, including fiction, nonfiction, poetry, and drama; write a variety of compositions, including planning, drafting, editing, and revising based on feedback from their teacher and their peers; and engage in listening and speaking while building academic vocabulary. Through
text-dependent reading and evidence-based writing and discussion, students will work towards mastery of grade-level ELAR and ESOL standards and the ELPS. Course content is adapted and scaffolded as appropriate for student language proficiency levels.

English II ESOL
TEA#: 03200700  GRADE: 10
DALLAS ISD#: 1264  CREDIT: 1
PREREQUISITE: LPAC Recommendation
This course for English language learners incorporates the components of balanced literacy as students read a variety of genres, including fiction, nonfiction, poetry, and drama; write a variety of compositions, including planning, drafting, editing, and revising based on feedback from their teacher and their peers; and engage in listening and speaking while building academic vocabulary. Through text-dependent reading and evidence-based writing and discussion, students will work towards mastery of grade-level ELAR and ESOL standards and the ELPS. Course content is adapted and scaffolded as appropriate for student language proficiency levels.

Reading I ESOL
TEA#: 03270700  GRADE: 9
DALLAS ISD#: 1262  CREDIT: 1
PREREQUISITE: LPAC Recommendation
This course for English language learners addresses reading comprehension and vocabulary development through grade-level TEKS and the ELPS.

Reading II ESOL
TEA#: 03270800  GRADE: 10
DALLAS ISD#: 1265  CREDIT: 1
PREREQUISITE: LPAC Recommendation
This course for English language learners addresses reading comprehension and vocabulary development through grade-level TEKS and the ELPS.

Practical Writing ESOL
TEA#: 03221300  GRADE: 9
DALLAS ISD#: 1263  CREDIT: 1
PREREQUISITE: LPAC Recommendation
Students use the writing process and available technology to produce a variety of written communications. The conventions of written language are employed to produce error-free writing appropriate for audience and purpose. Students evaluate their own writing as well as that of others.
English/Language Arts Electives

English Language Arts Applications and Study Skills
TEA#: 84000047  GRADE: 10-12
DALLAS ISD#: 1525  LOCAL CREDIT: 1
PREREQUISITE: NONE
This course provides local credit only for students who require additional intervention/instruction in Reading Language Arts.

Independent Study in English
TEA#: 03221800  GRADE: 12
DALLAS ISD#: 7599  CREDIT: 1
PREREQUISITE: Seniors Only
Under the supervision of the teacher, students prepare three independent projects for evaluation in this seminar, each with a reading list, formal writing, and oral presentation with visuals. Projects may reach beyond literature, but must involve reading, research, and writing on an advanced level with a thesis approved by the instructor. Students report weekly on the progress of their projects and use peer editing and revision extensively before the final presentations. Students also produce an anthology of selections from their ongoing discoveries.

Independent Study in English
TEA#: 03221800  GRADE: 12
DALLAS ISD#: 7600  CREDIT: .5
PREREQUISITE: Approval of the English Language Arts Department
Under the supervision of the teacher, students prepare at least one independent project for evaluation in this one-semester seminar. The project includes a reading list, formal writing, and oral presentation with visuals. It may reach beyond literature, but must involve reading, research, and writing on an advanced level with a thesis approved by the instructor. Students report weekly on the progress of their project and use peer editing and revision extensively before the final presentation.

Practical Writing Skills
TEA#: 03221300  GRADE: 11-12
DALLAS ISD#: 1533  CREDIT: 1
PREREQUISITE: None
In this course, students use the writing process and available technology to produce a variety of written communications especially those used in professional settings such as business letters, applications, resumes, and inquiries. The conventions of written language are employed to produce error-free writing appropriate for audience and purpose. Students evaluate their own writing as well as that of others.

Practical Writing Skills
TEA#: 03221300  GRADE: 11-12
DALLAS ISD#: 1534  CREDIT: .5
PREREQUISITE: None
This course lays the foundation for the practical writing process. This course is the first semester of the full year course.

Creative/Imaginative Writing
TEA#: 03221200  GRADE: 10-12
DALLAS ISD#: 1532  CREDIT: .5
PREREQUISITE: English I
This rigorous workshop-seminar provides experience in writing in several genres. Students engage in an editing and revision process designed to produce error-free compositions suitable for publishing. Students examine important examples of literature in relevant genres as models and as subjects for technical analysis.

Literary Genres
TEA#: 03221500  GRADE: 10-12
DALLAS ISD#: 1554  CREDIT: .5
PREREQUISITE: English I
In this course, students build an extensive vocabulary through wide reading of a variety of genres. Emphasis is on analyzing common themes in a variety of cultures. Students use writing to analyze literature and communicate with other writers.
Visual Media Analysis and Production

TEA#: 03221700    GRADE: 9-12
DALLAS ISD#: 1548    CREDIT: .5
PREREQUISITE: None

In this course, students will critique and analyze the significance of visual representations and learn to produce media messages that communicate with others. Students recognize and interpret visual representations as they apply to visual media. Students also critique and analyze the significance of visual representations.

Humanities

TEA#: 03221600    GRADE: 9-12
DALLAS ISD#: 1549    CREDIT: 1
PREREQUISITE: None

In this course, students visit museums, conduct formal research, and use a variety of primary and secondary source materials as they study relationships among art, architecture, religion, philosophy, music, literature, and other creative endeavors in historic and contemporary world cultures. Their analysis compares the social contexts that produce art as well as how artistic expression, religion, and philosophy illustrate the human spirit. Students develop a portfolio of representative selections and responses and produce oral and written presentations using various media.

Research/Technical Writing

TEA#: 03221100    GRADE: 11-12
DALLAS ISD#: 1228    CREDIT: .5
PREREQUISITE: English II

In this course, students learn to document, to create bibliographies, and to organize information as they write a research paper. The course focuses on basic technical writing skills (inductive and deductive reasoning, technical description, paragraph development, and selected technical reports).
Reading - High School Course Descriptions

College Readiness and Study Skills (CCRS)

TEA#: 03270100  GRADE: 9-12
DALLAS ISD#: 1227  CREDIT: .5
PREREQUISITE: None
This course teaches study skills and additional strategies for text-based learning in multiple content areas. Emphasis includes vocabulary, summarization, identifying key ideas, and drawing inferences and conclusions. Students present their responses to text in a variety of ways.

Reading I

TEA#: 03270700  GRADE: 9-12
DALLAS ISD#: 1224  CREDIT: 1
PREREQUISITE: None
This course is for the most struggling readers. Students with a Lexile score of below 600 (as measured by the Scholastic Reading Inventory, or SRI) should take the Scholastic Phonics Inventory (SPI). Students who score below 22 on the SPI should then be placed into the course. The recommended curriculum for this course is System 44.

Reading II

TEA#: 03270800  GRADE: 9-12
DALLAS ISD#: 1229  CREDIT: 1
PREREQUISITE: None
This course is for students who are reading two or more years below grade level and have a Lexile level of 600 or above. Students who score above 22 on the SPI should then be placed into the course. The recommended curriculum for this is the first half of the READ 180 curriculum.

Reading III

TEA#: 03270900  GRADE: 9-12
DALLAS ISD#: 1235  CREDIT: 1
PREREQUISITE: None
This course is for students who have completed the first half of the READ 180 program and have a Lexile level of 600 or above. The recommended curriculum for the course is the second half of the READ 180 curriculum.

Journalism I

TEA#: 03230100  GRADE: 9-12
DALLAS ISD#: 1900  CREDIT: 1
PREREQUISITE: None
This introductory course on the principles and practices of journalism includes fact-gathering, developing interviewing skills, writing news stories, determining newsworthiness, studying and applying editing skills, studying journalistic style, using techniques of writing headlines and captions, studying the freedom and responsibility of the press, and the principles and ethics of journalism.

Advanced Broadcast Journalism I

TEA#: 03231900  GRADE: 10-12
DALLAS ISD#: 1891  CREDIT: 1
PREREQUISITE: Journalism I
In this course, students study radio and television broadcasting. This includes issues in the legal and ethical responsibilities of print and non-print media, as well as the analysis of print and non-print media coverage of news. They organize, edit, and select news copy to fill a designated broadcast time slot.

Advanced Broadcast Journalism II

TEA#: 03231901  GRADE: 10-12
DALLAS ISD#: 1894  CREDIT: 1
PREREQUISITE: Advanced Broadcast Journalism I
In this course, students extend and expand the knowledge and skills learned in Advanced Broadcast Journalism I.

Advanced Broadcast Journalism III

TEA#: 03231902  GRADE: 10-12
DALLAS ISD#: 1897  CREDIT: 1
PREREQUISITE: Advanced Broadcast Journalism II

Navigate to the General Overview  Navigate to the Table of Contents
In this course, students continue to expand their study of radio and television broadcasting, building on the knowledge and skills learned in Advanced Broadcast Journalism II.

Advanced Journalism I (Newspaper)
TEA#: 03230140 GRADE: 10-12
DALLAS ISD#: 1910 CREDIT: 1
PREREQUISITE: Journalism I
In this course, students apply skills learned in Journalism to newspaper production. They practice determining news coverage and editorial policy. Students select, crop, and scale photographs. This course requires considerable time outside school hours.

Advanced Journalism II (Newspaper)
TEA#: 03230150 GRADE: 11-12
DALLAS ISD#: 1923 CREDIT: 1
PREREQUISITE: Advanced Journalism I
In this course, students continue to develop and apply journalistic skills in newspaper production. This course requires considerable time outside school hours.

Advanced Journalism III (Newspaper)
TEA#: 03230160 GRADE: 12
DALLAS ISD#: 1965 CREDIT: 1
PREREQUISITE: Advanced Journalism II
In this course, students expand and build on newspaper journalism skills learned in Advanced Journalism II. This course requires considerable time outside school hours.

Advanced Journalism I (Yearbook)
TEA#: 03230110 GRADE: 10-12
DALLAS ISD#: 1915 CREDIT: 1
PREREQUISITE: Journalism I
In this course, students study and apply the journalistic skills and processes necessary to produce a yearbook. They develop skills in news judgment, fact gathering, photography, writing headlines and captions, graphic design and layout, proofing, editing, advertising, and creative writing. This course requires considerable time outside school hours.

Advanced Journalism II (Yearbook)
TEA#: 03230120 GRADE: 11-12
DALLAS ISD#: 1926 CREDIT: 1
PREREQUISITE: Advanced Journalism I
In this course, students continue to develop the skills needed to produce a yearbook, evaluating the components required for a quality product. This course requires considerable time outside school hours.

Advanced Journalism III (Yearbook)
TEA#: 03230130 GRADE: 12
DALLAS ISD#: 1968 CREDIT: 1
PREREQUISITE: Advanced Journalism II
In this course, students continue to expand and extend their knowledge of yearbook production. This course requires considerable time outside school hours.

Photo Journalism
TEA#: 03230800 GRADE: 9-12
DALLAS ISD#: 1975 CREDIT: 1
PREREQUISITE: Journalism
This course includes a study of the use of photography in journalism and the application of photographic skills for journalistic purposes. Students develop competence in taking, developing, and printing news photographs for use in school publications. This course requires considerable time outside school hours.

Independent Study Journalism
TEA#: 03231000 GRADE: 12
DALLAS ISD#: 1977 CREDIT: 1

Navigate to the General Overview  Navigate to the Table of Contents
PREREQUISITE: Interest and aptitude in scholastic journalism, with parental approval and/or teacher recommendation. This course includes activities individually designed for students whose level of achievement in journalism allows them to pursue work individually or in small groups, with the teacher serving as an advisor. It emphasizes research, print or nonprint production of original work, or extended development of a skill or specific area of study.

**Independent Study Journalism**

TEA#: 03231000  GRADE: 12  
DALLAS ISD#: 1978  CREDIT: .5  
PREREQUISITE: Interest and aptitude in scholastic journalism, with parental approval and/or teacher recommendation. This semester course includes activities individually designed for students whose level of achievement in journalism allows them to pursue work individually or in small groups, with the teacher serving as an advisor.

**Media Literacy-Speech**

TEA#: 03241401  GRADE: 9-12  
DALLAS ISD#: 1961  CREDIT: 1  
PREREQUISITE: None  
This course includes a study of the role of media as a tool within academic, social, and democratic processes as they influence tastes, behavior, purchasing, and voting decisions. Students examine the historical development of different mass media and related technologies and personalities. Students plan, produce, present, and evaluate media messages. They develop ways to improve media and formulate guidelines for using media effectively to achieve governmental, societal, and cultural goals.

**Public Speaking I**

TEA#: 03240900  GRADE: 10-12  
DALLAS ISD#: 1945  CREDIT: 1  
PREREQUISITE: None  
This course introduces the concepts and skills related to preparing and presenting public messages and to analyzing and evaluating messages from others. Students study style, organization, and delivery, including diction, voice, control, posture, and eye contact. Students are encouraged to participate in competitions.

**Public Speaking II**

TEA#: 03241000  GRADE: 11-12  
DALLAS ISD#: 1950  CREDIT: 1  
PREREQUISITE: Public Speaking I  
This course builds upon the concepts and skills learned in Public Speaking I. Students are encouraged to participate in competitions.

**Public Speaking III**

TEA#: 03241100  GRADE: 12  
DALLAS ISD#: 1955  CREDIT: 1  
PREREQUISITE: Public Speaking II  
This course refines and extends the concepts and skills learned in Public Speaking II. Students are encouraged to participate in competitions.

**Debate I**

TEA#: 03240600  GRADE: 9-12  
DALLAS ISD#: 1962  CREDIT: 1  
PREREQUISITE: None  
This course examines the historical and contemporary role of debate in the democratic process. Students apply standards to analyze and evaluate propositions and construct valid approaches to both affirmative and negative arguments. They practice effective extemporaneous speaking skills and provide valid and constructive critiques of others. Students are encouraged to participate in competitions.

**Debate II**

TEA#: 03240700  GRADE: 10-12  
DALLAS ISD#: 1963  CREDIT: 1  
PREREQUISITE: Debate I  
This course deepens student knowledge of written and oral rhetoric, including the forms and conventions of cross examination and
Lincoln-Douglass debates. Students are encouraged to participate in competitions.

Debate III
TEA#: 03240800          GRADE: 11-12
DALLAS ISD#: 1964        CREDIT: 1
PREREQUISITE: Debate II
Third year debate students continue to develop and deepen the knowledge and skills acquired in Debate II. Students are encouraged to participate in competitions.

Oral Interpretation I
TEA#: 03240200          GRADE: 10-12
DALLAS ISD#: 1552        CREDIT: 1
PREREQUISITE: None
In this course, students create oral performances with self-selected pieces of literature as communication art. They select, research, analyze, adapt, interpret, and perform literary texts. Individual and group performances of literature are presented and evaluated. Students are encouraged to participate in competitions.

Oral Interpretation II
TEA#: 03240300          GRADE: 11-12
DALLAS ISD#: 1553        CREDIT: 1
PREREQUISITE: Oral Interpretation I
In this course, students continue to create oral performances using the skills and knowledge acquired in Oral Interpretation I. Students are required to complete teacher-directed projects. Students are encouraged to participate in competitions.

Oral Interpretation III
TEA#: 03240400          GRADE: 12
DALLAS ISD#: 1555        CREDIT: 1
PREREQUISITE: Oral Interpretation II
This course expands and extends the skills students learned in Oral Interpretation II. Students are required to complete long-term teacher-directed projects. Students are encouraged to participate in competitions.

Communication Applications
TEA#: 03241400          GRADE: 9-12
DALLAS ISD#: 1944        CREDIT: .5
PREREQUISITE: None
In this required course, students identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

Independent Study in Speech
TEA#: 03241200          GRADE: 12
DALLAS ISD#: 1990        CREDIT: 1
PREREQUISITE: Seniors only
In addition to the regular curriculum, students are required to complete long-term teacher-directed projects.

Independent Study in Speech
TEA#: 03241200          GRADE: 12
DALLAS ISD#: 1995        CREDIT: .5
PREREQUISITE: Seniors only
In addition to the regular curriculum, students are required to complete long-term teacher-directed projects.

Professional Communications
TEA#:13009900             GRADE: 9-12
DALLAS ISD#: 7380        CREDIT: .5
PREREQUISITE: None
Communications careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. In this course students develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer

Navigate to the General Overview
Page 187 of 343

Navigate to the Table of Contents
Communications careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. In this course students develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.
High School Course Descriptions for Reading Modified Instruction for Students Served by Special Education

Fundamentals of Reading I
TEA#: 03270700  GRADE: 9-12
DALLAS ISD#: 9390  CREDIT: 1
PREREQUISITE: ARD Recommendation
This course is taught in the Reading I general education environment with extensive content modifications determined by the student’s Individualized Education Program (IEP).

Fundamentals of Reading II
TEA#: 03270800  GRADE: 9-12
DALLAS ISD#: 9391  CREDIT: 1
PREREQUISITE: ARD Recommendation
This course is instructed in the Reading II general education environment with extensive content modifications determined by the student’s Individualized Education Program (IEP). This course builds and extends the skills learned in Reading I and applies those skills to various genres of text.

Fundamentals of Reading III
TEA#: 03270900  GRADE: 9-12
DALLAS ISD#: 9392  CREDIT: 1
PREREQUISITE: ARD Recommendation
This course is instructed in the Reading III general education environment with extensive content modifications determined by the student’s Individualized Education Program (IEP). This course builds and extends the skills learned in Reading II and applies those skills to texts of various length and complexity.

Reading Basic
TEA#: 03270700  GRADE: 9-12
DALLAS ISD#: 9759  CREDIT: 1
PREREQUISITE: ARD Recommendation
This course is instructed in a separate environment with specialized support that may include extensive content modifications to classroom instruction, assignments, and assessments. The content is aligned with grade-level TEKS and focuses on vocational content addressing reading basic vocabulary, comprehension, and grammar usage determined by the student’s Individualized Education Program (IEP).

Reading Basic II
TEA#: 03270800  GRADE: 10-12
DALLAS ISD#: 9777  CREDIT: 1
PREREQUISITE: ARD Recommendation
This course is instructed in a separate environment with specialized support that may include extensive content modifications to classroom instruction, assignments, and assessments. The content is aligned with grade-level TEKS and focuses on vocational content addressing reading basic vocabulary, comprehension, and grammar usage determined by the student’s Individualized Education Program (IEP).

Reading Basic III
TEA#: 03270900  GRADE: 11-12
DALLAS ISD#: 9778  CREDIT: 1
PREREQUISITE: ARD Recommendation
This course is instructed in a separate environment with specialized support that may include extensive content modifications to classroom instruction, assignments, and assessments. The content is aligned with grade-level TEKS and focuses on vocational content addressing reading basic vocabulary, comprehension, and grammar usage determined by the student’s Individualized Education Program (IEP).
Communication Applications Basic

TEA#: 03241400  GRADE: 9-12
DALLAS ISD#: 9376  CREDIT: .5
PREREQUISITE: ARD Recommendation

This course is instructed in the Communication Applications general education environment with extensive content modifications as determined by the student’s Individualized Education Program (IEP). Students identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

Communication Applications Functional

TEA#: 03241400  GRADE: 9-12
DALLAS ISD#: 9377  CREDIT: .5
PREREQUISITE: ARD Recommendation

This course is instructed in a separate environment providing specialized support that includes extensive content modifications that focus on developmental content determined by the student's Individualized Education Program (IEP). Students will identify, and develop communication skills needed for social success in interpersonal situations, group interactions, and personal conversation situations.
High School Course Descriptions for Mathematics

Algebra 1
TEA#: 03100500  GRADE: 9
DALLAS ISD#: 2600  CREDIT: 1
PREREQUISITE: MATH 8
This course addresses all Algebra I TEKS SEs and provides the foundation for advanced mathematics courses in high school. The course focuses on algebraic thinking and symbolic reasoning; function concepts; the relationship between equations and functions; multiple representations, tools, and technology to model mathematical situations to solve meaningful problems; and the underlying mathematical processes of algebra.

Algebra 1 (Sheltered)
TEA#: 03100500  GRADE: 9
DALLAS ISD#: 2604  CREDIT: 1
PREREQUISITE: MATH 8 (LEP Students only)
This course addresses all Algebra I TEKS SEs and provides the foundation for advanced mathematics courses in high school. The course focuses on algebraic thinking and symbolic reasoning; function concepts; the relationship between equations and functions; multiple representations, tools, and technology to model mathematical situations to solve meaningful problems; and the underlying mathematical processes of algebra.
Sheltered courses provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum (course #: 2600).

Algebra 1 DL (Dual Language -Sunset Only)
TEA#: 03100500  GRADE: 9
DALLAS ISD#: 2610  CREDIT: 1
PREREQUISITE: MATH 8 (Must be participating in a secondary dual language program)
This course is only offered at Sunset High School. This course, instructed in Spanish, addresses all Algebra I TEKS SEs and provides the foundation for advanced mathematics courses in high school. The course focuses on algebraic thinking and symbolic reasoning; function concepts; the relationship between equations and functions; multiple representations, tools, and technology to model mathematical situations to solve meaningful problems; and the underlying mathematical processes of algebra. Students are provided opportunities to transfer language from Spanish to English using specialized vocabulary enrichment.

Statistics
TEA#: 03102530  GRADE: 9-12
DALLAS ISD#: 2615  CREDIT: 1
PREREQUISITE: ALGEBRA I
This course addresses all Statistics TEKS SEs and focuses upon variability and statistical processes through the study of sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data while connecting data and statistical processes to real-world situations.

Algebraic Reasoning
TEA#: 03102540  GRADE: 9-12
DALLAS ISD#: 2616  CREDIT: 1
PREREQUISITE: Algebra I or Algebra I P-AP
This course addresses all Algebraic Reasoning TEKS SEs and continues the development of mathematical reasoning related to algebraic understandings and processes through the study of functions using analysis and applications that include patterns and structure, numeric and algebraic methods, and modeling from data using tools that develop workforce and college readiness.

Geometry
TEA#: 03100700  GRADE: 9-10
DALLAS ISD#: 2630  CREDIT: 1
PREREQUISITE: ALGEBRA I (Recommended Course Sequence - Algebra I, Geometry, Algebra II)
This course addresses all Geometry TEKS SEs and focuses on geometric thinking and spatial reasoning; geometric figures and their properties; the relationship between geometry, other mathematics, and other disciplines; the tools, representations and techniques to solve meaningful problems by representing and transforming figures and analyzing relationships; and the necessary underlying mathematical processes.

Geometry (Sheltered)
TEA#: 03100700  GRADE: 9-11
DALLAS ISD#: 2633  CREDIT: 1
PREREQUISITE: ALGEBRA I (LEP Students only)
This course addresses all Geometry TEKS SEs and focuses on geometric thinking and spatial reasoning; geometric figures and their properties; the relationship between geometry, other mathematics, and other disciplines; the tools, representations and techniques to solve meaningful problems by representing and transforming figures and analyzing relationships; and the necessary underlying mathematical processes.

Sheltered courses provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum (course # 2630).

**Geometry (Dual Language - Sunset Only)**

TEA#: 03100700 GRADE: 9
DALLAS ISD#: 2636 CREDIT: 1
PREREQUISITE: ALGEBRA I, ALGEBRA I P-AP, ALGEBRA I DL (Must be participating in a secondary dual language program)

This course is only offered at Sunset High School. This course, instructed in Spanish, addresses all Geometry TEKS SEs and focuses on geometric thinking and spatial reasoning; geometric figures and their properties; the relationship between geometry, other mathematics, and other disciplines; the tools, representations and techniques to solve meaningful problems by representing and transforming figures and analyzing relationships; and the necessary underlying mathematical processes. Students are provided opportunities to transfer language from Spanish to English using specialized vocabulary enrichment.

**Geometry Pre-AP**

TEA#: 03100700 GRADE: 9-10
DALLAS ISD#: 2660 CREDIT: 1
PREREQUISITE: Recommended Course Sequence - Algebra I Pre-AP, Geometry Pre-AP, Algebra II Pre-AP

This course addresses all Geometry TEKS SEs and focuses on advanced geometry concepts in preparing students for Advanced Placement Calculus as well as geometric thinking and spatial reasoning; geometric figures and their properties; the relationship between geometry, other mathematics, and other disciplines; the tools, representations and techniques to solve meaningful problems by representing and transforming figures and analyzing relationships; and the necessary underlying mathematical processes.

**Algebra II (Sheltered)**

TEA#: 03100600 GRADE: 10-12
DALLAS ISD#: 2613 CREDIT: 1
PREREQUISITE: ALGEBRA I OR ALGEBRA I PRE-AP (Recommended Course Sequence - Algebra I, Geometry, Algebra II)

This course addresses all Algebra II TEKS SEs and focuses on algebraic thinking and symbolic reasoning; functions, equations, and their relationship; the relationship between algebra and geometry; representations, tools, and techniques model mathematical situations to solve meaningful problems; and the necessary underlying mathematical processes of advanced algebra. Sheltered courses provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum (course # 2720).

**Algebra II**

TEA#: 03100600 GRADE: 10-12
DALLAS ISD#: 2720 CREDIT: 1
PREREQUISITE: ALGEBRA I OR ALGEBRA I PRE-AP (Recommended Course Sequence - Algebra I, Geometry, Algebra II)

This course addresses all Algebra II TEKS SEs and focuses on algebraic thinking and symbolic reasoning; functions, equations, and their relationship; the relationship between algebra and geometry; representations, tools, and techniques model mathematical situations to solve meaningful problems; and the necessary underlying mathematical processes of advanced algebra.

**Algebra II Pre-AP**

TEA#: 03100600 GRADE: 9-11
DALLAS ISD#: 2730 CREDIT: 1
PREREQUISITE: Recommended Course Sequence - Algebra I Pre-AP, Geometry Pre-AP, Algebra II Pre-AP

This course addresses all Algebra II TEKS SEs and focuses on advanced algebra concepts in preparing students for Advanced Placement Calculus along with algebraic thinking and symbolic reasoning; functions, equations, and their relationship; the relationship between algebra and geometry; representations, tools, and techniques model mathematical situations to solve meaningful problems; and the necessary underlying mathematical processes.

**Advanced Quantitative Reasoning (AQR)**

TEA#: 03102510 GRADE: 11-12
DALLAS ISD#: 2727 CREDIT: 1
PREREQUISITE: ALGEBRA II OR ALGEBRA II PRE-AP (HB 5: GEOMETRY is another prerequisite)

This course addresses all AQR TEKS SEs and includes the analysis of information using statistical methods and probability, modeling change and mathematical relationships, and spatial and geometric modeling for mathematical reasoning.
Pre-calculus (Sheltered)

TEA#: 03101100 GRADE: 11-12
DALLAS ISD#: 2614 CREDIT: 1
PREREQUISITE: ALGEBRA II OR ALGEBRA II PRE-AP AND GEOMETRY including Sheltered sections of either or both.
This course addresses all Pre-calculus TEKS SEs and focuses on symbolic reasoning and analytical methods to represent mathematical situations, express generalizations and to study mathematical concepts and the relationships among them. Students use a variety of representations, tools, and technology to model functions and equations and to solve real-life problems. Sheltered courses provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum (course # 2840).

Pre-calculus

TEA#: 03101100 GRADE: 11-12
DALLAS ISD#: 2840 CREDIT: 1
PREREQUISITE: ALGEBRA II OR ALGEBRA II PRE-AP AND GEOMETRY
This course addresses all Pre-calculus TEKS SEs and focuses on symbolic reasoning and analytical methods to represent mathematical situations, express generalizations and to study mathematical concepts and the relationships among them. Students use a variety of representations, tools, and technology to model functions and equations and to solve real-life problems.

Pre-calculus Pre-AP

TEA#: 03101100 GRADE: 10-11
DALLAS ISD#: 2845 CREDIT: 1
PREREQUISITE: ALGEBRA II PRE-AP OR ALGEBRA II AND GEOMETRY PRE-AP or GEOMETRY;
This course addresses all Pre-calculus TEKS SEs and focuses on extensions to concepts of functions in preparing students for Advanced Placement Calculus along with symbolic reasoning and analytical methods to represent mathematical situations, express generalizations and to study mathematical concepts and the relationships among them. Students use a variety of representations, tools, and technology to model functions and equations and to solve real-life problems.

Mathematical Models with Applications

TEA#: 03102400 GRADE: 10-12
DALLAS ISD#: 2934 CREDIT: 1
PREREQUISITE: ALGEBRA 1
This course addresses all Mathematical Models with Applications TEKS SEs and focuses on the use of algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines involving money, data, chance, patterns, music, design, and science. Students use a variety of representations, tools, and technology to link modeling techniques and purely mathematical concepts and to solve applied problems. This course may be taken concurrently with Geometry.
This course cannot be taken prior to successful completion of Algebra I. The course cannot be taken currently with Algebra I.

Mathematics Applications and Study Skills

TEA#: 84100010 GRADE: 9-12
DALLAS ISD#: 7053 CREDIT: 1 (Local)
PREREQUISITE: CONCURRENT WITH ANOTHER HIGH SCHOOL MATHEMATICS COURSE
This course may be used as a second mathematics course (local credit only) to deepen conceptual understanding and provides students who need instructional intervention with additional learning opportunities focused on the mathematics TEKS SEs with which the student is struggling.
It is the responsibility of the teacher to design an individualized curriculum and select appropriate materials for students based on student data and need.
This course is for local credit only and is NOT intended for use to prepare for decathlon, academic, or mathematics competitions.
Advanced Placement High School Mathematics Courses

AP Calculus AB

TEA# A3100101 GRADE: 10-12
DALLAS ISD# 2900 CREDIT: 1
PREREQUISITE: PRE-CALCULUS OR PRE-CALCULUS PRE-AP
Content requirements for this course are prescribed by the College Board in the publication entitled "Advanced Placement Program Course Description: Calculus AB, Calculus BC". Approved College Board teacher syllabus required.

AP Calculus BC

TEA# A3100102 GRADE: 11-12
DALLAS ISD# 2897 CREDIT: 1
PREREQUISITE: PRE-CALCULUS OR PRE-CALCULUS PRE-AP
Content requirements for this course are prescribed by the College Board in the publication entitled "Advanced Placement Program Course Description: Calculus AB, Calculus BC". Approved College Board teacher syllabus required.

AP Statistics

TEA# A3100200 GRADE: 11-12
DALLAS ISD# 2928 CREDIT: 1
PREREQUISITE: ALGEBRA II, GEOMETRY
Content requirements for this course are prescribed by the College Board in the publication entitled "Advanced Placement Program Course Description: Statistics". Approved College Board teacher syllabus required.

AP Computer Science A

TEA#: A3580100 GRADE: 10-12
DALLAS ISD#: 4030 CREDIT: 1
PREREQUISITE: Algebra II, CSI or CS Fundamentals
This course is a continuation of CS I, and is a first-year college level course using JAVA. Students develop the kind of knowledge required to produce professional computer software. This course prepares the student for the Computer Science AP Exam. The course is ideal for students who plan to attend a 4-year university majoring in Computer Science, math, science, or engineering. The course may be successfully completed as a mathematics credit toward high school graduation and as “fourth mathematics credit” for endorsements earned for a coherent sequence of courses. Approved College Board teacher syllabus required.
High School Mathematics Elective Courses

Independent Study in Math I, Semester 1 and Semester 2 (First Time Taken)

TEA#: 03102500  GRADE: 11-12
DALLAS ISD#: 2918 and 2919  CREDIT: 0.5 - 1
PREREQUISITE: ALGEBRA II and GEOMETRY
This course is designed to extend the mathematical understanding of the student beyond Algebra II and Geometry in a specific area or areas of mathematics, such as theory of equations, number theory, non-Euclidean geometry, advanced survey of mathematics, or history of mathematics.
If this course is being used to satisfy requirements for the Distinguished Achievement Program, student research/projects must be presented before a panel of professionals or approved by the student’s mentor. Individual student projects addressing real-life problems are required each six-weeks.
Students may repeat the Independent Study in Math course with different course content for up to three credits.

Independent Study in Math II, Semester 1 and Semester 2 (Second Time Taken)

TEA#: 03102501  GRADE: 11-12
DALLAS ISD#: 2920 and 2921  CREDIT: 0.5 - 1
PREREQUISITE: ALGEBRA II and GEOMETRY
This course is designed to extend the mathematical understanding of the student beyond Algebra II and Geometry in a specific area or areas of mathematics, such as theory of equations, number theory, non-Euclidean geometry, advanced survey of mathematics, or history of mathematics.
If this course is being used to satisfy requirements for the Distinguished Achievement Program, student research/projects must be presented before a panel of professionals or approved by the student’s mentor. Individual student projects addressing real-life problems are required each six-weeks.
Students may repeat the Independent Study in Math course with different course content for up to three credits.

Independent Study in Math III, Semester 1 and Semester 2 (Third Time Taken)

TEA#: 03102502  GRADE: 11-12
DALLAS ISD#: 2922 and 2923  CREDIT: 0.5 - 1
PREREQUISITE: ALGEBRA II and GEOMETRY
This course is designed to extend the mathematical understanding of the student beyond Algebra II and Geometry in a specific area or areas of mathematics, such as theory of equations, number theory, non-Euclidean geometry, advanced survey of mathematics, or history of mathematics.
If this course is being used to satisfy requirements for the Distinguished Achievement Program, student research/projects must be presented before a panel of professionals or approved by the student’s mentor. Individual student projects addressing real-life problems are required each six-weeks.
Students may repeat the Independent Study in Math course with different course content for up to three credits.

Engineering Mathematics

TEA#: 13036700  GRADE: 11–12
DALLAS ISD#: 7180  CREDIT: 1
PREREQUISITE: ALGEBRA II
Engineering Mathematics is a course where students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming. (Science & Engineering, Obama Male Leadership Academy)

Digital Electronics (PLTW)

TEA#:13037600  GRADE: 11-12
DALLAS ISD#: 7118  CREDIT: 1
RECOMMENDED PREREQUISITE: INTRODUCTION TO ENGINEERING DESIGN
This course is the study of electronic circuits that are used to process and control digital signals. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, and high-definition televisions. The major focus of the DE course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. (Hillcrest, Conrad, White, Adams)
Statistics and Risk Management
TEA#: 13016900  GRADE: 11-12
DALLAS ISD#: 7423  CREDIT: 1
RECOMMENDED PREREQUISITE: ACCOUNTING I & ALGEBRA II
In this course students utilize mathematical models and financial skills to determine, assess, and protect businesses from risks and operational threats. Additionally, students learn how to use probability as a tool for anticipating and forecasting data within business models to make decisions.

Mathematical Applications in Agriculture, Food and Natural Resources
TEA #: 13001000  GRADE: 11-12
DALLAS ISD #: 7580  CREDIT: 1
PREREQUISITE: Minimum of 1 credit from AFNR cluster
To be prepared for careers in agriculture, food, and natural resources, students must acquire technical knowledge in the discipline as well as apply academic skills in mathematics. Students should apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. To prepare for success, students are afforded opportunities to reinforce, apply and transfer their knowledge and skills related to mathematics in a variety of contexts.
High School Course Descriptions for Mathematics Modified Instruction for Students Served by Special Education

Algebra 1 Modified
TEA#: 03100505  GRADE: 9-12
DALLAS ISD#: 9785  CREDIT: 1
PREREQUISITE: ARD RECOMMENDATION.
This course addresses Algebra I TEKS SEs and provides the foundation for advanced mathematics courses in high school. The course focuses on algebraic thinking and symbolic reasoning; function concepts; the relationship between equations and functions; multiple representations, tools, and technology for expressing functions and equations; and the necessary underlying mathematical processes of algebra. This course contains extensive modifications as documented in each student's Individualized Education Program (IEP).

Geometry Modified
TEA#: 03100705  GRADE: 9-12
DALLAS ISD#: 9787  CREDIT: 1
PREREQUISITE: ARD RECOMMENDATION.
This course addresses Geometry TEKS SEs and focuses on geometric thinking and spatial reasoning; geometric figures and their properties; the relationship between geometry, other mathematics, and other disciplines; the tools, representations and techniques for working with spatial figures and their properties; and the necessary underlying mathematical processes. This course contains extensive modifications as documented in each student's Individualized Education Program (IEP).

Mathematical Models with Applications Modified
TEA#: 03102400  GRADE: 9-12
DALLAS ISD#: 9576  CREDIT: 1
PREREQUISITE: ARD RECOMMENDATION.
This course addresses Mathematical Models with Applications TEKS SEs and focuses on the use of algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines involving money, data, chance, patterns, music, design, and science. Students use a variety of representations, tools, and technology to link modeling techniques and purely mathematical concepts and to solve applied problems. This course contains extensive modifications as documented in each student's Individualized Education Program (IEP).

Algebra II Modified
TEA#: 03100605  GRADE: 9-12
DALLAS ISD#: 9786  CREDIT: 1
PREREQUISITE: ARD RECOMMENDATION.
This course addresses Algebra II TEKS SEs and focuses on algebraic thinking and symbolic reasoning; functions, equations, and their relationship; the relationship between algebra and geometry; tools, and techniques for working with functions and equations. This course contains extensive modifications as documented in each student's Individualized Education Program (IEP).

Functional Algebra I
TEA#: 03100507  GRADE: 9-12
DALLAS ISD#: 9237  CREDIT: 1
PREREQUISITE: ARD RECOMMENDATION
This course may be instructed in a specialized setting with extensive content modifications that focus on alternative developmental content determined by the student's Individual Education Program (IEP). This course may include emphasis on basic number properties, patterning, and attributes. Students will access and participate in grade-level TEKS SEs through activities that focus on prerequisite skills.

Functional Geometry
TEA#: 03100707  GRADES: 9-12
DALLAS ISD#: 9238  CREDIT: 1
PREREQUISITE: ARD RECOMMENDATION
This course may be instructed in a specialized setting with extensive content modifications that focus on alternative developmental content determined by the student's Individual Education Program (IEP). This course may include emphasis on basic geometric shapes and spatial figures and their properties. Students will access and participate in grade-level TEKS SEs through activities that focus on prerequisite skills.
Functional Math Models
TEA#: 03102400 GRADE: 9-12
DALLAS ISD#: 9239 CREDIT: 1
PREREQUISITE: ARD RECOMMENDATION
This course may be instructed in a specialized setting with extensive content modifications that focus on alternative developmental content determined by the student's Individual Education Program (IEP). This course may include emphasis on basic math operations, beginning money concepts, and beginning time concepts. Students will access and participate in grade-level TEKS SEs through activities that focus on prerequisite skills.

Functional Algebra II
TEA#: 03100607 GRADE: 9-12
DALLAS ISD#: 9240 CREDIT: 1
PREREQUISITE: ARD RECOMMENDATION
This course may be instructed in a specialized setting with extensive content modifications that focus on alternative developmental content determined by the student’s Individual Education Program (IEP). This course may include emphasis on understanding the use of money, beginning calculator skills, and the relationship between math and life experiences. Students will access and participate in grade-level TEKS SEs through activities that focus on prerequisite skills.
Dual Credit Mathematics Courses

**Pre-Calculus (DC) Semester 1**

TEA#: 03101100  RECOMMENDED GRADE(S): Follow the Dual Credit guidelines.
DALLAS ISD#: 2850  CREDIT: 0.5
PREREQUISITE: Two years of high school algebra and an appropriate assessment test score or DMAT 0099 or DMAT 0093.
This course is study of relations and functions including polynomial, rational, exponential, logarithmic, and special functions. Other topics may include complex numbers, systems of equations and inequalities, theory of equations, progressions, the binomial theorem, matrices and determinants, mathematical reasoning skills, sequences and series, and applications.

**Pre-Calculus (DC) Semester 2**

TEA#: 03101100  RECOMMENDED GRADE(S): Follow the Dual Credit guidelines.
DALLAS ISD#: 2851  CREDIT: 0.5
PREREQUISITE: Pre-Calculus (DC) Sem 1/2850 (MATH 1314 or MATH 1414 or equivalent).
This course is a study of angular measures, trigonometric functions, identities, solutions of triangles, equations, inverse trigonometric functions, complex numbers, and applications.
High School Course Descriptions for Science

Biology
TEA#: 03010200  RECOMMENDED GRADE(S): 9-11
DALLAS ISD#: 3150  CREDIT: 1
REQUIRED PREREQUISITE: NONE
This course addresses all Biology TEKS SEs. In Biology, the study of science includes at least 40% of instructional time for conducting laboratory and field investigations. Students study a variety of topics such as the structures and functions of cells and viruses; growth and development of organisms; cells, tissues and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards are integrated into the content.

Biology (Sheltered)
TEA#: 03010200  RECOMMENDED GRADE(S): 9-11
DALLAS ISD#: 3140  CREDIT: 1
REQUIRED PREREQUISITE: NONE (LEP Students only)
This course addresses all Biology TEKS SEs. In Biology, the study of science includes at least 40% of instructional time for conducting laboratory and field investigations. Students study a variety of topics such as the structures and functions of cells and viruses; growth and development of organisms; cells, tissues and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards are integrated into the content. Sheltered classes provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum (course # 3150).

Biology DL (Dual Language)
TEA#: 03010200  RECOMMENDED GRADE(S): 9-11
DALLAS ISD#: 3153  CREDIT: 1
REQUIRED PREREQUISITE: Must be participating in secondary dual language program. (Sunset only)
This course is only offered at Sunset High School. This course, instructed in Spanish, addresses all Biology TEKS SEs. In Biology, the study of science includes at least 40% of instructional time for conducting laboratory and field investigations. Students study a variety of topics such as the structures and functions of cells and viruses; growth and development of organisms; cells, tissues and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards are integrated into the content. Students are provided opportunities to transfer language from Spanish to English using specialized vocabulary enrichment.

Biology Pre-AP
TEA#: 03010200  RECOMMENDED GRADE(S): 9 -11
DALLAS ISD#: 3190  CREDIT: 1
REQUIRED PREREQUISITE: NONE
This course addresses all Biology TEKS SEs. Students study a variety of topics such as the structures and functions of cells and viruses; growth and development of organisms; cells, tissues and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment. This course extends the biology concepts found in the TEKS SEs with an emphasis on preparing students to take AP Biology. This course includes at least 40% of instructional time for conducting laboratory and field investigations. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards and the use and conservation of resources are integrated into the content.

Integrated Physics and Chemistry (IPC)
TEA#: 03060201  RECOMMENDED GRADE(S): 9-10
DALLAS ISD#: 3276  CREDIT: 1
REQUIRED PREREQUISITE: NONE
In IPC, the study of science includes a minimum of 40% of instructional time for conducting laboratory and field investigations. This course integrates the disciplines of physics and chemistry in the following topics: force and motion, energy transfer and conservation, the structure and properties of matter, and changes in matter. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards and the use and conservation of resources are integrated into the content.

This course must be successfully completed prior to Chemistry and Physics for students graduating under the 4x4 plan.
For students who have entered Grade 9 in 2014-2015 and thereafter:

Under the new graduation requirements in House Bill 5 (HB5), there is nothing in rule or law that specifically allows or prevents a specific course sequence. However, districts should pay close attention to prerequisite requirements for each of these courses, including IPC.

**Integrated Physics and Chemistry (Sheltered)**

TEA#: 03060201  RECOMMENDED GRADE(S): 9-10  
DALLAS ISD#: 3280  CREDIT: 1  
REQUIRED PREREQUISITE: NONE (LEP Students only)  

In IPC, the study of science includes a minimum of 40% of instructional time for conducting laboratory and field investigations. This course integrates the disciplines of physics and chemistry in the following topics: force and motion, energy transfer and conservation, the structure and properties of matter, and changes in matter. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards and the use and conservation of resources are integrated into the content.

This course must be successfully completed prior to Chemistry and Physics for students graduating under the 4x4 plan. For students who have entered Grade 9 in 2014-2015 and thereafter:

Under the new graduation requirements in House Bill 5 (HB5), there is nothing in rule or law that specifically allows or prevents a specific course sequence. However, districts should pay close attention to prerequisite requirements for each of these courses, including IPC.

Sheltered classes provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum (course # 3276).

**Chemistry**

TEA#: 03040000  RECOMMENDED GRADE(S): 10-12  
DALLAS ISD#: 3220  CREDIT: 1  
REQUIRED PREREQUISITE: ONE UNIT OF HIGH SCHOOL SCIENCE AND ALGEBRA I  
SUGGESTED PREREQUISITE: COMPLETION OF, OR CONCURRENT ENROLLMENT IN A SECOND YEAR OF HIGH SCHOOL MATHEMATICS  

This course addresses all Chemistry TEKS SEs. This course includes at least 40% of instructional time for conducting laboratory and field investigations. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards and the use and conservation of resources are integrated into the content.

IPC must be successfully completed prior to Chemistry and Physics for students graduating under the 4x4 plan. For students who have entered Grade 9 in 2014-2015 and thereafter:

Under the new graduation requirements in House Bill 5 (HB5), there is nothing in rule or law that specifically allows or prevents a specific course sequence. However, districts should pay close attention to prerequisite requirements for each of these courses, including IPC.

**Chemistry (Sheltered)**

TEA#: 03040000  RECOMMENDED GRADE(S): 10-12  
DALLAS ISD#: 3217  CREDIT: 1  
REQUIRED PREREQUISITE: ONE UNIT OF HIGH SCHOOL SCIENCE AND ALGEBRA I (LEP Students only)  
SUGGESTED PREREQUISITE: COMPLETION OF, OR CONCURRENT ENROLLMENT IN A SECOND YEAR OF HIGH SCHOOL MATHEMATICS  

This course addresses all Chemistry TEKS SEs. This course includes at least 40% of instructional time for conducting laboratory and field investigations. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards and the use and conservation of resources are integrated into the content.

IPC must be successfully completed prior to Chemistry and Physics for students graduating under the 4x4 plan. For students who have entered Grade 9 in 2014-2015 and thereafter:

Under the new graduation requirements in House Bill 5 (HB5), there is nothing in rule or law that specifically allows or prevents a specific course sequence. However, districts should pay close attention to prerequisite requirements for each of these courses, including IPC.

Sheltered classes provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum (course # 3220).
Chemistry DL (Dual Language)
TEA#: 03040000  
RECOMMENDED GRADE(S): 10-12  
DALLAS ISD#: 3216  
CREDIT: 1  
REQUIRED PREREQUISITE: ONE UNIT OF HIGH SCHOOL SCIENCE AND ALGEBRA I  
SUGGESTED PREREQUISITE: COMPLETION OF, OR CONCURRENT ENROLLMENT IN A SECOND YEAR OF HIGH SCHOOL MATHEMATICS; PARTICIPATING IN SECONDARY DUAL LANGUAGE PROGRAM
This course is only offered at Sunset High School. The course, instructed in Spanish, addresses all Chemistry TEKS SEs. This course includes at least 40% of instructional time for conducting laboratory and field investigations. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards and the use and conservation of resources are integrated into the content. Students are provided opportunities to transfer language from Spanish to English using specialized vocabulary enrichment.

Chemistry Pre-AP
TEA #: 03040000  
RECOMMENDED GRADE(S): 10-12  
DALLAS ISD#: 3210  
CREDIT: 1  
REQUIRED PREREQUISITE: ONE UNIT OF HIGH SCHOOL SCIENCE AND ALGEBRA I  
SUGGESTED PREREQUISITE: COMPLETION OF, OR CONCURRENT ENROLLMENT IN A SECOND YEAR OF HIGH SCHOOL MATHEMATICS
This course addresses all Chemistry TEKS SEs. This course includes at least 40% of instructional time for conducting laboratory and field investigations. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards and the use and conservation of resources are integrated into the content. This course extends the chemistry concepts found in the TEKS and SEs with an emphasis on preparing students to take AP Chemistry.

IPC must be successfully completed prior to Chemistry and Physics for students graduating under the 4x4 plan. For students who have entered Grade 9 in 2014-2015 and thereafter: Under the new graduation requirements in House Bill 5 (HB5), there is nothing in rule or law that specifically allows or prevents a specific course sequence. However, districts should pay close attention to prerequisite requirements for each of these courses, including IPC.

Physics
TEA#: 03050000  
RECOMMENDED GRADE(S): 9-12  
DALLAS ISD#: 3260  
CREDIT: 1  
REQUIRED PREREQUISITE: NONE  
SUGGESTED PREREQUISITE: ALGEBRA I OR CONCURRENT ENROLLMENT IN ALGEBRA I
This course addresses all Physics TEKS SEs. This course includes at least 40% of instructional time for conducting laboratory and field investigations. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. It provides a conceptual framework, factual knowledge, and analytical and scientific skills. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards and the use and conservation of resources are integrated into the content.

IPC must be successfully completed prior to Chemistry and Physics for students graduating under the 4x4 plan. For students who have entered Grade 9 in 2014-2015 and thereafter: Under the new graduation requirements in House Bill 5 (HB5), there is nothing in rule or law that specifically allows or prevents a specific course sequence. However, districts should pay close attention to prerequisite requirements for each of these courses, including IPC.

Physics (Sheltered)
TEA#: 03050000  
RECOMMENDED GRADE(S): 9-12  
DALLAS ISD#: 3230  
CREDIT: 1  
REQUIRED PREREQUISITE: NONE (LEP Students only)  
SUGGESTED PREREQUISITE: ALGEBRA I OR CONCURRENT ENROLLMENT IN ALGEBRA I
This course addresses all Physics TEKS SEs. This course includes at least 40% of instructional time for conducting laboratory and field investigations. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. It provides a conceptual framework, factual knowledge, and analytical and scientific skills. Scientific process skills (process standards)
including safe practices as outlined in the Texas Safety Standards and the use and conservation of resources are integrated into the content.

Sheltered classes provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum (course # 3260).

**IPC must be successfully completed prior to Chemistry and Physics for students graduating under the 4x4 plan.**

For students who have entered Grade 9 in 2014-2015 and thereafter:

Under the new graduation requirements in House Bill 5 (HB5), there is nothing in rule or law that specifically allows or prevents a specific course sequence. However, districts should pay close attention to prerequisite requirements for each of these courses, including IPC.

**Physics Pre-AP**

<table>
<thead>
<tr>
<th>TEA#:</th>
<th>03050000</th>
<th>RECOMMENDED GRADE(S): 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>DALLAS ISD#:</td>
<td>3245</td>
<td>CREDIT: 1</td>
</tr>
</tbody>
</table>

REQUIRED PREREQUISITE: NONE
SUGGESTED PREREQUISITE: ALGEBRA I OR CONCURRENT ENROLLMENT IN ALGEBRA I

This course addresses all Physics TEKS SEs. This course includes at least 40% of instructional time for conducting laboratory and field investigations. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. It provides a conceptual framework, factual knowledge, and analytical and scientific skills. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards and the use and conservation of resources are integrated into the content. This course includes and expands the Physics TEKS SEs.

**Science Applications and Study Skills (High School)**

<table>
<thead>
<tr>
<th>TEA#:</th>
<th>84800008</th>
<th>RECOMMENDED GRADE(S): 10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>DALLAS ISD#:</td>
<td>3270</td>
<td>CREDIT: 1 (Local)</td>
</tr>
</tbody>
</table>

REQUIRED PREREQUISITE: CONCURRENT WITH A HIGH SCHOOL SCIENCE COURSE
SUGGESTED PREREQUISITE: NONE

This course may be used as a second science course to deepen conceptual understanding and provide students who need instructional intervention with additional learning opportunities focused on the science TEKS SEs. It is the responsibility of the teacher to design an individualized curriculum and select appropriate materials for students based on student data and need. It is the responsibility of the teacher to design an individualized curriculum and select appropriate materials for students based on student data and need.

This course is for local credit only and is NOT intended for use to prepare for decathlon competitions or Science Fair competitions.
Advanced Placement High School Science Courses

AP Biology
TEA#: A3010200  RECOMMENDED GRADE(S): 10-12
DALLAS ISD#: 3200  CREDIT: 1
Content requirements for Advanced Placement (AP) Biology are prescribed in the College Board Publication Advanced Placement Course Description: Biology, published by The College Board. Approved College Board teacher syllabus required.

AP Chemistry
TEA#: A3040000  RECOMMENDED GRADE(S): 11-12
DALLAS ISD#: 3235  CREDIT: 1
Content requirements for Advanced Placement (AP) Chemistry are prescribed in the College Board Publication Advanced Placement Course Description: Chemistry, published by The College Board. Approved College Board teacher syllabus required.

AP Physics 1
TEA#: A3050003  RECOMMENDED GRADE(S): 10-12
DALLAS ISD#: 6896  CREDIT: 1
PREREQUISITE: COMPLETED GEOMETRY AND CONCURRENTLY TAKING ALGEBRA II OR AN EQUIVALENT COURSE.
Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in a concurrent math course or in the AP Physics 1 course itself.
Content requirements for Advanced Placement (AP) Physics 1 are prescribed by the College Board.
This course is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory simple circuits. Approved College Board teacher syllabus required.

AP Physics 2
TEA#: A3050004  RECOMMENDED GRADE(S): 11-12
DALLAS ISD#: 6901  CREDIT: 1
PREREQUISITE: STUDENTS SHOULD HAVE HAD AP PHYSICS 1 OR A COMPARABLE INTRODUCTORY COURSE. STUDENTS SHOULD HAVE TAKEN OR BE CONCURRENTLY TAKING PRECALCULUS OR AN EQUIVALENT COURSE.
Content requirements for Advanced Placement (AP) Physics 2 are prescribed by the College Board.
This course is an algebra-based, introductory college-level course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic and nuclear physics. Approved College Board teacher syllabus required.

AP Physics C - Mechanics
TEA#: A3050002  RECOMMENDED GRADE(S): 11-12
DALLAS ISD#: 3250  CREDIT: 1
PREREQUISITE: PHYSICS, ALGEBRA I, GEOMETRY, ALGEBRA II, AND CALCULUS (AP Calculus AB or BC may be taken concurrently.)
Content requirements for Advanced Placement (AP) Physics are prescribed by the College Board.
This course is designed to be the equivalent of a semester of calculus-based college science credit in mechanics for scientists and engineers. It emphasizes the study of mechanics only. Students may choose only one AP Physics C course. Approved College Board teacher syllabus required.

AP Physics C - Electricity and Magnetism (with Mechanics)
TEA#: A3050002  RECOMMENDED GRADE(S): 11-12
DALLAS ISD#: 3256  CREDIT: 1
PREREQUISITE: PHYSICS, ALGEBRA I, GEOMETRY, ALGEBRA II, AND CALCULUS (AP Calculus AB or BC may be taken concurrently.)
Content requirements for Advanced Placement (AP) Physics are prescribed by the College Board.
This course is designed to be the equivalent of two semesters of calculus-based college science in mechanics and electromagnetism for scientists and engineers. The course emphasizes the study of both mechanics and electromagnetism. Students may choose only one AP Physics C course. Approved College Board teacher syllabus required.
AP Environmental Science

TEA#: A3020000  RECOMMENDED GRADE(S): 11-12
DALLAS ISD#: 3115  CREDIT: 1

REQUIRED PREREQUISITE: ALGEBRA I, TWO YEARS OF HIGH SCHOOL LABORATORY SCIENCE INCLUDING ONE YEAR OF LIFE SCIENCE AND ONE YEAR OF PHYSICAL SCIENCE

Content Requirements. Content requirements for Advanced Placement (AP) Environmental Science are prescribed in the College Board Publication Advanced Placement Course Description: Environmental Science, published by The College Board. Approved College Board teacher syllabus required.
Other Courses For Which Students May Receive High School Science Credit

Aquatic Science
TEA#: 03030000  RECOMMENDED GRADE(S): 10-12  
DALLAS ISD#: 3132  CREDIT: 1
REQUIRED PREREQUISITE: ONE UNIT OF HIGH SCHOOL BIOLOGY
SUGGESTED PREREQUISITE: CHEMISTRY OR CONCURRENT ENROLLMENT IN CHEMISTRY
This course addresses all of the Aquatic Science TEKS SEs. In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize freshwater or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school.
This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.

Aquatic Science (Sheltered)
TEA#: 03030000  RECOMMENDED GRADE(S): 10-12  
DALLAS ISD#: 3229  CREDIT: 1
REQUIRED PREREQUISITE: ONE UNIT OF HIGH SCHOOL BIOLOGY (LEP Students only)
SUGGESTED PREREQUISITE: CHEMISTRY OR CONCURRENT ENROLLMENT IN CHEMISTRY
This course addresses all of the Aquatic Science TEKS SEs. In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize freshwater or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school.
Sheltered classes provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum (course # 3132).
This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.

Astronomy
TEA#: 03060100  RECOMMENDED GRADE(S): 11-12  
DALLAS ISD#: 3125  CREDIT: 1
REQUIRED PREREQUISITE: NONE
This course addresses all of the Astronomy TEKS SEs. This course includes the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration.
This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.

Astronomy (Sheltered)
TEA#: 03060100  RECOMMENDED GRADE(S): 11-12  
DALLAS ISD#: 3139  CREDIT: 1
REQUIRED PREREQUISITE: NONE (LEP Students only)
This course addresses all of the Astronomy TEKS SEs. This course includes the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration.
Sheltered classes provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum (course # 3125).
This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.

Environmental Systems
TEA#: 03020000  RECOMMENDED GRADE(S): 11-12  
DALLAS ISD#: 3128  CREDIT: 1
REQUIRED PREREQUISITE: NONE
SUGGESTED PREREQUISITE: ONE UNIT OF HIGH SCHOOL LIFE SCIENCE AND ONE UNIT OF HIGH SCHOOL PHYSICAL SCIENCE
This course addresses all of the Environmental Systems TEKS SEs. This course emphasizes a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources
and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.

Environmental Systems (Sheltered)

TEA #: 03020000  RECOMMENDED GRADE(S): 11-12
DALLAS ISD#: 3231  CREDIT: 1
REQUIRED PREREQUISITE: NONE (LEP Students only)
SUGGESTED PREREQUISITE: ONE UNIT OF HIGH SCHOOL LIFE SCIENCE AND ONE UNIT OF HIGH SCHOOL PHYSICAL SCIENCE

This course addresses all of the Environmental Systems TEKS SEs. This course emphasizes a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

Sheltered classes provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum (course # 3128).

This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.

Earth and Space Science

TEA#: 03060200  RECOMMENDED GRADES: 11-12
DALLAS ISD#: 3107  CREDIT: 1
REQUIRED PREREQUISITE: THREE UNITS OF SCIENCE, ONE OF WHICH MAY BE TAKEN CONCURRENTLY, AND THREE UNITS OF MATHEMATICS, ONE OF WHICH MAY BE TAKEN CONCURRENTLY
SUGGESTED PREREQUISITE: NONE

This course addresses all of the Earth and Space Science TEKS SEs. Earth and Space Science (ESS) is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time.

This courses focuses on three themes: Earth in space and time; Solid Earth; and Fluid Earth.

This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.

Earth and Space Science (Sheltered)

TEA#: 03060200  RECOMMENDED GRADES: 11-12
DALLAS ISD#: 3248  CREDIT: 1
REQUIRED PREREQUISITE: THREE UNITS OF SCIENCE, ONE OF WHICH MAY BE TAKEN CONCURRENTLY, AND THREE UNITS OF MATHEMATICS, ONE OF WHICH MAY BE TAKEN CONCURRENTLY (LEP Students only)
SUGGESTED PREREQUISITE: NONE

This course addresses all of the Earth and Space Science TEKS SEs. Earth and Space Science (ESS) is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time.

This courses focuses on three themes: Earth in space and time; Solid Earth; and Fluid Earth.

Sheltered classes provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum (course # 3107).

This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.

Scientific Research and Design

TEA#: 13037200  RECOMMENDED GRADE(S): 11-12
DALLAS ISD#: 7185  CREDIT: 1
REQUIRED PREREQUISITE: ONE UNIT OF HIGH SCHOOL SCIENCE
SUGGESTED PREREQUISITE: NONE

In this course students formulates hypotheses to guide experimentation and data collection; analyze published research; develop and implement investigative designs; collect, organize, and evaluate qualitative and quantitative data obtained through experimentation; synthesize valid conclusions from qualitative and quantitative data; and communicate conclusions clearly and concisely to an audience of professionals. Various systems are described in terms of space, time, energy, and matter. Students study a variety of topics related to the nature of science, scientific inquiry, science and social ethics, and scientific systems and use critical thinking, scientific reasoning and problem solving to make informed decisions while developing complex science projects.

Students must meet the 40% laboratory and fieldwork requirement. Students may repeat this course with different course content for up to three credits.

This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered
Grade 9 in the 2014-2015 school year and thereafter.

**Scientific Research and Design II**

TEA#: 13037210    RECOMMENDED GRADE(S): 11-12  
DALLAS ISD#: 7134    CREDIT: 1  
REQUIRED PREREQUISITE: ONE UNIT OF HIGH SCHOOL SCIENCE  
SUGGESTED PREREQUISITE: NONE  
In this course students formulate hypotheses to guide experimentation and data collection; analyze published research; develop and implement investigative designs; collect, organize, and evaluate qualitative and quantitative data obtained through experimentation; synthesize valid conclusions from qualitative and quantitative data; and communicate conclusions clearly and concisely to an audience of professionals. Students study a variety of topics related to the nature of science, scientific inquiry, science and social ethics, and scientific systems and use critical thinking, scientific reasoning and problem solving to make informed decisions while developing complex science projects.  
**Students must meet the 40% laboratory and fieldwork requirement. Students may repeat this course with different course content for up to three credits.**

**Scientific Research and Design III**

TEA#: 13037220    RECOMMENDED GRADE(S): 11-12  
DALLAS ISD#: 7135    CREDIT: 1  
REQUIRED PREREQUISITE: ONE UNIT OF HIGH SCHOOL SCIENCE  
SUGGESTED PREREQUISITE: NONE  
In this course students formulate hypotheses to guide experimentation and data collection; analyze published research; develop and implement investigative designs; collect, organize, and evaluate qualitative and quantitative data obtained through experimentation; synthesize valid conclusions from qualitative and quantitative data; and communicate conclusions clearly and concisely to an audience of professionals. Students study a variety of topics related to the nature of science, scientific inquiry, science and social ethics, and scientific systems and use critical thinking, scientific reasoning and problem solving to make informed decisions while developing complex science projects.  
**Students must meet the 40% laboratory and fieldwork requirement. Students may repeat this course with different course content for up to three credits.**

**CDC ADV SCIENCE 09-10**

TEA#: N/A    RECOMMENDED GRADE(S): 9-10  
DALLAS ISD#: 6786    CREDIT: 0  
PREREQUISITE: Skyline High School Career Pathway only. No credit is awarded for this course.

**CDC ADV SCIENCE 11-12**

TEA#: N/A    RECOMMENDED GRADE(S): 11-12  
DALLAS ISD#: 6780    CREDIT: 0  
PREREQUISITE: Skyline High School Career Pathway only. No credit is awarded for this course.

**Principles of Technology**

TEA#: 13037100    RECOMMENDED GRADE(S): 10-12  
DALLAS ISD#: 7184    CREDIT (SC): 1  
PREREQUISITE: ONE UNIT OF HIGH SCHOOL SCIENCE AND ALGEBRA I.  
In Principles of Technology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, characteristics and behavior of waves, apply physics concepts, and perform laboratory experiments. To receive credit in science, the course must include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry. Currently, this course is offered at two campuses (Kimball, Woodrow Wilson).  
Under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter, this course will satisfy the Physics requirement in the STEM endorsement.

**Principles of Technology (Sheltered)**

TEA#: 13037100    RECOMMENDED GRADE(S): 10-12  
DALLAS ISD#: 3249    CREDIT (SC): 1
In Principles of Technology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, characteristics and behavior of waves, apply physics concepts, and perform laboratory experiments. To receive credit in science, the course must include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry. Currently, this course is offered at two campuses (Kimball, Woodrow Wilson). Sheltered classes provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum (course # 7184).

Under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter, this course will satisfy the Physics requirement in the STEM endorsement.

Forensic Science

TEA#: 13029500  RECOMMENDED GRADE(S): 11-12
DALLAS ISD#: 7333  CREDIT: 1
PREREQUISITE: BIOLOGY AND CHEMISTRY
RECOMMENDED PREREQUISITES: PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, SECURITY AND LAW ENFORCEMENT I

Forensic Science uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students learn the history, legal aspects, and career options for forensic science. The course must include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry. This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.

Veterinary Medical Application

TEA#: 13000600  GRADE(S): 11-12
DALLAS ISD#: 7240  CREDIT: 1
PREREQUISITE: SMALL ANIMAL MANAGEMENT

This course introduces students to veterinary practices relating to small and large animals. Topics in this course include but are not limited to veterinary practices as they relate to both large and small animal species. Students attain both academic and technical skills and knowledge related to animal systems and the workplace. They develop knowledge and skills regarding career opportunities entry requirements and industry expectations of the veterinary industry. (Seagoville)

Advanced Animal Science

TEA#: 13000700  RECOMMENDED GRADE(S): 12
DALLAS ISD#: 7241  CREDIT: 1
RECOMMENDED PREREQUISITE: A MINIMUM OF 1 CREDIT FROM THE COURSES IN THE AGRICULTURE, FOOD, AND NATURAL RESOURCES CLUSTER

This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Students conduct field and laboratory investigations. Areas of study include animal reproduction and breeding, molecular genetics and heredity, animal anatomy and physiology, nutritional requirements of ruminant and non-ruminant animals, and animal diseases and parasites. The course must include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry. (Seagoville) This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.

Advanced Plant & Soil Science

TEA#: 13002100  RECOMMENDED GRADE(S): 12
DALLAS ISD#: 7574  CREDIT: 1
RECOMMENDED PREREQUISITE: A MINIMUM OF 1 CREDIT FROM THE COURSES IN THE AGRICULTURE, FOOD, AND NATURAL RESOURCES CLUSTER

Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. Investigations, laboratory practices, and field exercises will be used to develop an understanding of current plant and soil science. This course is designed to prepare students for careers in the food and fiber industry. Students will learn, reinforce, apply, and transfer their knowledge in a scientific setting. The course must include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.
This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.

### Food Science

**TEA#: 13023000**  **RECOMMENDED GRADE(S):** 11-12  
**DALLAS ISD#: 7289**  **CREDIT:** 1  
**RECOMMENDED PREREQUISITE:** PRINCIPLES OF TOURISM COURSE.  
In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public. The course must include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.  
This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students have entered Grade 9 in the 2014-2015 school year and thereafter.

### Anatomy and Physiology

**TEA#: 13020600**  **RECOMMENDED GRADE(S):** 10-12  
**DALLAS ISD#: 7455**  **CREDIT:** 1  
**RECOMMENDED PREREQUISITE:** THREE CREDITS OF SCIENCE  
In this course, students conduct laboratory investigations and fieldwork, use scientific methods during investigations, and make informed decisions using critical thinking and problem solving. Topics will be presented through an integration of biology, chemistry, and physics. Students study the structures and functions of the human body and body systems and will investigate the body’s responses to forces, maintenance of homeostasis, electrical interactions, transport systems, and energy systems. This course must include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.  
This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.

### Pathophysiology

**TEA#: 13020800**  **RECOMMENDED GRADE(S):** 11-12  
**DALLAS ISD#: 7456**  **CREDIT:** 1  
**RECOMMENDED PREREQUISITE:** THREE CREDITS OF SCIENCE  
In this course students conduct laboratory investigations and fieldwork, use scientific methods during investigations, and make informed decisions using critical thinking and problem solving. Students study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of diseases. Students will differentiate between normal and abnormal physiology. The course must include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry. (Bryan Adams, Conrad, Pinkston, HSHP)  
This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.

### Advanced Biotechnology

**TEA#: 13036400**  **RECOMMENDED GRADE(S):** 11-12  
**DALLAS ISD#: 7177**  **CREDIT:** 1  
**RECOMMENDED PREREQUISITE:** BIOLOGY AND CHEMISTRY.  
Students enrolled in this course apply advanced academic knowledge and skills to the emerging fields of biotechnology such as agricultural, medical, regulatory, and forensics. Students have the opportunity to use sophisticated laboratory equipment, perform statistical analysis, and practice quality-control techniques in the study of a variety of topics that include structures and functions of cells, nucleic acids, proteins, and genetics. The course must include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry. (Science & Engineering, Health Professions)  
This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.

### Engineering Design and Problem Solving

**TEA#: 13037300**  **RECOMMENDED GRADE(S):** 11-12  
**DALLAS ISD#: 7578**  **CREDIT:** 1  
**PREREQUISITE:** CHEMISTRY, PHYSICS, GEOMETRY, AND ALGEBRA II  
Engineering design is the creative process of solving problems by identifying needs and then devising solutions. This solution may be a product, technique, structure, process, or many other things depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting factors or “design under constraint.” Various engineering disciplines address a broad spectrum of design problems using specific
concepts from the sciences and mathematics to derive a solution. The design process and problem solving are inherent to all engineering disciplines. Engineering Design and Problem Solving reinforces and integrates skills learned in previous mathematics and science courses. The course must include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry. This course emphasizes solving problems, moving from well-defined toward more open ended, with real-world application. Students apply critical-thinking skills to justify a solution from multiple design options. Additionally, the course promotes interest in and understanding of career opportunities in engineering. This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.

**Principles of Engineering (PLTW)**

TEA#: 13037500  RECOMMENDED GRADE(S): 10-12
DALLAS ISD#: 7119  CREDIT: 1
PREREQUISITE: NONE

This survey course of engineering exposes students to some of the major concepts they’ll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. The students develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers. (Carter, Kimball, Spruce)

This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.
High School Course Descriptions for Science - Modified Instruction for Students being served by Special Education

Astronomy Modified

TEA#: 03060100  GRADE: 9-12
DALLAS ISD#: 9304  CREDIT: 1
REQUIRED PREREQUISITE: ARD Recommendation
This course addresses all of the Astronomy TEKS SEs. This course includes the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration.
This course contains extensive modifications as documented in each student's Individualized Education Program (IEP).

Aquatic Science Modified

TEA#: 03030000  GRADE: 10-12
DALLAS ISD#: TBD  CREDIT: 1
REQUIRED PREREQUISITE: ONE UNIT OF HIGH SCHOOL BIOLOGY and ARD Recommendation
SUGGESTED PREREQUISITE: CHEMISTRY OR CONCURRENT ENROLLMENT IN CHEMISTRY
This course addresses all of the Aquatic Science TEKS SEs. In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize freshwater or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school.
This course contains extensive modifications as documented in each student's Individualized Education Program (IEP).

Biology Modified

TEA#: 03010205  GRADE: 9-12
DALLAS ISD#: 9795  CREDIT: 1
REQUIRED PREREQUISITE: ARD Recommendation
This course addresses all Biology TEKS SEs. In Biology, the study of science includes at least 40% of instructional time for conducting laboratory and field investigations. Students study a variety of topics such as the structures and functions of cells and viruses; growth and development of organisms; cells, tissues and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards are integrated into the content.
This course contains extensive modifications as documented in each student's Individualized Education Program (IEP).

Chemistry Modified

TEA#: 03040005  GRADE: 10-12
DALLAS ISD#: 9638  CREDIT: 1
REQUIRED PREREQUISITE: ONE UNIT OF HIGH SCHOOL SCIENCE AND ALGEBRA I and ARD Recommendation
SUGGESTED PREREQUISITE: COMPLETION OF, OR CONCURRENT ENROLLMENT IN A SECOND YEAR OF HIGH SCHOOL MATHEMATICS
This course addresses all Chemistry TEKS SEs. This course includes at least 40% of instructional time for conducting laboratory and field investigations. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards and the use and conservation of resources are integrated into the content.
This course contains extensive modifications as documented in each student's Individualized Education Program (IEP).

Earth and Space Science Modified

TEA#: 03060200  GRADE: 11-12
DALLAS ISD#: TBD  CREDIT: 1
REQUIRED PREREQUISITE: THREE UNITS OF SCIENCE, ONE OF WHICH MAY BE TAKEN CONCURRENTLY, AND THREE UNITS OF MATHEMATICS, ONE OF WHICH MAY BE TAKEN CONCURRENTLY and ARD Recommendation
This course addresses all of the Earth and Space Science TEKS SEs. Earth and Space Science (ESS) is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time. This course focuses on three themes: Earth in space and time; Solid Earth; and Fluid Earth.
This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered...
Grade 9 in the 2014-2015 school year and thereafter.
This course contains extensive modifications as documented in each student's Individualized Education Program (IEP).

Environmental Systems Modified

TEA#: 03020000  GRADE: 9-12
DALLAS ISD#: 9628  CREDIT: 1
REQUIRED PREREQUISITE: ARD Recommendation
SUGGESTED PREREQUISITE: ONE UNIT OF HIGH SCHOOL LIFE SCIENCE AND ONE UNIT OF HIGH SCHOOL PHYSICAL SCIENCE

This course addresses all of the Environmental Systems TEKS SEs. This course emphasizes a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.
This course contains extensive modifications as documented in each student's Individualized Education Program (IEP).

Integrated Physics and Chemistry (IPC) Modified

TEA#: 03060201  GRADE: 9-12
DALLAS ISD#: 9789  CREDIT: 1
REQUIRED PREREQUISITE: ARD Recommendation

In IPC, the study of science includes a minimum of 40% of instructional time for conducting laboratory and field investigations. This course integrates the disciplines of physics and chemistry in the following topics: force and motion, energy transfer and conservation, the structure and properties of matter, and changes in matter. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards and the use and conservation of resources are integrated into the content.

This course contains extensive modifications as documented in each student's Individualized Education Program (IEP).

Physics Modified

TEA#: 03050005  GRADE: 9-12
DALLAS ISD#: 9636  CREDIT: 1
REQUIRED PREREQUISITE: ARD Recommendation
SUGGESTED PREREQUISITE: ALGEBRA I OR CONCURRENT ENROLLMENT IN ALGEBRA I

This course addresses all Physics TEKS SEs. This course includes at least 40% of instructional time for conducting laboratory and field investigations. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. It provides a conceptual framework, factual knowledge, and analytical and scientific skills. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards and the use and conservation of resources are integrated into the content.

This course contains extensive modifications as documented in each student's Individualized Education Program (IEP).

Functional Astronomy

TEA#: 03060100  GRADE: 9-12
DALLAS ISD#: 9301  CREDIT: 1
REQUIRED PREREQUISITE: ARD Recommendation

This course may be taught in a specialized setting with extensive modifications that focus on developmental content determined by the student's Individualized Education Program (IEP). This course addresses all of the Astronomy TEKS SEs. This course includes the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration.

Functional Aquatic Science

TEA#: 03030000  GRADE: 10-12
DALLAS ISD#: TBD  CREDIT: 1
REQUIRED PREREQUISITE: ONE UNIT OF HIGH SCHOOL BIOLOGY and ARD Recommendation
SUGGESTED PREREQUISITE: CHEMISTRY OR CONCURRENT ENROLLMENT IN CHEMISTRY

This course may be taught in a specialized setting with extensive modifications that focus on developmental content determined by the student’s Individualized Education Program (IEP). This course addresses all of the Aquatic Science TEKS SEs. In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems.
Investigations and field work in this course may emphasize freshwater or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school.

**Functional Biology**

TEA#: 03010207  GRADE: 9-12  
DALLAS ISD#: 9208  CREDIT: 1  
REQUIRED PREREQUISITE: ARD Recommendation

This course may be taught in a specialized setting with extensive modifications that focus on developmental content determined by the student's Individualized Education Program (IEP). This course addresses all Biology TEKS SEs. In Biology, the study of science includes at least 40% of instructional time for conducting laboratory and field investigations. Students study a variety of topics such as the structures and functions of cells and viruses; growth and development of organisms; cells, tissues and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards are integrated into the content.

**Functional Chemistry**

TEA#: 03040007  GRADE: 10-12  
DALLAS ISD#: 9210  CREDIT: 1  
REQUIRED PREREQUISITE: ONE UNIT OF HIGH SCHOOL SCIENCE AND ALGEBRA I and ARD Recommendation  
SUGGESTED PREREQUISITE: COMPLETION OF, OR CONCURRENT ENROLLMENT IN A SECOND YEAR OF HIGH SCHOOL MATHEMATICS

This course may be taught in a specialized setting with extensive modifications that focus on developmental content determined by the student's Individualized Education Program (IEP). This course addresses all Chemistry TEKS SEs. This course includes at least 40% of instructional time for conducting laboratory and field investigations. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards and the use and conservation of resources are integrated into the content.

**Functional Earth and Space Science**

TEA#: 03060200  GRADE: 11-12  
DALLAS ISD#: TBD  CREDIT: 1  
REQUIRED PREREQUISITE: THREE UNITS OF SCIENCE, ONE OF WHICH MAY BE TAKEN CONCURRENTLY, AND THREE UNITS OF MATHEMATICS, ONE OF WHICH MAY BE TAKEN CONCURRENTLY and ARD Recommendation

This course may be taught in a specialized setting with extensive modifications that focus on developmental content determined by the student’s Individualized Education Program (IEP). This course addresses all of the Earth and Space Science TEKS SEs. Earth and Space Science (ESS) is a capstone course designed to build on students’ prior scientific and academic knowledge and skills to develop understanding of Earth’s system in space and time. This courses focuses on three themes: Earth in space and time; Solid Earth; and Fluid Earth.

This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.

**Functional Environmental Systems**

TEA#: 03020000  GRADE: 9-12  
DALLAS ISD#: 9296  CREDIT: 1  
REQUIRED PREREQUISITE: ARD Recommendation  
SUGGESTED PREREQUISITE: ONE UNIT OF HIGH SCHOOL LIFE SCIENCE AND ONE UNIT OF HIGH SCHOOL PHYSICAL SCIENCE

This course may be taught in a specialized setting with extensive modifications that focus on developmental content determined by the student’s Individualized Education Program (IEP). This course addresses all of the Environmental Systems TEKS SEs. This course emphasizes a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments. This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.

**Functional Integrated Physics and Chemistry**

TEA#: 03060201  GRADE: 9-12  
DALLAS ISD#: 9209  CREDIT: 1  
PREREQUISITE: ARD Recommendation
This course may be taught in a specialized setting with extensive modifications that focus on developmental content determined by the student’s Individualized Education Program (IEP). In IPC, the study of science includes a minimum of 40% of instructional time for conducting laboratory and field investigations. This course integrates the disciplines of physics and chemistry in the following topics: force and motion, energy transfer and conservation, the structure and properties of matter, and changes in matter. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards and the use and conservation of resources are integrated into the content.

**Functional Physics**

TEA#: 03050007  GRADE: 9-12  
DALLAS ISD#: 9211  CREDIT: 1  
REQUIRED PREREQUISITE: ARD Recommendation  
SUGGESTED PREREQUISITE: ALGEBRA I OR CONCURRENT ENROLLMENT IN ALGEBRA I  

This course may be taught in a specialized setting with extensive modifications that focus on developmental content determined by the student’s Individualized Education Program (IEP). This course addresses all Physics TEKS SEs. This course includes at least 40% of instructional time for conducting laboratory and field investigations. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. It provides a conceptual framework, factual knowledge, and analytical and scientific skills. Scientific process skills (process standards) including safe practices as outlined in the Texas Safety Standards and the use and conservation of resources are integrated into the content.
Social Studies– High School Course Descriptions

Contemporary Global Issues
TEA#: 03380002  RECOMMENDED GRADE: 9
DALLAS ISD#: 2109  CREDIT: .5
PREREQUISITE: None
This course is only offered at Hillcrest High School. This course introduces students to a broad range of contemporary global issues. Students gain an understanding of the modern world with all of its complexities and diversities. The course will explore topics on globalization, sovereignty, ethnicity, nation states, poverty and economic development, religion, human rights, civil society, world politics, female world figures and women’s issues, crime, pollution, terror and disease.

World Geography Studies
TEA#: 03320100  GRADES: 9-10
DALLAS ISD#: 2120  CREDIT: 1
PREREQUISITE: None
This course emphasizes the interaction of people and culture with their physical environments in the major regions of the world. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. NOTE: Students may not combine World History and World Geography semesters to meet graduation requirements.

World Geography (Sheltered)
TEA#: 03320100  GRADES: 9-10
DALLAS ISD#: 2115  CREDIT: 1
PREREQUISITE: LEP Students Only
Sheltered classes provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues.

World Geography (Pre-AP)
TEA#: 03320100  GRADES: 9-10
DALLAS ISD#: 2125  CREDIT: 1
PREREQUISITE: None
This course includes World Geography TEKS and prepares students for Advanced Placement coursework in social studies. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. (See note at World Geography Studies.)

Geography for Tourism
TEA#: 03320100  RECOMMENDED GRADE: 9
DALLAS ISD#: 2130  CREDIT: 1
PREREQUISITE: None.
This course introduces students to the importance of geography in the hospitality and tourism industry through the study of travel or “destination” geography. Students explore the world’s geographic regions, focusing on the factors that create desirable travel destinations: weather and climate, physical features, cultural elements, historical interest, and tourist attractions. Students study the ways that the tourism industry promotes destinations, and current trends in travel. Finally, students learn about careers in the hospitality and tourism industry that are particularly dependent on a deep knowledge of geography. This course includes the Geography TEKS.

AP Human Geography
TEA#: A3360100  GRADES: 9-12
DALLAS ISD#: 2460  CREDIT: 1
PREREQUISITE: None
This AP course fulfills the requirement for World Geography and provides the student with a learning experience equivalent to that obtained in a college course. This course introduces the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Approved College Board teacher syllabus required.
World History Studies
TEA#: 03340400   GRADES 9-10
DALLAS ISD#: 2105   CREDIT: 1
PREREQUISITE: None
This course emphasizes the diversity and commonality of human experiences and the understanding of how these patterns occurred over time. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical tradition.

World History (Sheltered)
TEA#: 03340400   GRADES 9-12
DALLAS ISD#: 2095   CREDIT: 1
PREREQUISITE: LEP Students Only
Sheltered classes provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical tradition. This course covers the same concepts, knowledge, and skills covered in the general curriculum.

World History Pre- AP
TEA#: 03340400   GRADES 9-10
DALLAS ISD#: 2110   CREDIT: 1
PREREQUISITE: NONE
This course includes World History TEKS and prepares students for Advanced Placement coursework in social studies. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical tradition

AP World History
TEA#: A3370100   GRADES 9-10
DALLAS ISD#: 2101   CREDIT: 1
PREREQUISITE: None
This course develops greater understanding of the evolution of global processes and the different types of human societies. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical tradition. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks, their causes and consequences, as well as comparisons among major societies. Approved College Board teacher syllabus required.
United States History Studies Since 1877

TEA#: 03340100  RECOMMENDED GRADE: 11
DALLAS ISD#: 2320  CREDIT: 1
PREREQUISITE: World Geography or World History
This required course emphasizes the study of significant people, issues, and events of United States history since 1877 to the present.

United States History Studies Since 1877 (Sheltered)

TEA#: 03340100  RECOMMENDED GRADES: 11-12
DALLAS ISD#: 2315  CREDIT: 1
PREREQUISITE: None
This required course emphasizes the study of significant people, issues, and events of United States history since 1877 to the present. Sheltered classes provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum.

AP United States History Studies

TEA#: A3340100  RECOMMENDED GRADES: 11
DALLAS ISD#: 2450  CREDIT: 1
PREREQUISITE: None
This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and issues in U. S. History. Students prepare for intermediate and advanced college courses by responding to demands equivalent to those made by full-year introductory college courses. They learn to assess historical materials and weigh evidence and interpretations presented in historical scholarship. Approved College Board teacher syllabus required.

U. S. Government

TEA#: 03330100  GRADES: 11-12
DALLAS ISD#: 2307  CREDIT: .5
PREREQUISITE: U. S. History
This course involves both the study of general concepts used to interpret U.S. government and politics, as well as the analysis of specific case studies. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. The course requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality.

U. S. Government (Sheltered)

TEA#: 03330100  GRADES: 11-12
DALLAS ISD#: 2308  CREDIT: .5
PREREQUISITE: U. S. History (Sheltered)
This course involves both the study of general concepts used to interpret U.S. government and politics, as well as the analysis of specific case studies. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. The course requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Sheltered classes provide accommodations for English language learners through ESL teaching strategies, but the course content is not modified. This course covers the same concepts, knowledge, and skills covered in the general curriculum (Course # 2307).

AP U. S. Government

TEA#: A3330100  GRADES: 11-12
DALLAS ISD#: 2312  CREDIT: .5
PREREQUISITE: U. S. History
This advanced placement course provides an analytical perspective on government and politics in the United States. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. It includes the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Approved College Board teacher syllabus required.

Economics

TEA#: 03310300  GRADES: 11-12
DALLAS ISD#: 2351  CREDIT: .5
Economics (Sheltered)

TEA#: 03310300  GRADES: 11-12
DALLAS ISD #: 2349  CREDITS: .5
PREREQUISITE: U.S. Government (Sheltered) (Recommended)
Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. This course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, international economics and personal financial literacy.

AP Economics Micro

TEA#: A3310100  GRADES: 11-12
DALLAS ISD#: 2356  CREDIT: .5
PREREQUISITE: None
This course gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of the government in promoting greater efficiency and equity in the economy. Approved College Board teacher syllabus required.

AP Economics Macro

TEA#: A3310200  GRADES: 11-12
DALLAS ISD#: 2357  CREDIT: .5
PREREQUISITE: None
This course gives students a thorough understanding of the principles that apply to an economic system as a whole. It places particular emphasis on the study of national income and price-level determination, and develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics. Approved College Board teacher syllabus required.

Economics for Tourism

TEA#: 03310300  RECOMMENDED GRADES: 12
DALLAS ISD#: 2350  CREDIT: .5
PREREQUISITE: U.S. Government (Recommended)
The TEKS for Economics will be taught with emphasis on the travel and tourism industry. Students learn how economic, cultural, and political issues all impact the economics related to travel/tourism.

AP European History

TEA#: A3340200  GRADES: 11-12
DALLAS ISD#: 2455  CREDIT: 1
PREREQUISITE: World History Studies
This AP course emphasizes a general narrative of European History from 1450. It places attention upon understandings equivalent to those gained in a college-level introductory course. Approved College Board teacher syllabus required.

AP Comparative Govt. / Politics

TEA#: A3330200  GRADES: 11-12
DALLAS ISD#: 2313  CREDIT: .5
PREREQUISITE: None
This AP course provides students with the conceptual tools necessary to develop an understanding of some of the world's diverse political structures and practices. Approved College Board teacher syllabus required.
Psychology
TEA#: 03350100         GRADES: 11-12
DALLAS ISD#: 2436       CREDIT: .5
PREREQUISITE: None
This course emphasizes the study of methods and theories used by psychologists to explain human behavior. Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution. (Students may take either Psychology OR AP Psychology).

AP Psychology
TEA#: A3350100          GRADES: 11-12
DALLAS ISD#: 2435       CREDIT: .5
PREREQUISITE: None
This AP course introduces the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are introduced to the psychological facts, principles, and phenomena associated with each of the major subfields of psychology as well as scientific methods and practice. Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution. Approved College Board teacher syllabus required.

Sociology
TEA#03370100            GRADES: 10
DALLAS ISD#: 2437       CREDIT: .5
PREREQUISITE: None
This course examines dynamics and models of individual and group relationships. Students study topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

Economic Advanced Studies
TEA#: 03310301          GRADES: 11-12
DALLAS ISD#: 2359       CREDIT: .5
PREREQUISITE: Economics
This course provides students an opportunity to conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students investigate a problem or concern related to global economics issues, and research the topic using a variety of technologies.

Special Topics Social Studies
TEA#: 03380002          GRADES: 10-12
DALLAS ISD#: 2363       CREDIT: .5
PREREQUISITE: None
This course provides students the opportunity to apply the knowledge and skills of the social sciences to a variety of topics and issues related to United States law and legal procedures. Students analyze, evaluate, and, in some situations, resolve legal disputes. Problem solving and decision-making are important elements of the course. Students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live.

Social Studies Advanced Studies
TEA#: 03380001          GRADES: 10-12
DALLAS ISD#: 2365       CREDIT: .5
PREREQUISITE: Approval by Social Studies Department. Submit proposal with the standards and topics outlined to the Social Studies Department. Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure. This course provides students an opportunity to conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students investigate a problem or concern related to global social and political issues, and research topics using a variety of technologies.
Social Studies Advanced Studies 2

TEA#: 03380021  RECOMMENDED GRADE: 9-10
DALLAS ISD#: 2366  CREDIT: .5
PREREQUISITE: Approval by Social Studies Department. Submit proposal with the standards and topics outlined to the Social Studies Department. Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure.

This course provides students an opportunity to conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience. Students shall be awarded one-half to one unit of credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits. Students who are pursuing the Distinguished Achievement Program may take Social Studies Advanced Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure.

Social Studies Research Methods 3

TEA#: 03380023  RECOMMENDED GRADES: 10-12
DALLAS ISD#: 2441  CREDIT: .5
PREREQUISITE: Approval by Social Studies Department. Submit proposal with the standards and topics outlined to the Social Studies Department. Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure. This course provides an opportunity to conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written, visual or oral format. The course is designed to be conducted in either classroom or independent settings.

Social Studies Research Methods 4

TEA#: 03380043  RECOMMENDED GRADES: 10-12
DALLAS ISD#: 2442  CREDIT: .5
PREREQUISITE: Approval by Social Studies Department. Submit proposal with the standards and topics outlined to the Social Studies Department. Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure. This course provides an opportunity to conduct advanced research on topics related to cultures in America and beyond its borders, using qualitative and quantitative methods of inquiry.

Social Studies Research Methods

TEA#: 03380003  GRADES: 10-12
DALLAS ISD#: 2439  CREDIT: .5
PREREQUISITE: Approval by Social Studies Department. Submit proposal with the standards and topics outlined to the Social Studies Department. Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution. This course provides an opportunity to conduct advanced research on topics related to cultures in America and beyond its borders, using qualitative and quantitative methods of inquiry.

Social Studies Applications and Study Skills

TEA#: 84400007  GRADES: 9-12
DALLAS ISD#: 2325  CREDIT: .5
PREREQUISITE: None

This course provides local credit only for students who require additional/intervention instruction in social studies.

Suggested Additional Info:
In addition, this course can be used for other activities (e.g. math team, academic decathlon, etc.) related to academic instruction that are taught by a certified teacher.
High School Course Descriptions - Social Studies Modified Instruction for Students Served by Special Education

World Geography Modified
TEA#: 03320105 GRADE 9-12
DALLAS ISD#: 9761 CREDIT: 1
PREREQUISITE: ARD Recommendation
This course addresses World Geography TEKS and provides the foundation for advanced world geography courses in high school. Students will focus on the political, economic, and social events and issues related to industrial and urban growth. This course contains extensive modifications as documented in each student’s Individualized Education Program (IEP).

World History Modified
TEA#: 03340405 GRADES 9-12
DALLAS ISD#: 9763 CREDIT: 1
PREREQUISITE: ARD Recommendation
This course addresses World History TEKS and provides the foundation for advanced world geography courses in high school. Students will focus on traditional historical events in world history; analyzing important events and issues in western civilization as well as in civilizations in other parts of the world. This course contains extensive modifications as documented in each student’s Individualized Education Program (IEP).

U.S. History Since Reconstruction Modified
TEA#: 03340105 GRADE: 9-12
DALLAS ISD#: 9767 CREDIT: 1
PREREQUISITE: ARD Recommendation
This course addresses United States History TEKS and provides the foundation for advanced US history courses in high school. Students will study the growth of modern America, from the settling of the West to becoming a World power. They will study internal and external conflicts from 1877 up to this present day. This course contains extensive modifications as documented in each student’s Individualized Education Program (IEP).

U.S. Government Modified
TEA#: 03330100 GRADES: 12
DALLAS ISD#: 9779 CREDIT: .5
PREREQUISITE: ARD Recommendation & U. S. History Recommended
This course addresses U.S. Government TEKS and provides the foundation for advanced U.S. government courses in high school. The course focuses on principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course contains extensive modifications as documented in each student’s Individualized Education Program (IEP).

Economics Modified
TEA#: 03310300 GRADES: 9-12
DALLAS ISD#: 9802 CREDIT: .5
PREREQUISITE: ARD Recommendation & US Government Recommended
This course addresses Economics TEKS and provides the foundation for advanced economics courses in high school. Students will study the distribution, characteristics, and interactions of the economic systems in the U.S.; how geography influences economic activities; and the economic importance of, and issues related to, the location and management of resources. This course contains extensive modifications as documented in each student’s Individualized Education Program (IEP).

Functional Economics
TEA#: 03310300 Grade: 9-12
Dallas ISD #: 9476 Credit: .5
PREREQUISITE: ARD RECOMMENDATION & US GOVERNMENT RECOMMENDED
This course may be taught in a specialized setting with extensive content modifications that focus on alternative developmental content determined by the student’s individualized education program. Students will study the need for currency to purchase goods and...
services and the economic importance of the conservation and management of resources. Students may participate in activities that help them become aware of what it means to be a consumer.

**Functional World History**

TEA#: 03340407 GRADES: 9-12  
DALLAS ISD#: 9212 CREDIT: 1  
PREREQUISITE: ARD Recommendation  
This course may be taught in a specialized setting with extensive content modifications that focus on alternative developmental content determined by the student’s IEP. This course may include demonstrating an understanding that others have perspectives and feelings that are different from his/her own. Students will explore the diversity of different human experiences.

**Functional World Geography**

TEA#: 03320107 GRADES: 9-12  
DALLAS ISD#: 9213 CREDIT: 1  
PREREQUISITE: ARD Recommendation  
This course may be taught in a specialized setting with extensive content modifications that focus on alternative developmental content determined by the student’s Individualized Education Program (IEP). This course may include exploring cultures & countries around the world. Students may explore organizing their life around events, time, and routines.

**Functional U.S. History**

TEA#: 03340107 GRADES: 9-12  
DALLAS ISD#: 9214 CREDIT: 1  
PREREQUISITE: ARD Recommendation  
This course may be taught in a specialized setting with extensive content modifications that focus on alternative developmental content determined by the student’s Individualized Education Program (IEP). This course may explore ways in which people in the local community and other communities meet their needs for government, education, communication, transportation and recreation.

**Functional U.S. Government**

TEA#: 03330100 GRADES: 9-12  
DALLAS ISD#: 9817 CREDIT: .5  
PREREQUISITE: ARD Recommendation  
This course may be taught in a specialized setting with extensive content modifications that focus on alternative developmental content determined by the student’s Individualized Education Program (IEP). This course may demonstrate that all people need food, clothing, and shelter. Students may participate in activities to help them become aware of what it means to a consumer.
Dual Credit Social Studies Courses

United States History (Dual Credit) DCCCD 1301
TEA#: 03340100 RECOMMENDED GRADES: 11 Follow the Dual Credit Guidelines
DALLAS ISD#: 2323 CREDIT: 1
PREREQUISITE: One of the following must be met: (1) DREA 0093 AND DWR 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) in Reading and Writing standards AND DCCCD Writing score prerequisite requirement.

The history of the United States is presented, beginning with the European background and first discoveries. The pattern of exploration, settlement, and development of institutions is followed throughout the colonial period and the early national experience to 1877.

United States History (Dual Credit) DCCCD HIST 1302
TEA#: 03340100 RECOMMENDED GRADES: 11 Follow the Dual Credit Guidelines
DALLAS ISD#: 2323 CREDIT: 1
PREREQUISITE: One of the following must be met: (1) DREA 0093 AND DWR 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) in Reading and Writing standards AND DCCCD Writing score prerequisite requirement.

The history of the United States is surveyed from the Reconstruction era to the present day. The study includes social, economic, and political aspects of American life. The development of the United States as a world power is followed.

Introduction to Sociology (Dual Credit DCCCD SOCI 1301
TEA#: 03370100 RECOMMENDED GRADES: 11-12 Follow the Dual Credit Guidelines
DALLAS ISD#: 2438 CREDIT: .5
PREREQUISITE: DREA 0093 or English as a Second Language (ESOL) 0044 and DWR 0093 OR English as a Second Language (ESOL) 0054 or have met the Texas Success Initiative (TSI) standard in Reading and Writing.

This course is a sociological study of social behavior and social structures, emphasizing the importance of a knowledge and appreciation of the multi-cultural and multi-ethnic dimensions of society. Topics include cultural elements such as values, norms, beliefs, language, and roles, as well as group processes, social conflict and social change.

Introduction to Psychology (Dual Credit)
TEA#: 03350100 RECOMMENDED GRADES: 11-12 Follow the Dual Credit Guidelines
DALLAS ISD#: 2430 CREDIT: .5
PREREQUISITE: DREA 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.

This course provides students with the opportunity to survey major topics in psychology. The course introduces the study of behavior and the factors that determine and affect behavior.

U. S. Government (Dual Credit)
TEA#: 3330100 RECOMMENDED GRADES: 11-12 Follow the Dual Credit Guidelines
DALLAS ISD#: 2314 CREDIT: .5
PREREQUISITE: One of the following must be met: (1) DREA 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) Reading Standard AND (2) DWR in 0093, or English as a Second Language (ESOL) 0054 or have met the Texas Success Initiative (TSI) Writing Standard.

This course is an introduction to the study of political science. Topics include the origin and development of constitutional democracy (United States and Texas), federalism and intergovernmental relations, local governmental relations, local government, parties, politics, and political behavior. (To ensure transferability, students should plan to take both Government 2301 and 2302 within the DCCCD.)

Economics (Dual Credit)
TEA#: 03310300 RECOMMENDED GRADES: 11-12 Follow the Dual Credit Guidelines
DALLAS ISD#: 2352 CREDIT: .5
PREREQUISITE: DREA 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard...
This course provides students with an introduction to principles of macroeconomics. Economic principles are studied within the historical framework of classical, Keynesian, monetarist and alternative models. Emphasis is given to national income determination, money and banking, and the role of monetary and fiscal policy in economic stabilization and growth. Other topics include international trade and finance.

Social Studies Research Methods 2 (Dual Credit)

TEA#: 03380002
DALLAS ISD#: 2443
CREDIT: .5

Approval by Social Studies Department. Submit proposal with the standards and topics outlined to the Social Studies Department. This course provides an opportunity to conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written and visual or oral format. The course is designed to be conducted in either classroom or independent settings.

Social Studies Advanced 3 (Dual Credit)

TEA#: 03380001
DALLAS ISD#: 2370
CREDIT: .5

PREREQUISITE: Approval by Social Studies Department. Submit proposal with the standards and topics outlined to the Social Studies Department. This course provides students an opportunity to conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience. Students shall be awarded one-half to one unit of credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits. Students who are pursuing the Distinguished Achievement Program may take Social Studies Advanced Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure.

Social Studies Advanced Studies 4 (Dual Credit)

TEA#: 03380001
DALLAS ISD#: 2371
CREDIT: .5

PREREQUISITE: Approval by Social Studies Department. Submit proposal with the standards and topics outlined to the Social Studies Department. This course provides students an opportunity to conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience. Students shall be awarded one-half to one unit of credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits. Students who are pursuing the Distinguished Achievement Program may take Social Studies Advanced Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure.

Social Studies Special Topics 4 (Dual Credit)

TEA#: 03380002
DALLAS ISD#: 2372
CREDIT: .5

PREREQUISITE: Approval by Social Studies Department. Submit proposal with the standards and topics outlined to the Social Studies Department. This course provides students the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspective.

Social Studies Research Methods 2 (Dual Credit)

TEA#: 03380002
DALLAS ISD#: 2443
CREDIT: .5

PREREQUISITE: Approval by Social Studies Department. Submit proposal with the standards and topics outlined to the Social Studies Department. This course provides an opportunity to conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written, visual or oral format. The course is designed to be conducted in either classroom or independent settings.
High School Course Descriptions for Physical Education

In accordance with local district policy, students may earn 1 Physical Education credit (1.0 state requirement) through participation in the following courses. Credit may not be earned for any Physical Education course more than once. Students are not required to complete the Foundations of Personal Fitness course as part of the required credit.

Foundations of Personal Fitness - Fall
TEA#: PES00052           GRADE: 9-12
Dallas ISD#: 4820         Credit: .5
PREREQUISITE: None

This course represents a new approach to Physical Education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on health and wellness. Students improve their fitness within the class and learn the process of becoming fit. The concept of wellness, striving to reach optimal levels of health, is the cornerstone of this course. Students design their own personal fitness program.

Foundations of Personal Fitness - Spring
TEA#: PES00052           GRADE: 9-12
Dallas ISD#: 4821         Credit: .5
PREREQUISITE: None

This course represents a new approach to Physical Education and presents additional concepts of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on health and wellness. Students improve their fitness within the class and learn the process of becoming fit. The concept of wellness, striving to reach optimal levels of health, is the cornerstone of this course. Students design their own personal fitness program.

Adventure/Outdoor Education - Fall
TEA#: PES00053           GRADE: 9-12
DALLAS ISD#: 4817        CREDIT: .5
PREREQUISITE: None

This course develops competency in outdoor education activities that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selection of activities that promote a respect for the environment and that can be enjoyed for a lifetime. Competency in two or more outdoor education activities is required.

Adventure/Outdoor Education - Spring
TEA#: PES00053           GRADE: 9-12
DALLAS ISD#: 4818        CREDIT: .5
PREREQUISITE: None

This course develops additional competency in outdoor education activities that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selection of activities that promote a respect for the environment and that can be enjoyed for a lifetime. Competency in two or more outdoor education activities is required.

Aerobic Activities - Fall
TEA#: PES00054           GRADE: 9-12
DALLAS ISD#: 4814        CREDIT: .5
PREREQUISITE: None

This course presents aerobic activities that promote health and fitness. A major expectation of this course is for the student to continue aerobic activities and to design a personal fitness program based on aerobic activities. Competency in two or more aerobic activities is required.

Aerobic Activities - Spring
TEA#: PES00054           GRADE: 9-12
DALLAS ISD#: 4815        CREDIT: .5
PREREQUISITE: None

This course presents additional aerobic activities that promote health and fitness. A major expectation of this course is for the student to continue aerobic activities and to design a personal fitness program based on aerobic activities. Competency in two or more aerobic activities is required.
 Individual / Team Sports - Fall
TEA#: PES00055  GRADE: 9-12
DALLAS ISD#: 4811  CREDIT: .5
PREREQUISITE: None
This course provides an opportunity for students to improve their health and fitness by developing an appreciation for teamwork and fair play, and gain competency in two or more sports. This course also focuses on incorporating physical activity into a lifestyle beyond high school and continuing health and fitness through individual sport activities.

 Individual / Team Sports - Spring
TEA#: PES00055  GRADE: 9-12
DALLAS ISD#: 4812  CREDIT: .5
PREREQUISITE: None
This course provides additional opportunity for students to improve their health and fitness by developing an appreciation for teamwork and fair play, and gain competency in two or more sports. This course also focuses on incorporating physical activity into a lifestyle beyond high school and continuing health and fitness through a variety of individual sport activities.
Physical Education Substitutions

Physical Education substitutions allow a student to use approved physical activities to meet the state Physical Education graduation requirements. In accordance with local district policy, students may earn Physical Education substitution credits (1.0 state requirement) through participation in the following physical activities:
Drill Team (up to 1 credit)
Cheerleading (up to 1 credit)
Marching Band (up to 1 credit)
Athletics (up to 4 credits)
JROTC (up to 4 credits)
Off-Campus Physical Education Equivalent Program (up to 4 credits)
The second year of Dance study may serve as a Physical Education substitute with the exception of Dance and Media Communications.
In order for a student to earn credit for one of these activities, the activity must include 100 minutes per five-day school week of moderate to vigorous physical activity.
No more than four substitutions may be earned through any combination of allowable substitutions.

Athletic Courses
These courses may be taken up to four times provided the different TEA numbers are used to meet the Physical Education state graduation requirements. The athletic coach must approve student enrollment. Additional equivalent classes may be taken for local credit only.

PE Equivalent Boys Athletics 1 - Fall
TEA#: PES00000
DALLAS ISD#: 4839
GRADE: 9-12
CREDIT: .5

PE Equivalent Boys Athletics 1 - Sp
TEA#: PES00000
DALLAS ISD#: 4840
GRADE: 9-12
CREDIT: .5

PE Equivalent Girls Athletics 1 - Fall
TEA#: PES00000
DALLAS ISD#: 4841
GRADE: 9-12
CREDIT: .5

PE Equivalent Girls Athletics 1 - Sp
TEA#: PES00000
DALLAS ISD#: 4842
GRADE: 9-12
CREDIT: .5

PE Equivalent Boys Athletics 2 - Fall
TEA#: PES00001
DALLAS ISD#: 4843
GRADE: 10-12
CREDIT: .5

PE Equivalent Boys Athletics 2 - Sp
TEA#: PES00001
DALLAS ISD#: 4844
GRADE: 10-12
CREDIT: .5

PE Equivalent Girls Athletics 2 - Fall
TEA#: PES00001
DALLAS ISD#: 4845
GRADE: 10-12
CREDIT: .5

PE Equivalent Girls Athletics 2 - Sp
TEA#: PES00001
DALLAS ISD#: 4846
GRADE: 10-12
CREDIT: .5
PE Equivalent Boys Athletics 3 - Fall
TEA#: PES00002    GRADE: 11-12  
DALLAS ISD#: 4847     CREDIT: 1

PE Equivalent Boys Athletics 3 - Sp
TEA# PES00002    GRADE: 11-12  
DALLAS ISD#: 4848      CREDIT: .5

PE Equivalent Girls Athletics 3 - Fall
TEA#: PES00002    GRADE: 11-12  
DALLAS ISD#: 4849      CREDIT: 1

PE Equivalent Girls Athletics 3 - Sp
TEA#: PES00002    GRADE: 11-12  
DALLAS ISD#: 4850      CREDIT: .5

PE Equivalent Boys Athletics 4 - Fall
TEA#: PES00003    GRADE: 11-12  
DALLAS ISD#: 4851      CREDIT: 1

PE Equivalent Boys Athletics 4 - Sp
TEA#: PES00003    GRADE: 11-12  
DALLAS ISD#: 4852      CREDIT: .5

PE Equivalent Girls Athletics 4 - Fall
TEA#: PES00003    GRADE: 11-12  
DALLAS ISD#: 4853      CREDIT: 1

PE Equivalent Girls Athletics 4 - Sp
TEA#: PES00003    GRADE: 11-12  
DALLAS ISD#: 4854      CREDIT: ½

Cheerleader and Drill Team Courses
The sponsor must approve student enrollment. Students may receive up to one state credit for this PE substitution.

PE Substitution Cheerleading – Fall
TEA #: PES00013    GRADE 9-12  
DALLAS ISD #: 4860     CREDIT: .5

PE Substitution Cheerleading – Spring
TEA# PES00013    GRADE 9-12  
DALLAS ISD #4861      CREDIT: .5

Cheerleader – Local Credit Full Year
TEA#: 84200006    GRADE: 11-12  
DALLAS ISD#: 4674      CREDIT: 1
Cheerleader – Local Credit .5 Year
TEA#: 84200007  GRADE: 11-12
DALLAS ISD#: 4675  CREDIT: .5

PE Substitution Drill Team – Fall
TEA#: PES00014  GRADE 9-12
DALLAS ISD#: 4864  CREDIT: .5

PE Substitution Drill Team – Spring
TEA#: PES00014  GRADE 9-12
DALLAS ISD#: 4865  CREDIT: .5

Drill Team – Local Credit Full Year
TEA#: 84200008  GRADE: 11-12
DALLAS ISD#: 4676  CREDIT: 1

Drill Team – Local Credit .5 Year
TEA#: 84200009  GRADE: 11-12
DALLAS ISD#: 4677  CREDIT: .5

Off-Campus Physical Education Equivalent Program
The Off-Campus Physical Education Equivalent Program is an athletic/training program that students may participate in through a commercial or private agency that has been approved by the District. The Off-Campus Physical Education Equivalent Program packets may be obtained through the counselor’s office. Completed packets must be returned to the Director of Health and Physical Education, Dallas Independent School District, along with the current participation fee no later than the end of the second week of the semester being considered. The Off-Campus Physical Education Equivalent Program course must be scheduled through the counselor and may be noted on the student’s report card.

The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in Physical Education. Such approval may be granted under the following conditions:

• Any athletic/training program that is a higher level than the District can provide.
• The student must participate in a substitute activity that is congruent with the Physical Education TEKS as closely as possible, if not above and beyond the rigor of standards (TAC), Chapter 74.
• Category II - Student participation of at least 10 hours per week is required. Students certified to participate at this level may not be dismissed from any part of the regular school day.
• Category I - The student who trains for 15 or more hours per week during the school semester is eligible to miss one school period. The student must not miss any other class other than a scheduled Physical Education class (usually first or last period of the day).

PE Equivalent Off-Campus Program Boys I - Fall
TEA#: PES00008  GRADE: 9-12
DALLAS ISD#: 4823  CREDIT: .5

This course is an athletic/training program that students may participate in through a commercial or private agency that has been approved by the District, and may be substituted for state graduation credit in Physical Education. Applications are available online in Board Policy or from the Health and Physical Education Department and participation must be approved by the director of Health and Physical Education, school counselor and campus principal.

PE Equivalent Off-Campus Program Boys I - Spring
TEA#: PES00008  GRADE: 9-12
DALLAS ISD#: 4824  CREDIT: .5

This course is an athletic/training program that students may participate in through a commercial or private agency that has been approved by the District, and may be substituted for state graduation credit in Physical Education. Applications are available online in Board Policy or from the Health and Physical Education Department and participation must be approved by the director of Health and Physical Education, school counselor and campus principal.

PE Equivalent Off-Campus Program Girls I - Fall
TEA#: PES00008  GRADE: 9-12
DALLAS ISD#: 4825  CREDIT: .5
This course is an athletic/training program that students may participate in through a commercial or private agency that has been approved by the District, and may be substituted for state graduation credit in Physical Education. Applications are available online in Board Policy or from the Health and Physical Education Department and participation must be approved by the director of Health and Physical Education, school counselor and campus principal.

PE Equivalent Off-Campus Program  Girls I - Spring
TEA#: PES00008  GRADE: 9-12
DALLAS ISD#: 4826  CREDIT: .5

This course is an athletic/training program that students may participate in through a commercial or private agency that has been approved by the District, and may be substituted for state graduation credit in Physical Education. Applications are available online in Board Policy or from the Health and Physical Education Department and participation must be approved by the director of Health and Physical Education, school counselor and campus principal.

PE Equivalent Off-Campus Program Boys II - Fall
TEA#: PES00009  GRADE: 10-12
DALLAS ISD#: 4827  CREDIT: .5

This course is an athletic/training program that students may participate in through a commercial or private agency that has been approved by the District, and may be substituted for state graduation credit in Physical Education. Applications are available online in Board Policy or from the Health and Physical Education Department and participation must be approved by the director of Health and Physical Education, school counselor and campus principal.

PE Equivalent Off-Campus Program Boys II - Spring
TEA#: PES00009  GRADE: 10-12
DALLAS ISD#: 4828  CREDIT: .5

This course is an athletic/training program that students may participate in through a commercial or private agency that has been approved by the District, and may be substituted for state graduation credit in Physical Education. Applications are available online in Board Policy or from the Health and Physical Education Department and participation must be approved by the director of Health and Physical Education, school counselor and campus principal.

PE Equivalent Off-Campus Program Girls II - Fall
TEA#: PES00009  GRADE: 10-12
DALLAS ISD#: 4829  CREDIT: .5

This course is an athletic/training program that students may participate in through a commercial or private agency that has been approved by the District, and may be substituted for state graduation credit in Physical Education. Applications are available online in Board Policy or from the Health and Physical Education Department and participation must be approved by the director of Health and Physical Education, school counselor and campus principal.

PE Equivalent Off-Campus Program Girls II - Spring
TEA#: PES00009  GRADE: 10-12
DALLAS ISD#: 4830  CREDIT: .5

This course is an athletic/training program that students may participate in through a commercial or private agency that has been approved by the District, and may be substituted for state graduation credit in Physical Education. Applications are available online in Board Policy or from the Health and Physical Education Department and participation must be approved by the director of Health and Physical Education, school counselor and campus principal.

PE Equivalent Off-Campus Program Boys III - Fall
TEA#: PES00010  GRADE: 9-12
DALLAS ISD#: 4831  CREDIT: .5

This course is an athletic/training program that students may participate in through a commercial or private agency that has been approved by the District, and may be substituted for state graduation credit in Physical Education. Applications are available online in Board Policy or from the Health and Physical Education Department and participation must be approved by the director of Health and Physical Education, school counselor and campus principal.

PE Equivalent Off-Campus Program Boys III - Spring
TEA#: PES00010  GRADE: 9-12
DALLAS ISD#: 4832  CREDIT: .5

This course is an athletic/training program that students may participate in through a commercial or private agency that has been approved by the District, and may be substituted for state graduation credit in Physical Education. Applications are available online in Board Policy or from the Health and Physical Education Department and participation must be approved by the director of Health and Physical Education, school counselor and campus principal.
Board Policy or from the Health and Physical Education Department and participation must be approved by the director of Health and Physical Education, school counselor and campus principal.

**PE Equivalent Off-Campus Program Girls III - Fall**

TEA#: PES00010  GRADE: 9-12
DALLAS ISD#: 4833  CREDIT: .5
This course is an athletic/ training program that students may participate in through a commercial or private agency that has been approved by the District, and may be substituted for state graduation credit in Physical Education. Applications are available online in Board Policy or from the Health and Physical Education Department and participation must be approved by the director of Health and Physical Education, school counselor and campus principal.

**PE Equivalent Off-Campus Program Girls III - Spring**

TEA#: PES00010  GRADE: 9-12
DALLAS ISD#: 4834  CREDIT: .5
This course is an athletic/ training program that students may participate in through a commercial or private agency that has been approved by the District, and may be substituted for state graduation credit in Physical Education. Applications are available online in Board Policy or from the Health and Physical Education Department and participation must be approved by the director of Health and Physical Education school counselor and campus principal.

**PE Equivalent Off-Campus Program Boys IV - Fall**

TEA#: PES00011  GRADE: 10-12
DALLAS ISD#: 4835  CREDIT: .5
This course is an athletic/ training program that students may participate in through a commercial or private agency that has been approved by the District, and may be substituted for state graduation credit in Physical Education. Applications are available online in Board Policy or from the Health and Physical Education Department and participation must be approved by the director of Health and Physical Education, school counselor and campus principal.

**PE Equivalent Off-Campus Program Boys IV - Spring**

TEA#: PES00011  GRADE: 10-12
DALLAS ISD#: 4836  CREDIT: .5
This course is an athletic/ training program that students may participate in through a commercial or private agency that has been approved by the District, and may be substituted for state graduation credit in Physical Education. Applications are available online in Board Policy or from the Health and Physical Education Department and participation must be approved by the director of Health and Physical Education, school counselor and campus principal.

**PE Equivalent Off-Campus Program Girls IV - Fall**

TEA#: PES00011  GRADE: 10-12
DALLAS ISD#: 4837  CREDIT: .5
This course is an athletic/ training program that students may participate in through a commercial or private agency that has been approved by the District, and may be substituted for state graduation credit in Physical Education. Applications are available online in Board Policy or from the Health and Physical Education Department and participation must be approved by the director of Health and Physical Education school counselor and campus principal.

**PE Equivalent Off-Campus Program Girls IV - Spring**

TEA#: PES00011  GRADE: 10-12
DALLAS ISD#: 4838  CREDIT: .5
This course is an athletic/ training program that students may participate in through a commercial or private agency that has been approved by the District, and may be substituted for state graduation credit in Physical Education. Applications are available online in Board Policy or from the Health and Physical Education Department and participation must be approved by the director of Health and Physical Education, school counselor and campus principal.
High School Course Descriptions for Physical Education Modified Instruction for Students Served by Special Education

Physical Education Basic I
TEA#: PES00052
DALLAS ISD#: 9198
CREDIT: 1
PREREQUISITE: ARD Recommendation
This course addresses the Foundations of Personal Fitness TEKS. The basic purpose is to motivate students to strive for lifetime personal fitness with an emphasis on health and wellness. Students improve their fitness within the class and learn the process of becoming fit. This course is instructed in the general education environment with extensive modifications determined by the student's Individualized Education Program (IEP).

Physical Education Basic II
TEA#: PES00052
DALLAS ISD#: 9199
CREDIT: 1
PREREQUISITE: ARD Recommendation
This course addresses the Foundations of Personal Fitness TEKS. The basic purpose is to motivate students to strive for lifetime personal fitness with an emphasis on health and wellness. Students improve their fitness within the class and learn the process of becoming fit. This course is instructed in the general education environment with extensive modifications determined by the student's Individualized Education Program (IEP).

Motor Development
TEA#: PES00052
DALLAS ISD#: 9148
CREDIT: 1
PREREQUISITE: ARD Recommendation
This course is instructed in a separate environment with specialized support that may include direct intensive instruction, and may require the use of motor activities, assessment tools and strategies, task-analyzed activities, and the use of technology. Topics in this course may include dexterity, mobility, postural control, and sensory awareness. Academic support includes extensive modifications which focus on appropriate developmental content determined by the student's Individualized Education Program (IEP).

Cognitive Skills I
TEA#: PES00052
DALLAS ISD#: 9204
CREDIT: 1
PREREQUISITE: ARD Recommendation
This course is instructed in a separate environment with specialized support that may include direct intensive instruction and may require the use of technology. Topics in this course may include strategies that may require a student to focus on, explore, manipulate tangible materials and participate in sensory exploration. Academic supports include extensive modifications which focus on appropriate developmental content determined by the student's Individualized Education Program (IEP).

Partner PE
TEA#: PES00055
DALLAS ISD#: 9247
CREDIT: 1
PREREQUISITE: ARD Recommendation
This course is a success oriented Physical Education program featuring peer tutors and individualized learning and instruction. It is taught by a regular education teacher and is established as a regular unit of instruction in the master schedule. The purpose of this program is to encourage physical activity, increase knowledge of health and fitness strategies, and assist in the acquisition of individual and lifetime recreation activities and/or skills associated with team sports. Peer tutors, receiving a local credit, are enrolled in Peer Coaching Partner PE DALLAS ISD#4669. (Bryan Adams HS ONLY)
High School Course Descriptions for Health Education

This required course consists of strategies for prevention, risk reduction, wellness and a planned program of skills integrated into the physical, mental, and social dimensions of health.

Health Education
TEA#: 03810100  GRADES: 9-12
DALLAS ISD#: 3437  CREDIT: .5
PREREQUISITE: None
This required course consists of strategies for prevention, risk reduction, wellness and a planned program of skills integrated into the physical, mental, and social dimensions of health.

Advanced Health Education
TEA#: 03810200  GRADES: 10-12
DALLAS ISD#: 6286  CREDIT: .5
PREREQUISITE: Health Education
This elective course provides opportunities for students to apply health knowledge and skills in community activities, peer teaching, and individual projects as it relates to the physical, mental, and social dimensions of health.
High School Course Descriptions for Health Modified Instruction for Students being served by Special Education

Health Education Basic
TEA#: 03810100  GRADES: 9-12
DALLAS ISD#: 9245  CREDIT: .5
PREREQUISITE: ARD Recommendation
This course may be instructed in a separate environment providing specialized support and includes extensive content modifications determined by the student’s individual educational plan. The content is focused on strategies for prevention, risk reduction, wellness and a planned program of skills integrated into the physical, mental, and social dimensions of health.

Functional Health Education
TEA#: 03810001  GRADES: 9-12
DALLAS ISD#: 9246  CREDIT: .5
PREREQUISITE: ARD Recommendation
This course is taught in a separate environment with specialized support that may include assistance involving communication, response style, physical access, or daily living skills. Students require direct, intensive, individualized instruction. Academic support includes extensive content modifications that focus on appropriate developmental content determined by the student’s IEP.
High School Course Descriptions for Technology Applications

**Computer Science Fundamentals**

TEA#: 03580140  
GRADE: 9-12  
DALLAS ISD#: 5050  
CREDIT: .5 or 1  

Intended as a first Computer Science course, students use programming languages such as Alice, Scratch, and Python to create, interactive stories, games and animations. Students foster their creativity and innovation through opportunities to design, implement, and present solutions to real world problems. Students develop problem solving and reasoning skills that are the foundation of computer science.

**Computer Science I**

TEA#: 03580200  
GRADE: 9-12  
DALLAS ISD#: 4043  
CREDIT: .5 or 1  

PREREQUISITE: Algebra I or teacher recommendation.

This course teaches the programming language of JAVA. Students are prepared for the AP Computer Science course while learning graphics and design as well as real-world applications. This course is ideal for students in grades 9–11 who plan to continue in the CS AP sequence.

**Computer Science II**

TEA#: 03580300  
GRADE: 11-12  
DALLAS ISD#: 6113  
CREDIT: 1  

PREREQUISITE: Algebra I and either Computer Science I or Computer Science Fundamentals

This course teaches the programming language of JAVA. Students are prepared for the AP Computer Science course while learning graphics and design as well as real-world applications. This course is ideal for students in grades 9–11 who plan to continue in the CS AP sequence.

**Computer Science III**

TEA#: 03580350  
GRADE: 11-12  
DALLAS ISD#: 6115  
CREDIT: 1  

PREREQUISITE: Computer Science II, Advanced Placement (AP) Computer Science A, or International Baccalaureate (IB) Computer Science. This course teaches the programming language of JAVA. Students are prepared for the AP Computer Science course while learning graphics and design as well as real-world applications. This course is ideal for students in grades 11-12 who plan to continue in the CS endorsement.

**AP Computer Science A**

TEA#: A3580100  
GRADE: 10-12  
DALLAS ISD#: 4030  
CREDIT: 1  

PREREQUISITE: CSI or CS Fundamentals

This course is a continuation of CS I, and is a first-year college level course using JAVA. Students develop the kind of knowledge required to produce professional computer software. This course prepares the student for the Computer Science AP Exam. The course is ideal for students who plan to attend a 4-year university majoring in Computer Science, math, science, or engineering.

**AP Computer Science Principles**

TEA#:  
GRADE: 9-12  
DALLAS ISD#: 5160  
CREDIT: 1  

PREREQUISITE: CS Fundamentals (recommended)

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. The goal of this course is to create leaders in computer science fields and attract and engage those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities. Approved College Board teacher syllabus required.
Digital Communication in the 21st Century
TEA#: 03580610    GRADE: 9-12
DALLAS ISD#: 5140    CREDIT: .5 or 1
PREREQUISITE: Technology Applications Grade 6-8

Digital Communication in the 21st Century will prepare students for the societal demands of increased civic literacy, independent working environments, global awareness, and the mastery of a base set of analysis and communication skills. Students are provided with an authentic platform to demonstrate effective application of multimedia tools within the contexts of global communication and collaborative communities and appropriately share their voices to affect change that concerns their future. This course is recommended for students in grades 9-12.

Digital Art and Animation
TEA#: 03580500    GRADE: 9-12
DALLAS ISD#: 5142    CREDIT: .5 or 1
PREREQUISITE: None

Digital Art and Animation consists of computer images and animations created with digital imaging software. Digital Art and Animation has applications in many careers. Students in this course will produce various real-world projects and animations. This course is recommended for students in grades 11-12.

Game Programming and Design
TEA#: 03580380    GRADE: 9-12
DALLAS ISD#: 5152    CREDIT: .5 or 1
PREREQUISITE: Algebra 1

In this computer science course, students design, implement and present meaningful programs through a variety of media. Students identify task requirements, plan search strategies and use programming concepts to access, analyze, and evaluate information needed to design games. This course is recommended for students in grades 10-12.

Digital Forensics
TEA#: 03580560    GRADE: 9-12
DALLAS ISD#: 5018    CREDIT: .5 or 1
PREREQUISITE: None

Digital Forensics will foster students' creativity and innovation by presenting opportunities to investigate simulations and case studies of crimes, reconstructing computer security incidents, troubleshooting operational problems, and recovering from accidental system damage. Students will collaborate to develop forensic techniques to assist with computer security incident response. Students will learn methods to identify, collect, examine, and analyze data while preserving the integrity of the information and maintaining a strict chain of custody for data. Students will solve problems as they study the application of science to the law. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computing and networking systems that transmit or store electronic data.

Discrete Mathematics for Computer Science
TEA#: 03580370    GRADE: 9-12
DALLAS ISD#: 5157    CREDIT: .5 or 1
PREREQUISITE: None

Discrete Mathematics provides the tools used in most areas of computer science. Exposure to the mathematical concepts and discrete structures presented in this course is essential in order to provide an adequate foundation for further study. Discrete Mathematics is generally listed as a core requirement for Computer Science majors. Course topics are divided into six areas: sets, functions, and relations; basic logic; proof techniques; counting basics; graphs and trees; and discrete probability. Mathematical topics are interwoven with computer science applications to enhance the students' understanding of the introduced mathematics. Students will develop the ability to see computational problems from a mathematical perspective. Introduced to a formal system (propositional and predicate logic) upon which mathematical reasoning is based, students will acquire the necessary knowledge to read and construct mathematical arguments (proofs), understand mathematical statements (theorems), and use mathematical problem-solving tools and strategies. Students will be introduced to discrete data structures such as sets, discrete functions, and relations and graphs and trees. Students will also be introduced to discrete probability and expectations.
**Mobile Application and Development**

TEA#: 03580380  
GRADE: 9-12  
DALLAS ISD#: 5149  
CREDIT: .5 or 1  
PREREQUISITE: Algebra 1

Mobile Application Development will foster students’ creativity and innovation by presenting opportunities to design, implement, and deliver meaningful projects using mobile computing devices. Students will collaborate with one another, their instructor, and various electronic communities to solve problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use software development concepts to access, analyze, and evaluate information needed to program mobile devices. By using software design knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of mobile application development through the study of development platforms, programming languages, and software design standards.

**Robotics Programming and Design**

TEA#: 03580395  
GRADE: 9-12  
DALLAS ISD#: 5158  
CREDIT: .5 or 1  
PREREQUISITE: Algebra 1

Robotics Programming and Design will foster students’ creativity and innovation by presenting opportunities to design, implement, and present meaningful robotic programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve problems in designing and programming robots. Through data analysis, students will identify task requirements, plan search strategies, and use robotic concepts to access, analyze, and evaluate information needed to solve problems. By using robotic knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of robotics through the study of physics, robotics, automation, and engineering design concepts.

**Digital Design and Media Production**

TEA#: 03580400  
GRADE: 9-12  
DALLAS ISD#: 4059  
CREDIT: .5 or 1  
PREREQUISITE: None

Digital Design and Media Production will allow students to demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students develop desktop publishing, digital photography and multimedia skills through the creation and editing of print media, digital photographs and digital video. This course is recommended for students in grades 10-12.

**Web Design**

TEA#: 03580820  
GRADE: 9-12  
DALLAS ISD#: 5141  
CREDIT: .5 or 1  
PREREQUISITE: None

The course focuses on scripting, developing searching strategies, publishing skills, and serving information on a web server. Students develop World Wide Web pages that incorporate text, audio, video and graphics using web authoring software, JAVA scripting, XHTML, and CSS. Students determine and employ methods to evaluate the design, functionality, and security of online information in various settings. This course teaches students how to use networks, including the Internet, for research and resource sharing. This course is recommended for students in grades 10-12.
Computer Literacy Basic
TEA#: 03580140 GRADE: 9-12
DALLAS ISD#: 9531 CREDIT: 1
PREREQUISITE: ARD Recommendation
This course is taught in a separate environment with specialized support including extensive modifications to content, assignments, and assessments. It focuses on vocational content determined by the student's IEP. Students require direct, intensive, individualized instruction. This course includes extensive modifications that focus on developmental content determined by the student's IEP.

Functional Computer Literacy
TEA#: 03580140 GRADE: 9-12
DALLAS ISD#: 9225 CREDIT: 1
PREREQUISITE: ARD Recommendation
This course is taught in a separate environment with specialized support that may include assistance involving physical access, communication, response style, or daily living skills. Students require direct, intensive, individualized instruction. This course includes extensive modifications that focus on developmental content determined by the student's IEP.
High School Course Descriptions for Electives Modified Instruction for Students Served by Special Education

Occupational Prep Awareness I
TEA#: 85000223  GRADE: 9-12
DALLAS ISD#: 9139  CREDIT: 1
PREREQUISITE: ARD Recommendation
This course addresses the skills necessary to obtain and maintain employment in a combination of school and community-based instructional settings with specialized support. The students will access and participate in grade-level TEKS through activities that focus on prerequisite skills and vocational content determined by the student’s Individual Educational Program (IEP).

Occupational Prep Exploration II
TEA#: 85000224  GRADE: 9-12
DALLAS ISD#: 9140  CREDIT: 1
PREREQUISITE: ARD Recommendation
This course addresses the skills necessary to obtain and maintain employment in a combination of school and community-based instructional settings with specialized support. The students will access and participate in grade-level TEKS through activities that focus on prerequisite skills and vocational content determined by the student’s Individual Educational Program (IEP).

Occupational Prep Exploration III
TEA#: 85000225  GRADE: 9-12
DALLAS ISD#: 9141  CREDIT: 1
PREREQUISITE: ARD Recommendation
This course addresses the skills necessary to obtain and maintain employment in a combination of school and community-based instructional settings with specialized support. The students will access and participate in grade-level TEKS through activities that focus on prerequisite skills and vocational content determined by the student’s Individual Educational Program (IEP).

Occupational Prep Work Exploration IV
TEA#: 85000226  GRADE: 12
DALLAS ISD#: 9142  CREDIT: 1
PREREQUISITE: ARD Recommendation
This course addresses the skills necessary to obtain and maintain employment in a combination of school and community-based instructional settings with specialized support. The students will access and participate in grade-level TEKS through activities that focus on prerequisite skills and vocational content determined by the student’s Individual Educational Program (IEP).

Investigation and Exploration I
TEA#: 85000240  GRADE: 9-12
DALLAS ISD#: 9241  CREDIT: 1
PREREQUISITE: ARD Recommendation and students participating in the Dallas ISD Campus, District, or Community 18+ Program
Adult Transition instruction will be provided in adult environments in the community providing specialized instruction and/or support. The instruction will be based on instructional needs identified through data-driven decision-making and assessment. Instruction will be individualized and aligned with postsecondary goals and needed Transition Services. Support will be specialized, individualized and structured to transition to natural supports and/or paid supports in the community or adult services in the community. The curriculum content, instruction, and support are determined by the student’s postsecondary goals for Transition, the individual educational plan and is designed to emphasize the development of skills and behaviors for the world of work, postsecondary education/training, independent living, and/or social skills, as determined by the ARD/IEP Committee. This course is only for students participating in the Dallas ISD Campus, District, or Community 18+ Program.

Investigation and Exploration II
TEA#: 85000241  GRADE: 9-12
DALLAS ISD#: 9242  CREDIT: 1
PREREQUISITE: ARD Recommendation and students participating in the Dallas ISD Campus, District, or Community 18+ Program
Adult Transition instruction will be provided in adult environments in the community providing specialized instruction and/or support. The instruction will be based on instructional needs identified through data-driven decision-making and assessment. Instruction will be individualized and aligned with postsecondary goals and needed Transition Services. Support will be specialized, individualized and structured to transition to natural supports and/or paid supports in the community or adult services in the community. The curriculum content, instruction, and support are determined by the student’s postsecondary goals for Transition, the individual educational plan and is designed to emphasize the development of skills and behaviors for the world of work, postsecondary education/training, independent living, and/or social skills, as determined by the ARD/IEP Committee. This course is only for students participating in the Dallas ISD Campus, District, or Community 18+ Program.
living, and/or social skills, as determined by the ARD/IEP Committee. This course is only for students participating in the Dallas ISD Campus, District, or Community 18+ Program.

**Investigation and Exploration III**

TEA#: 85000242  GRADE: 9-12  
DALLAS ISD#: 9243  CREDIT: 1  
PREREQUISITE: ARDC Recommendation and students participating in the Dallas ISD Campus, District, or Community 18+ Program  
Adult Transition instruction will be provided in adult environments in the community providing specialized instruction and/or support. The instruction will be based on instructional needs identified through data-driven decision-making and assessment. Instruction will be individualized and aligned with postsecondary goals and needed Transition Services. Support will be specialized, individualized and structured to transition to natural supports and/or paid supports in the community or adult services in the community. The curriculum content, instruction, and support are determined by the student’s postsecondary goals for Transition, the individual educational plan and is designed to emphasize the development of skills and behaviors for the world of work, postsecondary education/training, independent living, and/or social skills, as determined by the ARD/IEP Committee. This course is only for students participating in the Dallas ISD Campus, District, or Community 18+ Program.

**Investigation and Exploration IV**

TEA#: 85000243  GRADE: 9-12  
DALLAS ISD#: 9244  CREDIT: 1  
PREREQUISITE: ARDC Recommendation and students participating in the Dallas ISD Campus, District, or Community 18+ Program  
Adult Transition instruction will be provided in adult environments in the community providing specialized instruction and/or support. The instruction will be based on instructional needs identified through data-driven decision-making and assessment. Instruction will be individualized and aligned with postsecondary goals and needed Transition Services. Support will be specialized, individualized and structured to transition to natural supports and/or paid supports in the community or adult services in the community. The curriculum content, instruction, and support are determined by the student’s postsecondary goals for Transition, the individual educational plan and is designed to emphasize the development of skills and behaviors for the world of work, postsecondary education/training, independent living, and/or social skills, as determined by the ARD/IEP Committee. This course is only for students participating in the Dallas ISD Campus, District, or Community 18+ Program.

**Job Prep I**

TEA#: 85000217  GRADE: 9-12  
DALLAS ISD#: 9233  CREDIT: 1  
PREREQUISITE: ARD Recommendation  
Job Prep I provides opportunities for students to participate in a learning experience that combines classroom instruction with business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Job Prep I is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for career success.

**Job Prep II**

TEA#: 85000218  GRADE: 9-12  
DALLAS ISD#: 9234  CREDIT: 1  
PREREQUISITE: ARD Recommendation  
Job Prep II provides opportunities for students to participate in a learning experience that combines classroom instruction with business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Job Prep II is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for career success.

**Job Prep III**

TEA#: 85000238  GRADE: 9-12  
DALLAS ISD#: 9235  CREDIT: 1  
PREREQUISITE: ARD Recommendation  
Job Prep III provides opportunities for students to participate in a learning experience that combines classroom instruction with business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Job Prep III is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for career success.
Job Prep IV
TEA#: 85000239        GRADE: 9-12
DALLAS ISD#: 9236        CREDIT: 1
PREREQUISITE: ARD Recommendation

Job Prep IV provides opportunities for students to participate in a learning experience that combines classroom instruction with business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Job Prep IV is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for career success.

Cognitive Skills II
TEA#: 85000210        GRADES: 9-12
DALLAS ISD#: 9205        CREDIT: 1
PREREQUISITE: ARD Recommendation

This course provides support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students require direct, intensive, and individualized instruction. Students access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course is instructed in a separate environment providing specialized support. This support includes extensive content modifications which focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Cognitive Skills III
TEA#: 85000211        GRADES: 9-12
DALLAS ISD#: 9206        CREDIT: 1
PREREQUISITE: ARD Recommendation

This course provides support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students require direct, intensive, and individualized instruction. Students access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course is instructed in a separate environment providing specialized support. This support includes extensive content modifications which focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Cognitive Skills IV
TEA#: 85000212        GRADES: 9-12
DALLAS ISD#: 9207        CREDIT: 1
PREREQUISITE: ARD Recommendation

This course provides support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students require direct, intensive, and individualized instruction. Students access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course is instructed in a separate environment providing specialized support. This support includes extensive content modifications which focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Daily Living Skills I
TEA#: 8500211        GRADES: 9-12
DALLAS ISD#: 9221        CREDIT: 1
PREREQUISITE: ARD Recommendation

This course provides support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students require direct, intensive, and individualized instruction. Students access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course is instructed in a separate environment providing specialized support. This support includes extensive content modifications which focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).
Daily Living Skills II
TEA#: 85000213  GRADES: 9-12
DALLAS ISD#: 9217  CREDIT: 1
PREREQUISITE: ARD Recommendation
This course provides support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students require direct, intensive, and individualized instruction. Students access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course is instructed in a separate environment providing specialized support. This support includes extensive content modifications which focus on alternative developmental content determined by the Individualized Education Program (IEP).

Daily Living Skills III
TEA#: 85000214  GRADES: 9-12
DALLAS ISD#: 9218  CREDIT: 1
PREREQUISITE: ARD Recommendation
This course provides support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students require direct, intensive, and individualized instruction. Students access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course is instructed in a separate environment providing specialized support. This support includes extensive content modifications which focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Daily Living Skills IV
TEA#: 85000215  GRADES: 9-12
DALLAS ISD#: 9219  CREDIT: 1
PREREQUISITE: ARD Recommendation
This course provides support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students require direct, intensive, and individualized instruction. Students access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course is instructed in a separate environment providing specialized support. This support includes extensive content modifications which focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Vocational Academics II
TEA#: 85000219  GRADES: 9-12
DALLAS ISD#: 9226  CREDIT: 1
PREREQUISITE: ARD Recommendation
This course provides support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students require direct, intensive, and individualized instruction. Students access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course is instructed in a separate environment providing specialized support. This support includes extensive content modifications which focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Vocational Academics III
TEA#: 85000220  GRADES: 9-12
DALLAS ISD#: 9227  CREDIT: 1
PREREQUISITE: ARD Recommendation
This course provides support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students require direct, intensive, and individualized instruction. Students access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course is instructed in a separate environment providing specialized support. This support includes extensive content modifications which focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).

Vocational Academics IV
TEA#: 85000216  GRADES: 9-12
DALLAS ISD#: 9228  CREDIT: 1
PREREQUISITE: ARD Recommendation
This course provides support to access the general education curriculum that may include assistance involving communication, response style, physical access, or daily living skills. Students require direct, intensive, and individualized instruction. Students access and participate in grade-level TEKS through activities that focus on prerequisite skills. This course is instructed in a separate environment providing specialized support. This support includes extensive content modifications which focus on alternative developmental content determined by the student’s Individualized Education Program (IEP).
Work Based Learning I (WBL)
TEA#: 85000234  GRADES: 9-12
DALLAS ISD#: 9229  CREDIT: 1
PREREQUISITE: ARD Recommendation
This course addresses the skills necessary to obtain and maintain employment through a campus based job setting with specialized support. It focuses on the development of skills necessary for employment and prepares students for off-campus job sites. The content is aligned with grade-level TEKS integrating prerequisite skills and focuses on vocational content determined by the student’s Individual Educational Program (IEP).

Work Based Learning II (WBL)
TEA#: 85000235  GRADES: 9-12
DALLAS ISD#: 9230  CREDIT: 1
PREREQUISITE: ARD Recommendation
This course addresses the skills necessary to obtain and maintain employment through a campus based job setting with specialized support. It focuses on the development of skills necessary for employment and prepares students for off-campus job sites. The content is aligned with grade-level TEKS integrating prerequisite skills and focuses on vocational content determined by the student’s Individual Educational Program (IEP).

Work Based Learning III (WBL)
TEA#: 85000236  GRADES: 9-12
DALLAS ISD#: 9231  CREDITS: 1
PREREQUISITE: ARD Recommendation
This course addresses the skills necessary to obtain and maintain employment through a campus based job setting with specialized support. It focuses on the development of skills necessary for employment and prepares students for off-campus job sites. The content is aligned with grade-level TEKS integrating prerequisite skills and focuses on vocational content determined by the student’s Individual Educational Program (IEP).

Work Based Learning IV (WBL)
TEA#: 85000237  GRADES: 9-12
DALLAS ISD#: 9232  CREDITS: 1
PREREQUISITE: ARD Recommendation
This course addresses the skills necessary to obtain and maintain employment through a campus based job setting with specialized support. It focuses on the development of skills necessary for employment and prepares students for off-campus job sites. The content is aligned with grade-level TEKS integrating prerequisite skills and focuses on vocational content determined by the student’s Individual Educational Program (IEP).

Community-Based Vocational Instruction (CBVI) I Period
TEA#: 85000231  GRADES: 9-12
DALLAS ISD#: 9222  CREDIT: 1
PREREQUISITE: ARD Recommendation
This course addresses the skills necessary to obtain and maintain employment through a combination of school and community-based instructional settings with specialized support. It focuses on the development of skills necessary for employment through partnerships with local businesses. The content is aligned with grade-level TEKS integrating prerequisite skills and focuses on vocational content determined by the student’s Individual Educational Program (IEP).

Community-Based Vocational Instruction (CBVI) II Periods
TEA#: 85000232  GRADES: 9-12
DALLAS ISD#: 9223  CREDITS: 2
PREREQUISITE: ARD Recommendation
This course addresses the skills necessary to obtain and maintain employment through a combination of school and community-based instructional settings with specialized support. It focuses on the development of skills necessary for employment through partnerships with local businesses. The content is aligned with grade-level TEKS integrating prerequisite skills and focuses on vocational content determined by the student’s Individual Educational Program (IEP).

Community-Based Vocational Instruction (CBVI) III Periods
TEA#: 85000233  GRADES: 9-12
DALLAS ISD#: 9224  CREDIT: 3
PREREQUISITE: ARD Recommendation
This course addresses the skills necessary to obtain and maintain employment through a combination of school and community-based instructional settings with specialized support. It focuses on the development of skills necessary for employment through partnerships with local businesses. The content is aligned with grade-level TEKS integrating prerequisite skills and focuses on vocational content determined by the student’s Individual Educational Program (IEP).
instructional settings with specialized support. It focuses on the development of skills necessary for employment through partnerships with local businesses. The content is aligned with grade-level TEKS integrating prerequisite skills and focuses on vocational content determined by the student’s Individual Educational Program (IEP).

The following course descriptions are used for the Vocational Adjustment Class (VAC) instructional arrangement. These courses are used only after the district’s career technology education (CTE) classes have been considered and determined inappropriate for the student.

**Career Preparation I**

TEA#: 85000203 GRADES: 11-12
DALLAS ISD#: 9189 CREDITS: 2
PREREQUISITE: ARD Recommendation
This course addresses the skills necessary to maintain paid employment with a local business with specialized support. Students are required to work in a paid position. The content is determined by the student’s Individual Educational Program (IEP).

**Career Preparation II**

TEA#: 85000204 GRADES: 11-12
DALLAS ISD#: 9194 CREDITS: 2
PREREQUISITE: ARD Recommendation
This course addresses the skills necessary to maintain paid employment with a local business with specialized support. Students are required to work in a paid position. The content is determined by the student’s Individual Educational Program (IEP).

**Job Training**

TEA#: 85000246 GRADE: 11
DALLAS ISD#: 9145 CREDIT: 1
PREREQUISITE: ARD Recommendation
This course addresses the skills necessary to maintain paid employment with a local business with specialized support. Students are required to work in a paid position. The content is determined by the student’s Individual Educational Program (IEP).

**World of Work**

TEA#: 85000227 GRADE: 12
DALLAS ISD#: 9143 CREDIT: 1
PREREQUISITE: ARD Recommendation
This course addresses the skills necessary to maintain paid employment with a local business with specialized support. Students are required to work in a paid position. The content is determined by the student’s Individual Educational Program (IEP).

**Supported Employment**

TEA#: 85000230 GRADE: 11-12
Dallas ISD #: 9165 Credit: 1
PREREQUISITE: ARD RECOMMENDATION
Supported Employment will be instructed in a separate environment providing specialized support. This support will include extensive content modifications to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level TEKS. The content will be aligned with grade-level TEKS integrating pre-requisite skills and will focus on vocational content determined by the student’s individual education program.
Varsity Winds & Percussion

Fall
DALLAS ISD#: 8194 (TEA#: 03150100) Marching
DALLAS ISD#: 8398 (TEA#: 03150200) Marching
DALLAS ISD#: 8399 (TEA#: 03150300) Marching
DALLAS ISD#: 8401 (TEA#: 03150400) Marching

Spring
DALLAS ISD#: 8195 (TEA#: 03150100) Concert
DALLAS ISD#: 8402 (TEA#: 03150200) Concert
DALLAS ISD#: 8403 (TEA#: 03150300) Concert
DALLAS ISD#: 8404 (TEA#: 03150400) Concert

Grade: 9-12
PREREQUISITE: Placement by audition and approval of the director

Varsity Winds and Percussion is the varsity band or top ensemble at the campus and participates in all DISD, UIL, and TMEA activities. Students continue to develop performance techniques, fundamental skills and study wind literature. Performances and rehearsals outside of the school day are required. This is a full year course. Marching band is a possible one-half unit P.E. substitute for the fall semester only (SUBMB).

Non-Varsity Winds & Percussion

Fall
DALLAS ISD#: 8198 - I (TEA#: 03150100) Marching
DALLAS ISD#: 8408 - II (TEA#: 03150200) Marching
DALLAS ISD#: 8409 - III (TEA#: 03150300) Marching
DALLAS ISD#: 8413 - IV (TEA#: 03150400) Marching

Spring
DALLAS ISD#: 8199 - I (TEA#: 03150100) Concert
DALLAS ISD#: 8414 - II (TEA#: 03150200) Concert
DALLAS ISD#: 8415 - III (TEA#: 03150300) Concert
DALLAS ISD#: 8416 - IV (TEA#: 03150400) Concert

Grade: 9-12
PREREQUISITE: Placement by audition and approval of the director

Non-Varsity Winds and Percussion is the non-varsity or second band at the campus and participates in all DISD, UIL, and TMEA activities. Students continue to develop performance techniques, fundamental skills and study wind literature. Performances and rehearsals outside of the school day are required. This is a full year course. Marching band is a possible one-half unit P.E. substitute for the fall semester only (SUBMB).

Intermediate Winds & Percussion (Year Long)

DALLAS ISD#: 8200 - I (TEA#: 03150100) Concert
DALLAS ISD#: 8417 - II (TEA#: 03150200) Concert
DALLAS ISD#: 8418 - III (TEA#: 03150300) Concert
DALLAS ISD#: 8419 - IV (TEA#: 03150400) Concert

Grade: 9-12
PREREQUISITE: Placement by audition and approval of the director

Intermediate Winds and Percussion is the sub-non-varsity or third band and is a basic training ensemble. The primary function is to develop fundamental skills, instrumental techniques, musical skills and confidence in performing in a classroom setting. This is a full year course. Participation in DISD, UIL, and TMEA is encouraged, but not required due to the performance level of the ensemble.

Varsity Jazz Ensemble

DALLAS ISD#: 8201 - I (TEA#: 03151300)
DALLAS ISD#: 8423 - II (TEA#: 03151400)
DALLAS ISD#: 8424 - III (TEA#: 03151500)
DALLAS ISD#: 8425 - IV (TEA#: 03151600)
Grade: 9-12
PREREQUISITE: Placement by audition and approval of the director
Students develop performance techniques on standard and original works for the jazz or mariachi ensemble and participate in DISD and TMEA events. Wind, percussion, and string students must be members of the school band or orchestra. Therefore, students enrolled in this course should be concurrently enrolled in Varsity Winds & Percussion, Non-Varsity Winds & Percussion, Intermediate Winds & Percussion, Varsity Strings, or Non-Varsity Strings. Performances and rehearsals outside the school day are required.

Non-Varsity Jazz Ensemble

DALLAS ISD#: 8202 - I (TEA#: 03151300)
DALLAS ISD#: 8206 - II (TEA#: 03151400)
DALLAS ISD#: 8427 - III (TEA#: 03151500)
DALLAS ISD#: 8428 - IV (TEA#: 03151600)
Grade: 9-12
PREREQUISITE: Placement by audition and approval of the director
Students develop performance techniques on standard and original works for the jazz or mariachi ensemble and participate in DISD and TMEA events. Wind, percussion, and string students must be members of the school band or orchestra. Therefore, students enrolled in this course should be concurrently enrolled in Varsity Winds & Percussion, Non-Varsity Winds & Percussion, Intermediate Winds & Percussion, Varsity Strings, or Non-Varsity Strings. Performances and rehearsals outside the school day are required.

Varsity Strings

DALLAS ISD#: 8203 - I (TEA#: 03150500)
DALLAS ISD#: 8433 - II (TEA#: 03150600)
DALLAS ISD#: 8434 - III (TEA#: 03150700)
DALLAS ISD#: 8429 - IV (TEA#: 03150800)
Grade: 9-12
PREREQUISITE: Placement by audition and approval of the director
Varsity Strings is the varsity string orchestra at the campus and participates in DISD, UIL, and TMEA events. Students develop performance techniques and fundamental skills on standard and original works for the orchestra. Performances and rehearsals outside the school day are required.

Non-Varsity Strings

DALLAS ISD#: 8204 - I (TEA#: 03150500)
DALLAS ISD#: 8432 - II (TEA#: 03150600)
DALLAS ISD#: 8438 - III (TEA#: 03150700)
DALLAS ISD#: 8439 - IV (TEA#: 03150800)
Grade: 9-12
PREREQUISITE: Placement by audition and approval of the director
Non-Varsity Strings is the non-varsity string orchestra at the campus and participates in DISD, UIL, and TMEA events. Students develop performance techniques and fundamental skills on standard and original works for the orchestra. Performances and rehearsals outside the school day are required.

Chamber Ensemble

DALLAS ISD#: 8205 - I (TEA#: 03151700)
DALLAS ISD#: 8444 - II (TEA#: 03151800)
DALLAS ISD#: 8445 - III (TEA#: 03151900)
DALLAS ISD#: 8446 - IV (TEA#: 03152000)
Grade: 9-12
PREREQUISITE: Placement by audition and approval of the director
Students are allowed to participate in a second ensemble in band and orchestra. Students develop performance techniques and fundamental skills. Students enrolled in this course should be concurrently enrolled in Varsity Winds & Percussion, Non-Varsity Winds & Percussion, Intermediate Winds & Percussion, Varsity Strings, or Non-Varsity Strings. Performances, rehearsals and projects outside the school day may be required.
CHOIR

Choir Varsity Mixed

DALLAS ISD#: 8169  (TEA#: 03150900)
DALLAS ISD#: 8555  (TEA#: 03151000)
DALLAS ISD#: 8468  (TEA#: 03151100)
DALLAS ISD#: 8469  (TEA#: 03151200)
Grade: 9-12
PREREQUISITE: Placement by audition and approval of the director
The Mixed Choir is the Advanced varsity choral ensemble for men and women’s voices and participates in DISD, UIL, and TMEA activities. Students receive training in vocal and choral techniques as well as advanced sight-reading skills. A wide variety of choral literature is studied. Students are expected to perform in formal and informal concert settings. Rehearsals and performances outside the school day are required.

Choir Non-Varsity Mixed

DALLAS ISD#: 4413 (TEA#: 03150900)
DALLAS ISD#: 4414 (TEA#: 03151000)
DALLAS ISD#: 4418 (TEA#: 03151100)
DALLAS ISD#: 4419 (TEA#: 03151200)
Grade: 9-12
PREREQUISITE: Placement by audition and approval of the director
The Non-Varsity Mixed Choir is a beginning to mid-level choral ensemble for mixed (men’s and women’s) voices and participates in DISD, UIL, and TMEA activities. Musicianship is developed through the study of vocal techniques, sight-reading skills as well as listening skills. Students are expected to perform in formal and informal concert settings. Rehearsals and performances outside the school day are required.

Choir Varsity Treble

DALLAS ISD#: 8170  (TEA#: 03150900)
DALLAS ISD#: 8552  (TEA#: 03151000)
DALLAS ISD#: 8553  (TEA#: 03151100)
DALLAS ISD#: 8554  (TEA#: 03151200)
Grade: 9-12
PREREQUISITE: Placement by audition and approval of the director
The Treble Choir is the Advanced varsity choral ensemble for women’s voices and participates in DISD, UIL, and TMEA activities. Students receive training in vocal and choral techniques as well as advanced sight-reading skills. A wide variety of choral literature is studied. Students are expected to perform in formal and informal concert settings. Rehearsals and performances outside the school day are required.

Choir Non Varsity Treble

DALLAS ISD#: 8171 (TEA#: 03150900)
DALLAS ISD#: 8565 (TEA#: 03151000)
DALLAS ISD#: 8566 (TEA#: 03151100)
DALLAS ISD#: 8567 (TEA#: 03151200)
Grade: 9-12
PREREQUISITE: Placement by audition and approval of the director
The Treble Choir is the non-varsity Beginning choral ensemble for women’s voices and participates in DISD, UIL, and TMEA activities. Musicianship is developed through the study of vocal techniques, sight-reading skills as well as listening skills. Students are expected to perform in formal and informal concert settings. Rehearsals and performances outside the school day are required.

Choir Varsity Tenor Bass

DALLAS ISD#: 8172 (TEA#: 03150900)
DALLAS ISD#: 8562 (TEA#: 03151000)
DALLAS ISD#: 8562 (TEA#: 03151000)
DALLAS ISD#: 8562 (TEA#: 03151000)
Grade: 9-12
PREREQUISITE: Placement by audition and approval of the director
The Treble Choir is the non-varsity Beginning choral ensemble for women’s voices and participates in DISD, UIL, and TMEA activities. Musicianship is developed through the study of vocal techniques, sight-reading skills as well as listening skills. Students are expected to perform in formal and informal concert settings. Rehearsals and performances outside the school day are required.
The Tenor/Bass Choir is the Advanced varsity choral ensemble for men's voices and participates in DISD, UIL, and TMEA activities. Students receive training in vocal and choral techniques as well as advanced sight-reading skills. A wide variety of choral literature is studied. Students are expected to perform in formal and informal concert settings. Rehearsals and performances outside the school day are required.

Choir Non Varsity Tenor Bass

The Tenor/Bass Choir is the non-varsity Beginning choral ensemble for men's voices and participates in DISD, UIL, and TMEA activities. Musicianship is developed through the study of vocal techniques, sight-reading skills as well as listening skills. Students are expected to perform in formal and informal concert settings. Rehearsals and performances outside the school day are required.

Varsity Vocal Ensemble

The ensemble is designed for the Advanced smaller, select group whose repertoire may range from sixteenth century madrigals to twentieth century literature and may include gospel, pop, vocal jazz and rock. The course emphasizes independent singing within an ensemble. Rehearsals and performances outside the school day are required.
GENERAL MUSIC STUDIES

Piano Forte

DALLAS ISD#: 8175   (TEA#: 03154200)
DALLAS ISD#: 8549   (TEA#: 03154300)
DALLAS ISD#: 8550   (TEA#: 03154400)
DALLAS ISD#: 8551   (TEA#: 03154500)
Grade: 9-12
PREREQUISITE: Placement by audition and approval of the director
This course introduces beginning to advanced piano students to the fundamentals of music, piano techniques, piano improvisation, accompanying and songwriting. Studies include keyboard theory and sight reading. Students will be required to perform in formal and informal concerts, showcases, and district and UIL sponsored events.

Music Appreciation I

DALLAS ISD#: 8176   (TEA#: 03155600)
Grade: 9-12
PREREQUISITE: None
This course will introduce students to a historical overview of the role and importance of music throughout history and various cultures. Students will be introduced to the fundamentals of music, musical styles and periods and genres. The composers, performers and their music will be studied in relation to historical, political, social and religious events. Students may be required to complete class projects and attend concerts out of school time.

Music Appreciation II

DALLAS ISD#: 8177 (TEA#: 03155700)
Grade: 10-12
PREREQUISITE: Music Appreciation I
This course will introduce students to an in depth overview of the role and importance of music throughout history and various cultures. Students will expand upon the ideas presented in Music Appreciation I. The composers, performers and their music will be studied in relation to historical, political, social and religious events. Students may be required to complete class projects and attend concerts out of school time.

Music Theory Level 1

DALLAS ISD#: 8179 (TEA#: 03155400)
Grade: 9-12
PREREQUISITE: None
This course will offer an in-depth study of the elements of music: pitch, rhythm, melody, harmony, texture and form. Students should have prior knowledge/study of music and the ability to play an instrument. Students may be required to complete class projects which require out of school time.

Pre AP Music Theory

DALLAS ISD#: 8180 (TEA#: 03155500)
Grade: 9-12
PREREQUISITE: None
This course will offer an in-depth study of the elements of music: pitch, rhythm, melody, harmony, texture and form. Students should have prior knowledge/study of music and the ability to play an instrument. Music skills in the course include listening, basic piano proficiency, keyboard theory, score analysis, sight singing, and composition. Students will be expected to take the AP practice exam and complete class projects which may require out of school time.

AP Music Theory

DALLAS ISD#: 8181 (TEA#: A3150200)
This course is intended to prepare students for college level music studies while in high school. Central to this course will be listening, score analysis, keyboard theory, composition, music literacy, sight singing, and basic piano proficiency. Students should have prior knowledge/study of music and the ability to play an instrument. Students will be expected to take the AP exam and complete class projects which may require out of school time. Approved College Board teacher syllabus required.

Modern Band Non Varsity

DALLAS ISD#: 8190 (TEA#: 03151700)
DALLAS ISD#: 8546 (TEA#: 03151800)
DALLAS ISD#: 8547 (TEA#: 03151900)
DALLAS ISD#: 8548 (TEA#: 03152000)
Grade: 9-12
PREREQUISITE: Placement by audition and approval of the director
The course will address basic skills in piano, guitar, percussion and/or music technology. Students will learn the fundamentals of music literacy, improvisation and songwriting skills. Students will be required to complete projects which include some out of school time for rehearsals and performances.

Modern Band Varsity

DALLAS ISD#: 8191 (TEA#: 03151700)
DALLAS ISD#: 8711 (TEA#: 03151800)
DALLAS ISD#: 8544 (TEA#: 03151900)
DALLAS ISD#: 8545 (TEA#: 03152000)
Grade: 9-12
PREREQUISITE: Placement by audition and approval of the director
The course will address advanced skills in piano, guitar, percussion and/or music technology. Students will develop performance techniques, improvisation and songwriting skills and various styles. Students will be required to complete projects which include some out of school time for rehearsals and performances.
THEATRE

Theatre I

DALLAS ISD#: 8034 (TEA#: 03250100)
Grade: 9-12
PREREQUISITE: None
This course is for the first time theatre student. It begins with basic acting techniques, the role of the actor in interpreting dramatic literature, the historical evolution of performance styles, and the introduction to stagecraft. Out-of-school rehearsals for performances are required.

Theatre II

DALLAS ISD#: 8035 (TEA#: 03250200)
Grade: 10-12
PREREQUISITE: Theatre I and approval of director
This course emphasizes expressive use of the body and voice. It includes analyzing and interpreting scripts and characters, employs acting skills, classical production styles and career education. Out-of-school rehearsals for performances are required.

Theatre III & IV

DALLAS ISD#: 8036 (TEA#: 03250300) Theatre III
DALLAS ISD#: 8037 (TEA#: 03250400) Theatre IV
Grade: 11-12
PREREQUISITE: Theatre II and approval of director
These courses build on the background established in Theatre I and II, continuing the study of the cultural contributions of the theatre, its plays, and its performance and production styles and techniques. Students will have the opportunity to study mime, dance, drama, theatre for children, musical theatre, radio, television, film, and career options. Out-of-school rehearsals and performances are required. Theatre III & IV may be taught concurrently.

Theatre Tech I

DALLAS ISD#: 8038 (TEA#: 03250500)
Grade: 9-12
PREREQUISITE: Placement by approval of the director
This course introduces students to stage equipment, stage safety procedures, weights and balances for stage rigging, the operation of scenery, makeup, sound, public relations programs, theatre management, as well as, lighting properties and instruments. This course also introduces basic set construction and engineering principles for stage design. Out-of-school rehearsals and tech assistance for performances are required.

Theatre Tech II

DALLAS ISD#: 8039 (TEA#: 03250600)
Grade: 10-12
PREREQUISITE: Theatre Tech I --Placement by approval of the director
This course builds on skills introduced in Theatre Tech I. Students continue to learn stage equipment, stage safety procedures, weights and balances for stage rigging, the operation of scenery, makeup, sound, public relations programs, theatre management as well as lighting properties and instruments. This course also introduces basic set construction and engineering principles for stage design. Out-of-school rehearsals and tech assistance for performances are required.

Theatre Tech III & IV

DALLAS ISD#: 8066 (TEA#: 03251100)
DALLAS ISD#: 8067 (TEA#: 03251200)
Grade: 11-12
PREREQUISITE: Placement by approval of the director
These courses combine theories of design and stagecraft techniques with the construction and operation of the various elements of technical theatre. Students learn all aspects of technical theatre: lighting, sound, set design and construction, costuming, makeup, stage and house management. Students will be able to participate in all the behind-the-scenes action. Students will be expected to
show a high level of self-motivation, creative problem-solving, organization skills, talent (artistic and technical), and cooperation. Out-of-school rehearsals and tech assistance for performances are required.

Theatre Production Ensemble I - II - III - IV

DALLAS ISD#: 8068 (TEA#: 03250700)
DALLAS ISD#: 8069 (TEA#: 03250800)
DALLAS ISD#: 8074 (TEA#: 03250900)
DALLAS ISD#: 8075 (TEA#: 03251000)
Grade: 9-12
PREREQUISITE: Placement by audition and approval of director
These courses provides practical, hands-on experience in acting and stagecraft allowing students to develop production and acting skills for public performance outside school hours. Students learn about career opportunities for theatre professionals, i.e., create a theatrical resume, royalties and contract negotiations for productions. Students prepare audition pieces. Out-of-school rehearsals and performances are required. Theatre Production Ensemble levels I-IV may be taught concurrently.

Music Theatre Practicum I - II - III - IV

DALLAS ISD#: 8078 (TEA#: 03251900)
DALLAS ISD#: 8079 (TEA#: 03252000)
DALLAS ISD#: 8084 (TEA#: 03252100)
DALLAS ISD#: 8089 (TEA#: 03252200)
Grade: 9-12
PREREQUISITE – Placement by audition and approval of director
These courses provide practical, hands-on experience in acting, dancing and singing allowing students to develop production and performance skills for public performances outside school hours. Students learn about career opportunities for theatre professionals, i.e., create a theatrical resume, royalties and contract negotiations for productions. Students prepare audition pieces. Out-of-school rehearsals and performances are required. Music Theatre Practicum levels I-IV may be taught concurrently.

Playwriting I & II

DALLAS ISD#: 8147 (TEA#: 03251500)
DALLAS ISD#: 8152 (TEA#: 03251600)
Grade: 11-12
PREREQUISITE: Theatre I and II and approval of director
This course provides a practical hands-on experience in the exploration of the art of playwriting. Students study various approaches to playwriting, fundamentals in developing the story, dialogue and believable characters. Students also learn the process of submitting and presenting their finished work. Out-of-school time in producing and presenting a product may be required. Playwriting I & II may be taught concurrently.

Costume Design

DALLAS ISD#: 8153 (TEA#: 03252900)
Grade: 10-12
PREREQUISITE: Theatre I or Theatre Tech I and approval of director
This course provides practical hands-on experience in the design and construction of costumes. Students study design purpose, elements and principles in order to develop a deeper understanding and interpretation of a play through the use of costume design. Out-of-school time in producing a product may be required.

Theatre & Media Communication I

DALLAS ISD#: 8076 (TEA#: 03251300)
Grade: 9-12
PREREQUISITE: None
This course combines the study of theatre history, acting, directing, improv, and playwriting with media literacy and technology applications. Out of school time preparing projects will be required.

Theatre & Media Communication II

DALLAS ISD#: 8077 (TEA#: 03251400)
Grade: 10-12
PREREQUISITE: Theatre & Media Communication I and approval of director
This course continues to build on skills and ideas explored in Theatre and Media Communication I. Students study theatre history, acting, directing, improv, playwriting, and production with media literacy and technology applications. Out of school time preparing projects will be required.
DANCE

Dance Arts I

DALLAS ISD#: 8159 (TEA#: 03830100)
Grade: 9-12
PREREQUISITE: None
This course is a study of dance as a means to understand self and others, to communicate in dramatic form, to study history and culture and to evaluate art. Dance genres may include modern, world dance, ballet, jazz, tap, and social dance. Out-of-school rehearsals and performances are required. Dance Arts I fulfills the fine arts requirement for graduation.

Dance Arts II - III - IV

DALLAS ISD#: 8160 (TEA#: 03830200)
DALLAS ISD#: 8161 (TEA#: 03830300)
DALLAS ISD#: 8162 (TEA#: 03830400)
Grade: 10-12
PREREQUISITE: Dance I and teacher approval
This course is a continues to build on the skills and experiences gained in Dance Arts I. Students continue to study of dance a means to understand self and others, to communicate in dramatic form, to study history and culture and to evaluate art. Dance genres may include modern, world dance, ballet, jazz, tap, and social dance. Students, improvise, choreograph and perform. Out-of-school rehearsals and performances are required. Varsity Dance Arts I fulfills the fine arts requirement for graduation. Dance Arts II, III and IV are possible P.E. substitutes.

Varsity Dance Ensemble I - II - III - IV

DALLAS ISD#: 8163 (TEA#: 03833300)
DALLAS ISD#: 8447  (TEA#: 03833400)
DALLAS ISD#: 8448  (TEA#: 03833500)
DALLAS ISD#: 8449  (TEA#: 03833600)
Grade: 9-12
PREREQUISITE: Admission by audition and teacher approval
The Varsity Dance Ensemble is the top dance ensemble at the campus and participates in all DISD activities. Students develop performance techniques, fundamental skills in a variety of dance genres: modern/contemporary, world dance, ballet, jazz, tap, and social dance. Performances and rehearsals outside of the school day are required. Levels I-IV are taught concurrently. Varsity Dance Ensemble I fulfills the fine arts requirement for graduation. Varsity Dance Ensemble II, III, and IV are possible P.E. substitutes.

Non Varsity Dance Ensemble I - II - III - IV

DALLAS ISD#: 8164 (TEA#: 03833300)
DALLAS ISD#: 8454  (TEA#: 03833400)
DALLAS ISD#: 8455  (TEA#: 03833500)
DALLAS ISD#: 8456  (TEA#: 03833600)
Grade: 9-12
PREREQUISITE: Admission by audition and teacher approval
The Non Varsity Dance Ensemble is a basic training ensemble. The primary function is to develop performance techniques, fundamental skills and confidence performing in a classroom setting, as well as on campus and in the community. The ensemble studies and performs a variety of dance genres: modern, world dance, ballet, jazz, tap, and social dance. Performances and rehearsals outside of the school day are required. This is a full year course. Levels I-IV are taught concurrently. Non-Varsity Dance Ensemble I fulfills the fine arts requirement for graduation. Non-Varsity Dance Ensemble II, III, and IV are possible P.E. substitutes.

Dance & Media Communication I

DALLAS ISD#: 8165 (TEA#: 03834500)
Grade: 9-12
PREREQUISITE: None
This course combines the study of dance history, dance technique and choreography with the study of media literacy and technology applications. Out of school time preparing projects may be required.

Navigate to the General Overview

Page 255 of 343

Navigate to the Table of Contents
Dance & Media Communication II

DALLAS ISD#: 8168 (TEA#: 03834600)
Grade: 10-12
PREREQUISITE: Dance and Media Communication I and teacher approval
This course continues to build on the skills and experiences gained in the study of dance history, dance technique and choreography combined with the study of media literacy and technology applications. Out of school time preparing projects may be required.
Visual Arts High School Course Descriptions

**Level I courses** (for students in grades 9-12): A student must complete a Level I art course before any upper level art course.

**Studio Art I**

DALLAS ISD#: 8285 (TEA#: 3500100)
Grade: 9-12
PREREQUISITE: None
An introductory studio art course, students acquire foundational visual literacy skills through observation and perception, creative expression, global awareness and critical evaluation and response. Using a variety of materials and methods to create original artworks, students explore the elements of art and principles of design through drawing, painting, printmaking, ceramics, sculpture and digital media. All students construct and compile a portfolio to provide evidence of learning and growth.

**Pre-AP Studio Art I**

DALLAS ISD#: 8292 (TEA#: 03500100)
Grade: 9-10
PREREQUISITE: MS art teacher recommendation; HS art teacher approval.
For serious art students ONLY, this course focuses on craftsmanship and exploring individual ideas and themes. Students acquire foundational visual literacy skills through observation and perception, creative expression, global awareness and critical evaluation and response. Using a variety of materials and methods (drawing, painting, printmaking, ceramics, sculpture and digital arts) to create original artworks, students become proficient in using the elements of art and principles of design. All students construct and compile a portfolio for VASE and other art contests.

**Art and Media Communications I**

DALLAS ISD#: 8297 (TEA#: 03500120)
Grade: 9-12
PREREQUISITE: None
Art and Media Communications combines rigorous and relevant experiential study of modern, post-modern, and contemporary visual art and design with student learning in media literacy and technology applications. Creation and analysis of student artworks are balanced with explorations into contemporary practices across visual and commercial arts fields. Students will learn how to bridge traditional skills with current technology applications to create new media such as animations, digital images, multimedia presentations, digital videos, websites, and interactive or site-based installations and performances. Student work will culminate in a capstone project that investigates an issue relevant to the student and uses art, design, and visual communications to address a problem within the community.

**Level II Courses** (for students in grades 10-12 who have completed 1 credit of a Level I art course):

**Studio Art II**

DALLAS ISD#: 8319 (TEA#: 03500200)
Grade: 10-12
PREREQUISITE: Studio Art I, Pre-AP Studio Art I or Art & Media Communications I
In this course students will be provided with a sequential program to further develop and build on the experience gained in Studio Art I. Art history, aesthetics, and criticism will be integrated with studio-production in all aspects of art making. Emphasis is on idea development, creative thinking, self-expression, and non-verbal communication. A portfolio will be compiled to show artistic growth in a variety of 2D, 3D and digital mediums.
Pre-AP Studio Art II

DALLAS ISD#: 8308 (TEA#: 03500200)
Grade: 10-12
PREREQUISITE: Studio Art I, Art & Media Communication I or Pre-AP Studio Art I.
In preparation for AP Drawing, 2D Design or 3D Design, students develop the breadth portion of the AP portfolio with 12+ pieces addressing an advanced interpretation of various drawing or design issues using a variety of mediums and techniques. For serious art students ONLY.

Ceramics Studio II

DALLAS ISD#: 8338 (TEA#: 03500900)
Grade: 10-12
PREREQUISITE: Studio Art I, Pre-AP Studio Art I or Art & Media Communication I
An exploration of introductory techniques with clay using coil, pinch and slab hand building methods. Students are introduced to creating ceramic pieces thrown on the wheel. Functional and experimental two and three dimensional forms are produced.

Design Studio II

DALLAS ISD#: 8335 (TEA#: 03501210)
Grade: 10-12
PREREQUISITE: Studio Art I, Pre-AP Studio Art I or Art & Media Communication I
Students explore structured studio design problems by applying and investigating various art and design theories. An introduction to the basic principles of design, visual perception, and organization of visual elements in works of art. Studio projects explore basic color theory, 2D and 3D design.

Digital Art & Media Studio II

DALLAS ISD#: 8332 (TEA#: 03501220)
Grade: 10-12
PREREQUISITE: Studio Art I, Pre-AP Studio Art I or Art & Media Communication I
An introduction to digital media, students use Adobe Creative Suite to design original digital compositions using computer generated images and artworks, photography, scanned images, video and animations.

Drawing Studio II

DALLAS ISD#: 8329 (TEA#: 03500500)
Grade: 10-12
PREREQUISITE: Studio Art I, Pre-AP Studio Art I or Art & Media Communication I
Students illustrate concepts and ideas from direct observation, original sources, experience, narration and imagination for original artworks using introductory techniques in charcoal, ink, pastels, pen, pencils and mixed media on a variety of grounds.

Painting Studio II

DALLAS ISD#: 8324 (TEA#: 03500600)
Grade: 10-12
PREREQUISITE: Studio Art I, Pre-AP Studio Art I or Art & Media Communication I
Students experiment with a variety of techniques using acrylic, tempera, watercolor and mixed mediums on various surfaces. Knowledge of the elements of art and principles of design are used to strengthen concepts of design. Various styles of paintings are analyzed.

AP Art History

DALLAS ISD#: 8209 (TEA#: A3500100)
Grade: 10-12
PREREQUISITE: None
This introductory college level course provides the student with a thorough understanding and knowledge of architecture, painting, sculpture, and other art forms within diverse historical and cultural contexts. Students analyze major forms of artistic expression from the past, the present and a variety of cultures. This course requires a strong commitment to academic work (reading and writing) and time outside of class (5+ hours per week) in order to meet college standards. Students are expected to take the AP Art History exam in May. Approved College Board teacher syllabus required.

**Level III Courses** (for students in grades 11-12):

**Studio Art III**

DALLAS ISD#: 8457 (TEA#: 03500300)
Grade: 11-12
PREREQUISITE: Studio Art II or any level II studio art course.
In this course, students combine technical skills and knowledge from Studio Art II to develop an individual style and voice to communicate ideas. Artworks articulate responses to personal and global issues through the integration of traditional and electronic media. Portfolios present artworks in diverse formats, preparing students for AP Studio courses.

**Ceramics Studio III**

DALLAS ISD#: 8344 (TEA#: 035001800)
Grade: 11-12
PREREQUISITE: Ceramics Studio II
Specialized ceramic techniques are explored using various clays, glazes and specialty firings. Students experiment with surface treatment of forms and learn kiln mechanics.

**Design Studio III**

DALLAS ISD#: 8347 (TEA#: 03502210)
Grade: 11-12
PREREQUISITE: Design Studio II
Further studio exploration of design issues in composition, color and form using a variety of 2D and 3D media. Students develop their own style and voice through the integration of digital and traditional media in response to mainstream issues.

**Digital Art & Media Studio III**

DALLAS ISD#: 8350 (TEA#: 03502220)
Grade: 11-12
PREREQUISITE: Digital Art & Media Studio II
Use of Adobe Creative Suite, collage and creative investigation mesh with technical skill-building as students develop an understanding of digital fine art while building a portfolio of original work.

**Drawing Studio III**

DALLAS ISD#: 8353 (TEA#: 3501300)
Grade: 11-12
PREREQUISITE: Drawing Studio II
Using specialized techniques in pencil, ink, charcoal, pastel, mixed media and printmaking, students explore abstract, conceptual, gestural, imaginative and figurative renderings.

**Painting Studio III**
An introduction to oil painting, students experiment with abstraction, conceptual, gestural, imaginative, figurative and personal imagery to create a body of work.

AP 2D Design Studio

This course is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. Approved College Board teacher syllabus required.

For this portfolio, students are asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. *Students are expected to develop and submit a portfolio of 24 images, divided into three sections, quality, breadth and concentration in May. Students should expect to spend a significant amount of time outside of class (10+ hours per week) to complete their AP Studio Art Portfolio.*

AP 3D Design Studio

This portfolio is intended to address sculptural issues. In the 3-D Design Portfolio, students are asked to demonstrate their understanding of design principles as they relate to the integration of depth and space, volume and surface. Approved College Board teacher syllabus required.

For this portfolio, students are asked to demonstrate mastery of 3-D design through any three-dimensional approach, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metalwork, ceramics, glass work, installation, assemblage, 3-D fabric/fiber arts or 3D computer generated models. *Students are expected to develop and submit a portfolio of 24 images, divided into three sections, quality, breadth and concentration in May. Students should expect to spend a significant amount of time outside of class (10+ hours per week) to complete their AP Studio Art Portfolio.*

AP Art History

This introductory college level course provides the student with a thorough understanding and knowledge of architecture, painting and sculpture, and other art forms within diverse historical and cultural contexts. Students analyze major forms of artistic expression from the past, the present and a variety of cultures. *This course requires a strong commitment to academic work (reading and writing) and time outside of class (5+ hours per week) in order to meet college standards. Students are expected to take the AP Art History exam in May. Approved College Board teacher syllabus required.*

**Level IV Courses** (for students in grade 12):

AP 2D Design Studio

This course is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. Approved College Board teacher syllabus required.

For this portfolio, students are asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. *Students are expected to develop and submit a portfolio of 24 images, divided into three sections, quality, breadth and concentration in May. Students should expect to spend a significant amount of time outside of class (10+ hours per week) to complete their AP Studio Art Portfolio.*
Studio III
This course is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision making about how to use
the elements and principles of art in an integrative way. Approved College Board teacher syllabus required.

For this portfolio, students are asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including,
but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration,
painting and printmaking.  **Students are expected to develop and submit a portfolio of 24 images, divided into three sections, quality,
breadth and concentration in May.  Students should expect to spend a significant amount of time outside of class (10+ hours per week) to complete their AP Studio Art Portfolio.**

AP 3D Design Studio

DALLAS ISD#: 8238 (TEA#: A3500500)
Grade: 11-12
PREREQUISITE: Studio Art III or Ceramics Studio III
This portfolio is intended to address sculptural issues. In the 3-D Design Portfolio, students are asked to demonstrate their
understanding of design principles as they relate to the integration of depth and space, volume and surface. Approved College Board
teacher syllabus required.

For this portfolio, students are asked to demonstrate mastery of 3-D design through any three-dimensional approach, including, but not
limited to, figurative or nonfigurative sculpture, architectural models, metalwork, ceramics, glass work, installation, assemblage, 3-D
fabric/fiber arts or 3D computer generated models.  **Students are expected to develop and submit a portfolio of 24 images, divided into three sections, quality, breadth and concentration in May.  Students should expect to spend a significant amount of time outside of class (10+ hours per week) to complete their AP Studio Art Portfolio.**

AP Drawing Studio

DALLAS ISD#: 8206 (TEA#: A3500300)
Grade: 12
PREREQUISITE: Studio Art III, Design Studio III, Drawing Studio III or Painting Studio III
The Drawing Portfolio is intended to address a very broad interpretation of drawing issues and media. Line quality, light and shade,
rendering of form, composition, surface manipulation, the illusion of depth and mark-making are drawing issues that can be addressed
through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract and observational works **may** should
demonstrate drawing competence.  **Students are expected to develop and submit a portfolio of 24 images, divided into three sections, quality, breadth and concentration in May.  Students should expect to spend a significant amount of time outside of class (10+ hours per week) to complete their AP Studio Art Portfolio.**  Approved College Board teacher syllabus required.

Studio Art IV

DALLAS ISD#: 8536 (TEA#: 03500400)
Grade: 12
PREREQUISITE: Studio Art III, Ceramics Studio III, Design Studio III, Digital Art & Media Studio III, Drawing Studio III or Painting
Studio III
A senior only class, students further explore individualized skills and interests in selected media. This course will allow students to
create their own style and portfolio.
Principles and Elements of Floral Design

TEA#: 13001800  GRADE: 10-11
DALLAS ISD#: 7247  CREDIT: 1
PREREQUISITE: none

This course prepares for careers in floral design, students need to attain academic skills and knowledge as well as technical knowledge and skills related to horticultural systems and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply and transfer their knowledge and skills and technologies in a variety of settings. This course is designed to develop students’ ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. (SKYLINE-FLORICULTURE)
CTE – High School Course Descriptions

Agriculture, Food and Natural Resources

Principles of Agriculture, Food, and Natural Resources
TEA#: 13000200       GRADE: 9-10
DALLAS ISD#: 7238      CREDIT: 1
This course allows students to develop knowledge and skills in agriculture and in careers with industry standards in agriculture and safety, health, and the environment. (Seagoville, Skyline)

Small Animal Management
TEA#: 13000400       GRADE: 10-12
DALLAS ISD#: TBD      CREDIT: .5
PREREQUISITE: PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES
This course helps students develop knowledge and skills related to animal systems, related career opportunities, entry requirements, and industry expectations. Students develop knowledge and skills regarding animal science, including small mammals, amphibians, reptiles, avian, dogs, and cats. (Seagoville)

Small Animal Management
TEA#: 13000400       GRADE: 10-11
DALLAS ISD#: 7239      CREDIT: 1
PREREQUISITE: PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES
This course helps students develop knowledge and skills related to animal systems, related career opportunities, entry requirements, and industry expectations. Students develop knowledge and skills regarding animal science, including small mammals, amphibians, reptiles, avian, dogs, and cats. (Seagoville)

Veterinary Medical Application
TEA#: 13000600       GRADE: 11-12
DALLAS ISD#: 7240      CREDIT: 1
PREREQUISITE: SMALL ANIMAL MANAGEMENT
This course introduces students to veterinary practices relating to small and large animals. Topics in this course include but are not limited to veterinary practices as they relate to both large and small animal species. Students attain both academic and technical skills and knowledge related to animal systems and the workplace. They develop knowledge and skills regarding career opportunities entry requirements and industry expectations of the veterinary industry. (Seagoville)

Advanced Animal Science
TEA#: 13000700       GRADE: 11-12
DALLAS ISD#: 7241      CREDIT: 1
PREREQUISITE: SMALL ANIMAL MANAGEMENT
This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Students conduct field and laboratory investigations. Areas of study include animal reproduction and breeding, molecular genetics and heredity, animal anatomy and physiology, nutritional requirements of ruminant and non-ruminant animals, and animal diseases and parasites. (Seagoville)

Professional Standards in Agribusiness
TEA#: 13000800       GRADE: 12
DALLAS ISD#: 7242      CREDIT: 1
PREREQUISITE: NONE
This course is for careers in agribusiness systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to leadership development and the workplace, and develop knowledge and skills regarding agricultural career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness. (Skyline-Seagoville)

Agribusiness Management and Marketing
TEA#: 13000900       GRADE: 12
DALLAS ISD#: 7243      CREDIT: 1
PREREQUISITE: NONE
This course helps students develop knowledge for careers in agribusiness systems, students need to attain academic skills and

Navigate to the General Overview
Navigate to the Table of Contents
knowledge, acquire technical knowledge and skills related to agribusiness marketing and management and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course is designed to provide a foundation to agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, record keeping, finance, risk management, business law, marketing, and careers in agribusiness. (Skyline-Seagoville)

**Agribusiness Management and Marketing**

TEA#: 13000900  GRADE: 12  
DALLAS ISD#: 7244  CREDIT: .5  
PREREQUISITE: NONE  
To be prepared for careers in agribusiness systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to agribusiness marketing and management and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course is designed to provide a foundation to agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, record keeping, finance, risk management, business law, marketing, and careers in agribusiness. (Skyline-Seagoville)

**Energy and Natural Resources Technology**

TEA#: 13001100  GRADE: 10-12  
DALLAS ISD#: 7245  CREDIT: 1  
PREREQUISITE: 9TH GRADE  
This course is designed to explore the interdependency of the public and natural resource system related to energy production. In addition, renewable, sustainable and environmentally practices will be explored.

**Wildlife, Fisheries, and Ecology Management**

TEA# 13001500  GRADE: 12  
DALLAS ISD# 7246  CREDIT: .5  
PREREQUISITE: NONE  
This course prepares students for careers in natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices (Seagoville-Fall Only)

**Principles and Elements of Floral Design**

TEA#: 13001800  GRADE: 10-11  
DALLAS ISD#: 7247  CREDIT: 1  
PREREQUISITE: NONE  
This course prepares for careers in floral design, students need to attain academic skills and knowledge as well as technical knowledge and skills related to horticultural systems and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply and transfer their knowledge and skills in a variety of settings. This course is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. (SKYLINE-FLORICULTURE)

**Landscape Design and Turf Grass Management**

TEA#: 13001900  GRADE: 10-11  
DALLAS ISD#: 7248  CREDIT: 1  
PREREQUISITE: NONE  
This course helps students develop knowledge for careers in horticultural systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. This course is designed to develop an understanding of landscape and turfgrass management techniques and practices. (Skyline)

**Horticulture Science**

TEA#: 13002000  GRADE: 10-11
This course helps students develop knowledge for careers in horticultural systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings. This course is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. (Skyline)

Agriculture Mechanics and Metal Technology

TEA#: 13002200    GRADE: 10-11
DALLAS ISD#: 7250    CREDIT: 1
PREREQUISITE: PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES

In this course students develop academic and technical skills and knowledge related to power structural and technical agricultural systems and the industry. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques. There is an emphasis on metalworking and welding processes, procedures and techniques. (Seagoville)

Agriculture Facilities Design and Fabrication

TEA#: 13002300    GRADE: 11-12
DALLAS ISD#: 7251    CREDIT: 1
PREREQUISITE: AGRICULTURE MECHANICS AND METAL TECHNOLOGY

This course prepares students for careers in mechanized agriculture and technical systems related to agricultural facilities design and fabrication. Students design and fabricate agricultural structures as well as explore different types of power systems used in agricultural facilities. Students develop skills in metal construction techniques. (Seagoville)

Agriculture Facilities Design and Fabrication

TEA#: 13002300    GRADE: 11-12
DALLAS ISD#: 7252    CREDIT: 2
PREREQUISITE: AGRICULTURE MECHANICS AND METAL TECHNOLOGY

This course provides the same concepts and skills as the 1 credit course, but allows for more extensive projects. (Seagoville)

Practicum in Agriculture, Food and Natural Resources (Floriculture)

TEA#: 13002500    GRADE: 11-12
DALLAS ISD#: 7253    CREDIT: 2
PREREQUISITE: A MINIMUM OF ONE CREDIT FROM THE COURSES IN THE AGRICULTURE, FOOD, AND NATURAL RESOURCES CLUSTER.

This practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. (Skyline)

Practicum in Agriculture, Food and Natural Resources (Horticulture)

TEA#: 13002500    GRADE: 11-12
DALLAS ISD#: 7254    CREDIT: 2
PREREQUISITE: A MINIMUM OF ONE CREDIT FROM THE COURSES IN THE AGRICULTURE, FOOD, AND NATURAL RESOURCES CLUSTER.

This practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. (Skyline)

Practicum in Agriculture, Food and Natural Resources I (Vet Med)

TEA#: 13002500    GRADE: 12
DALLAS ISD#: 7255    CREDIT: 2
PREREQUISITE: AGRICULTURE FACILITIES DESIGN AND FABRICATION

The practicum course is a capstone experience for students participating in a coherent sequence of courses in Agriculture, Food, and Natural Resources. The course is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, or continued advanced development of skills and knowledge in a laboratory setting. (Seagoville)
Practicum in Agriculture, Food and Natural Resources II

TEA#: 13002510 GRADE: 12
DALLAS ISD#: 7256 CREDIT: 2
PREREQUISITE: A MINIMUM OF ONE CREDIT FROM THE COURSES IN THE AGRICULTURE, FOOD, AND NATURAL RESOURCES CLUSTER.

This practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. (Skyline-Horticulture or Floriculture)

Entrepreneurship

TEA#: 13034400 GRADE: 10-11
DALLAS ISD#: 7257 CREDIT: 1
PREREQUISITE: NONE

This course prepares the student for careers in floral design, students need to attain academic skills and knowledge as well as technical knowledge and skills related to horticultural systems and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply and transfer their knowledge and skills and technologies in a variety of settings. This course is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. (SKYLINE-FLORICULTURE)

Equine Science

TEA#: 13000500 GRADE: 10-12
DALLAS ISD#: 7259 CREDIT: 1
PREREQUISITE: PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES

Description: To be prepared for careers in the field of animal science, students need to develop knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Students will learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. Suggested animals which may be included in the course of study include, but are not limited to, horses, donkeys, and mules. (Seagoville)

Livestock Production

TEA#: 13000300 GRADE: 10-12
DALLAS ISD#: TBD CREDIT: .5
PREREQUISITE: PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

Energy & Natural Resources Technology

TEA#: 13001200 GRADE: 10-12
DALLAS ISD#: 7575 CREDIT: 1
PREREQUISITE: 9th grade

To be prepared for careers in the field of energy and natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to energy and natural resources and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need to have opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. This course is designed to explore the interdependency of the public and natural resource systems related to energy production. In addition,
renewable, sustainable, and environmentally friendly practices will be explored.

Mathematical Applications in Agriculture, Food and Natural Resources

TEA#: 13001000 GRADING: 11-12
DALLAS ISD#: TBD CREDIT: 1
PREREQUISITE: Minimum of 1 credit from AFNR cluster
To be prepared for careers in agriculture, food, and natural resources, students must acquire technical knowledge in the discipline as well as apply academic skills in mathematics. Students should apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. To prepare for success, students are afforded opportunities to reinforce, apply and transfer their knowledge and skills related to mathematics in a variety of contexts.

Wildlife Fisheries & Ecology

TEA#: 13001500 GRADE: 9-12
DALLAS ISD#: 7503 CREDIT: 1
PREREQUISITE: NONE
To be prepared for careers in natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the management of game and nongame wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices.

Range Ecology & Management

TEA#: 13001600 GRADE: 10-12
DALLAS ISD#: 7591 CREDIT: 1
PREREQUISITE: NONE
To be prepared for careers in environmental and natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to environmental and natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course is designed to develop students' understanding of rangeland ecosystems and sustainable forage production.

Advanced Plant & Soil Science

TEA#: 13002100 GRADE: 12
DALLAS ISD#: 7574 CREDIT: 1
PREREQUISITE: a minimum of one credit
Recommended prerequisite: a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources cluster.
Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. Investigations, laboratory practices, and field exercises will be used to develop an understanding of current plant and soil science. This course is designed to prepare students for careers in the food and fiber industry. Students will learn, reinforce, apply, and transfer their knowledge in a scientific setting.

Architecture and Construction

Principles of Architecture & Construction

TEA#: 13004200 GRADE: 9-12
DALLAS ISD#: 7383 CREDIT: 1
PREREQUISITE: NONE
This course provides an overview of the various fields of architecture, interior design, construction science, and construction technology. Students identify possible career goals in trade and industry areas. Safety, career opportunities, work ethics and job-related study in the classroom such as communications; problem solving and critical thinking will be included. Environmental leadership and teamwork, ethics, legal responsibilities, employability, career development and technical skills will be taught. An introduction to hand tools, power tools, basic rigging, and reading technical drawings may be a part of the course.

Principles of Architecture

TEA#: 13004200 GRADE: 9
DALLAS ISD#: 7381 CREDIT: 1
PREREQUISITE: NONE
This course provides an overview of the various fields of architecture, interior design, construction science, and construction technology. Students identify possible career goals in trade and industry areas. Safety, career opportunities, work ethics and job-
related study in the classroom such as communications; problem solving and critical thinking will be included. Environmental leadership and teamwork, ethics, legal responsibilities, employability, career development and technical skills will be taught. An introduction to hand tools, power tools, basic rigging, and reading technical drawings may be a part of the course. (Skyline)

Principles of Construction
TEA#: 13004200         GRADE: 9
DALLAS ISD#: 7382       CREDIT: 1
PREREQUISITE: NONE
This course provides an overview of the various fields of architecture, interior design, construction science, and construction technology. Students identify possible career goals in trade and industry areas. Safety, career opportunities, work ethics and job-related study in the classroom such as communications; problem solving and critical thinking will be included. Environmental leadership and teamwork, ethics, legal responsibilities, employability, career development and technical skills will be taught. An introduction to hand tools, power tools, basic rigging, and reading technical drawings may be a part of the course. (Skyline)

Principles of Architecture & Construction
TEA#: 13004200         GRADE: 9
DALLAS ISD#: 7504       CREDIT: .5
PREREQUISITE: NONE
This course provides an overview of the various fields of architecture, interior design, construction science, and construction technology. Students identify possible career goals in trade and industry areas. Safety, career opportunities, work ethics and job-related study in the classroom such as communications; problem solving and critical thinking will be included. Environmental leadership and teamwork, ethics, legal responsibilities, employability, career development and technical skills will be taught. An introduction to hand tools, power tools, basic rigging, and reading technical drawings may be a part of the course.

Principles of Construction
TEA#: 13004200         GRADE: 9
DALLAS ISD#: 7510       CREDIT: .5
PREREQUISITE: NONE
This course provides an overview of the various fields of architecture, interior design, construction science, and construction technology. Students identify possible career goals in trade and industry areas. Safety, career opportunities, work ethics and job-related study in the classroom such as communications; problem solving and critical thinking will be included. Environmental leadership and teamwork, ethics, legal responsibilities, employability, career development and technical skills will be taught. An introduction to hand tools, power tools, basic rigging, and reading technical drawings may be a part of the course.

Principles of Construction
TEA#: 13004200         GRADE: 9
DALLAS ISD#: 7511       CREDIT: .5
PREREQUISITE: NONE
This course provides an overview of the various fields of architecture, interior design, construction science, and construction technology. Students identify possible career goals in trade and industry areas. Safety, career opportunities, work ethics and job-related study in the classroom such as communications; problem solving and critical thinking will be included. Environmental leadership and teamwork, ethics, legal responsibilities, employability, career development and technical skills will be taught. An introduction to hand tools, power tools, basic rigging, and reading technical drawings may be a part of the course.

Interior Design
TEA#: 13004300         GRADE: 10-12
DALLAS ISD#: 7384       CREDIT: 1
PREREQUISITE: NONE
Interior Design is a technical course that addresses psychological, physiological, and sociological needs of individuals by enhancing the environments in which they live and work. Students develop knowledge and skills related to the design and construction of interior and exterior environments including furnishings to make wise consumer decisions, increase productivity, and possibly pursue a career in the interior design industry.

Interior Design
TEA#: 13004300         GRADE: 9
DALLAS ISD#: 7385       CREDIT: 1
PREREQUISITE: NONE
Interior Design is a technical course that addresses psychological, physiological, and sociological needs of individuals by enhancing the environments in which they live and work. Students develop knowledge and skills related to the design and construction of interior and exterior environments including furnishings to make wise consumer decisions, increase productivity, and possibly pursue a career in the
Advanced Interior Design

TEA#: 13004400  GRADE: 10-12
DALLAS ISD#: 7386  CREDIT: 1
PREREQUISITE: INTERIOR DESIGN
Advanced Interior Design is a technical course that allows students to continue the study and practice of interior design in order to master concepts and develop higher level skills in preparation for a career in the interior design industry.

Advanced Interior Design

TEA#: 13004400  GRADE: 10-11
DALLAS ISD#: 7387  CREDIT: 2
PREREQUISITE: INTERIOR DESIGN
Advanced Interior Design is a technical course that allows students to continue the study and practice of interior design in order to master concepts and develop higher level skills in preparation for a career in the interior design industry. (Skyline)

Practicum in Interior Design

TEA#: 13004500  GRADE: 11-12
DALLAS ISD#: 7388  CREDIT: 2
PREREQUISITE: COHERENT SEQUENCE IN FIELD OF INTERIOR DESIGN.
The practicum course is a paid or unpaid capstone experience or independent study course for students participating in a coherent sequence of career and technical education courses in the field of interior design. Instruction may be delivered through laboratory training or through career preparation delivery arrangements. (Skyline)

Practicum in Interior Design

TEA#: 13004510  GRADE: 12
DALLAS ISD#: 7389  CREDIT: 2
PREREQUISITE: COHERENT SEQUENCE IN FIELD OF INTERIOR DESIGN.
The practicum course is a paid or unpaid capstone experience or independent study course for students participating in a coherent sequence of career and technical education courses in the field of interior design. Instruction may be delivered through laboratory training or through career preparation delivery arrangements. (Skyline)

Architectural Design

TEA#: 13004600  GRADE: 10-12
DALLAS ISD#: 7390  CREDIT: 1
PREREQUISITE: ALGEBRA I AND GEOMETRY HIGHLY RECOMMENDED.
Students gain knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation for a postsecondary degree in architecture, construction science, drafting, interior design, and/or landscape architecture. Students develop knowledge and skills in the design, techniques, and tools related to the production of drawings, renderings, and scaled models of commercial or residential buildings.

Architectural Design

TEA#: 13004600  GRADE: 10-12
DALLAS ISD#: 7391  CREDIT: 1
PREREQUISITE: ALGEBRA I AND GEOMETRY HIGHLY RECOMMENDED.
Students gain knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation for a postsecondary degree in architecture, construction science, drafting, interior design, and/or landscape architecture. Students develop knowledge and skills in the design, techniques, and tools related to the production of drawings, renderings, and scaled models of commercial or residential buildings. (Skyline & Molina)

Architectural Design

TEA#: 13004600  GRADE: 
DALLAS ISD#: 7508  CREDIT: .5
PREREQUISITE: Algebra I and Geometry highly recommended
Students gain knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation for a postsecondary degree in architecture, construction science, drafting, interior design, and/or landscape architecture. Students develop knowledge and skills in the design, techniques, and tools related to the production of drawings, renderings, and scaled models of commercial or residential buildings.
of commercial or residential buildings.

Architectural Design
TEA#: 13004600  GRADE: 
DALLAS ISD#: 7509  CREDIT: .5
PREREQUISITE: Algebra I and Geometry highly recommended
Students gain knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation for a postsecondary degree in architecture, construction science, drafting, interior design, and/or landscape architecture. Students develop knowledge and skills in the design, techniques, and tools related to the production of drawings, renderings, and scaled models of commercial or residential buildings.

Advanced Architectural Design
TEA#: 13004700  GRADE: 11-12
DALLAS ISD#: 7392  CREDIT: 2
PREREQUISITE: PRINCIPLES OF ARCHITECTURE AND CONSTRUCTION, ARCHITECTURAL DESIGN OR ADVANCED INTERIOR DESIGN.
In Advanced Architectural Design, students gain advanced knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Students develop knowledge and skills in the use of industry standard architectural software and express architectural ideas through various media.

Practicum in Architectural Design
TEA#: 13004800  GRADE: 12
DALLAS ISD#: 7393  CREDIT: 2
PREREQUISITE: COMPLETION OF A COHERENT SEQUENCE
The practicum course is a capstone experience for students participating in a coherent sequence of courses in Architectural Design. Practicum in Architectural Design is designed to provide technical instruction in architectural design. Safety and career opportunities are included in addition to work ethics and architectural design study. The course is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, or continued advanced development of skills and knowledge in a laboratory setting.

Practicum in Architectural Design II
TEA#: 13004810  GRADE: 12
DALLAS ISD#: 7394  CREDIT: 2
PREREQUISITE: COMPLETION OF A COHERENT SEQUENCE
The practicum course is a capstone experience for students participating in a coherent sequence of courses in Architectural Design. Practicum in Architectural Design is designed to provide technical instruction in architectural design. Safety and career opportunities are included in addition to work ethics and architectural design study. The course is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, or continued advanced development of skills and knowledge in a laboratory setting.

Construction Technology
TEA#: 13005100  GRADE: 10-12
DALLAS ISD#: 7396  CREDIT: 2
PREREQUISITE: PRINCIPLES OF ARCHITECTURE AND CONSTRUCTION
The two credit Construction Technology course allows students to participate in more extensive projects that require additional time to
complete. The same concepts and skills are covered in this course as the one credit Construction Technology course.

**Construction Technology**
TEA#: 13005100  GRADE: 10-12  
DALLAS ISD#: 7397  CREDIT: 1  
PREREQUISITE: PRINCIPLES OF ARCHITECTURE AND CONSTRUCTION
Construction Technology students gain knowledge and skills specific to those needed to enter the workforce as carpenters, building maintenance supervisors or prepare for a post-secondary degree in construction management, architecture or engineering. Students acquire knowledge through hands-on activities in tool usage, building materials, codes, and framing with an emphasis on safety.

**Advanced Construction Technology**
TEA#: 13005200  GRADE: 11-12  
DALLAS ISD#: 7398  CREDIT: 2  
PREREQUISITE: PRINCIPLES OF ARCHITECTURE AND CONSTRUCTION, CONSTRUCTION TECHNOLOGY
In Advanced Construction Technology, students gain advanced knowledge and skills specific to those needed to enter the workforce as carpenters, building maintenance supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering.

**CTED Advanced Construction Technology**
TEA#: 13005200  GRADE: 19-12  
DALLAS ISD#: 7399  CREDIT: 3  
PREREQUISITE: NONE
In Advanced Construction Technology, students gain advanced knowledge and skills specific to those needed to enter the workforce as carpenters, building maintenance supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. (MCMC)

**CTED Advanced Building Maintenance Technology**
TEA#: 13005500  GRADE: 9-12  
DALLAS ISD#: 7400  CREDIT: 3  
PREREQUISITE: NONE
In Advanced Building Maintenance Technology, students continue to gain advanced knowledge and skills specific to those needed to enter the workforce as a building maintenance technician or supervisor and construction project manager or secure a foundation for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in safety, Occupational Safety and Health Administration (OSHA) standards, safety devices in electrical circuits, maintenance of electrical and heating, ventilation, and air conditioning (HVAC) systems, and concepts of historic preservation. (MCMC)

**Electrical Technology**
TEA#: 13005600  GRADE: 10-12  
DALLAS ISD#: 7401  CREDIT: 1  
PREREQUISITE: PRINCIPLES OF ARCHITECTURE AND CONSTRUCTION  
In Electrical Technology, students gain knowledge and skills specific to those needed to enter the workforce as an electrician or building maintenance supervisor or prepare for a postsecondary degree in construction.

**Electrical Technology**
TEA#: 13005600  GRADE: 10-12  
DALLAS ISD#: 7402  CREDIT: 2  
PREREQUISITE: PRINCIPLES OF ARCHITECTURE AND CONSTRUCTION  
In Electrical Technology, students gain knowledge and skills specific to those needed to enter the workforce as an electrician or building maintenance supervisor or prepare for a postsecondary degree in construction. (Skyline & Roosevelt)

**Advanced Electrical Technology**
TEA#: 13005700  GRADE: 11-12  
DALLAS ISD#: 7403  CREDIT: 2  
PREREQUISITE: PRINCIPLES OF ARCHITECTURE AND CONSTRUCTION, ELECTRICAL TECHNOLOGY  
In Advanced Electrical Technology, students gain advanced knowledge and skills specific to those needed to enter the workforce as an electrician or building maintenance technician or supervisor or prepare for a postsecondary degree in construction.
Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology
TEA#: 13005800  GRADE: 10-12
DALLAS ISD#: 7404  CREDIT: 2
PREREQUISITE: CONSTRUCTION TECHNOLOGY
In Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology, students gain knowledge and skills specific to those needed to enter the industry as technicians in the HVAC and refrigeration industry, technicians or supervisors in building maintenance or enter a postsecondary institution to earn a related degree.

Advanced Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology
TEA#: 13005900  GRADE: 11-12
DALLAS ISD#: 7405  CREDIT: 2
PREREQUISITE: HEATING, VENTILATION, AND AIR CONDITIONING (HVAC) AND REFRIGERATION TECHNOLOGY.
In Advanced Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology, students gain advanced knowledge and skills specific to those needed to enter the HVAC and refrigeration industry, technicians or supervisors in building maintenance or enter a postsecondary institution to earn a related degree.

Piping and Plumbing Technology
TEA#: 13006000  GRADE: 10-12
DALLAS ISD#: 7406  CREDIT: 2
PREREQUISITE: PRINCIPLES OF ARCHITECTURE AND CONSTRUCTION
In Piping and Plumbing Technology, students gain knowledge and skills needed to enter industry as a plumber, pipe fitter, or building maintenance technician or supervisor or prepare for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in tool usage, safety, pipefitting, drainage, building codes, and water supply. (Skyline)

Advanced Piping and Plumbing Technology
TEA#: 13006100  GRADE: 11-12
DALLAS ISD#: 7407  CREDIT: 2
PREREQUISITE: PRINCIPLES OF ARCHITECTURE AND CONSTRUCTION
In Piping and Plumbing Technology, students gain knowledge and skills needed to enter industry as a plumber, pipe fitter, or building maintenance technician or supervisor or prepare for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in tool usage, safety, pipefitting, drainage, building codes, and water supply. (Skyline)

Practicum in Construction Management
TEA#: 13006200  GRADE: 12
DALLAS ISD#: 7409  CREDIT: 2
PREREQUISITE: COHERENT SEQUENCE IN THE FIELD OF CONSTRUCTION MANAGEMENT
Practicum in Construction Management is an occupationally specific course designed to provide classroom technical instruction and/or on-the-job training experiences.

Practicum in Construction Management 3
TEA#: 13006200  GRADE: 12
DALLAS ISD#: 7410  CREDIT: 3
PREREQUISITE: COHERENT SEQUENCE IN THE FIELD OF CONSTRUCTION MANAGEMENT
Practicum in Construction Management is an occupationally specific course designed to provide classroom technical instruction and/or on-the-job training experiences. (Skyline)

CTED Practicum in Construction Management
TEA#: 13006200  GRADE: 11-12
DALLAS ISD#: 7408  CREDIT: 3
PREREQUISITE: COHERENT SEQUENCE IN THE FIELD OF CONSTRUCTION MANAGEMENT
Practicum in Construction Management is an occupationally specific course designed to provide classroom technical instruction and/or on-the-job training experiences. (MCMC)
CTED. Practicum in Construction Management
TEA#: 13006210 GRADE: 12
DALLAS ISD#: 7411 CREDIT: 3
PREREQUISITE: COHERENT SEQUENCE IN THE FIELD OF CONSTRUCTION MANAGEMENT
Practicum in Construction Management is an occupationally specific course designed to provide classroom technical instruction and/or on-the-job training experiences. (MCMC)

Practicum in Architecture Design DC
TEA#: 13004800 GRADE: 12
DALLAS ISD#: 7559 CREDIT: 3
PREREQUISITE: COMPLETION OF A COHERENT SEQUENCE
Recommended prerequisite: completion of a coherent sequence in a program area related to the field of architectural design. Instruction may be delivered through laboratory training or through career preparation delivery arrangements. Practicum in Architectural Design is an occupationally specific course designed to provide technical instruction in architectural design. Safety and career opportunities are included in addition to work ethics and architectural design study.
Arts, A/V Technology and Communications – High School Course Descriptions

Principles of Arts, Audio/Video Technology
TEA#: 13008200  GRADE: 9-10
DALLAS ISD#: 7355  CREDIT: 1
PREREQUISITE: None
This course focuses on familiarizing students with career opportunities, explores skills, concepts and educational background necessary for a career in audio, video, animation, graphic design and digital illustration careers. Students research companies specializing in these fields as well as degree programs preparing candidates for these careers. A survey of drawing/design principles and related computer software is also a component of this course.

Principles of Arts, Audio/Video Technology
TEA#: 13008200  GRADE: 9
DALLAS ISD#: 7356  CREDIT: 1
PREREQUISITE: None
This course focuses on familiarizing students with career opportunities, explores skills, concepts and educational background necessary for a career in audio, video, animation, graphic design and digital illustration careers. Students research companies specializing in these fields as well as degree programs preparing candidates for these careers. A survey of drawing/design principles and related computer software is also a component of this course. (Skyline-Printing and Imaging)

Principles of Arts, Audio/Video Technology
TEA#: 13008200  GRADE: 9
DALLAS ISD#: 7357  CREDIT: 1
PREREQUISITE: None
This course focuses on familiarizing students with career opportunities, explores skills, concepts and educational background necessary for a career in audio, video, animation, graphic design and digital illustration careers. Students research companies specializing in these fields as well as degree programs preparing candidates for these careers. A survey of drawing/design principles and related computer software is also a component of this course. (Skyline-Graphic Design)

Principles of Arts, Audio/Video Technology
TEA#: 13008200  GRADE: 9
DALLAS ISD#: 7358  CREDIT: 1
PREREQUISITE: None
This course focuses on familiarizing students with career opportunities, explores skills, concepts and educational background necessary for a career in audio, video, animation, graphic design and digital illustration careers. Students research companies specializing in these fields as well as degree programs preparing candidates for these careers. A survey of drawing/design principles and related computer software is also a component of this course. (Skyline-Commercial Photography)

Principles of Arts, Audio/Video Technology
TEA#: 13008200  GRADE: 9
DALLAS ISD#: 7359  CREDIT: 1
PREREQUISITE: None
This course focuses on familiarizing students with career opportunities, explores skills, concepts and educational background necessary for a career in audio, video, animation, graphic design and digital illustration careers. Students research companies specializing in these fields as well as degree programs preparing candidates for these careers. A survey of drawing/design principles and related computer software is also a component of this course. (Skyline-AV Production)

Principles of Arts, Audio/Video Technology
TEA#: 13008200  GRADE: 9
DALLAS ISD#: 7360  CREDIT: 1
PREREQUISITE: None
This course focuses on familiarizing students with career opportunities, explores skills, concepts and educational background necessary for a career in audio, video, animation, graphic design and digital illustration careers. Students research companies specializing in these fields as well as degree programs preparing candidates for these careers. A survey of drawing/design principles and related computer software is also a component of this course. (Skyline-Fashion Design)
Careers in the Arts, Audio/Video Technology, and Communications career cluster require, in addition to creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

**Principles of Arts Audio/Video Technology & Communications**

TEA#: 13008200  GRADE: 8  
DALLAS ISD#: 7463  CREDIT: 1  
PREREQUISITE: None  
Careers in the Arts, Audio/Video Technology, and Communications career cluster require, in addition to creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

**Animation**

TEA#: 13008300  GRADE: 10-12  
DALLAS ISD#: 7361  CREDIT: 1  
(This course meets the requirement for Tech Apps Credit)  
PREREQUISITE: PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY AND GRAPHIC DESIGN AND ILLUSTRATION.  
In this course students will be expected to develop an understanding of the history and techniques of the animation industry. This includes the basics of 2D and 3D animation as well as motion graphics. Students begin to create a demo reel portfolio of animation shorts. (BTWHSPVA, Conrad, Samuell, Bryan Adams, Molina)

**Advanced Animation**

TEA#: 13008400  GRADE: 11-12  
DALLAS ISD#: 7362  CREDIT: 1  
(This course meets the requirement for Tech Apps Credit)  
PREREQUISITE: ANIMATION  
In this course students develop advanced skills and technical knowledge in animation. Students are expected to create a series of 2D and 3D animations which can be included in a demo reel portfolio for job search or college application. (BTWHSPVA, Conrad, Samuell, Bryan Adams, Molina)

**Advanced Animation 2 Periods**

TEA#: 13008400  GRADE: 11-12  
DALLAS ISD#: 7579  CREDIT: 2  
PREREQUISITE: ANIMATION  
Careers in animation span all aspects of motion graphics. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry.

**Audio Video Production**

TEA#: 13008500  GRADE: 10-11  
DALLAS ISD#: 7363  CREDIT: 2  
PREREQUISITE: RECOMMENDED - PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS  
Student will develop skills for careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities. (Lincoln/Skyline)

**Advanced Audio Video Production**

TEA#: 13008600  GRADE: 11-12  
DALLAS ISD#: 7364  CREDIT: 2  
PREREQUISITE: AUDIO VIDEO PRODUCTION  
In this course student develop advanced skills in careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced
understanding of the industry with a focus on pre-production, production, and post-production activities. This course may be implemented in an advanced audio format or an advanced format, including both audio and video. (Lincoln/Skyline)

**Practicum in Audio Video Production**

TEA#: 13008700  GRADE: 12  
DALLAS ISD#: 7365  CREDIT: 2  
PREREQUISITE: COHERENT SEQUENCE IN AUDIO VIDEO PRODUCTION  
In this course students will develop skills in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production activities. This course may be implemented in an advanced audio format or an advanced format, including both audio and video. (Lincoln/Skyline)

**Graphic Design and Illustration**

TEA#: 13008800  GRADE: 10-11  
DALLAS ISD#: 7366  CREDIT: 2  
PREREQUISITE: PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS  
Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design. (Skyline)

**Advanced Graphic Design and Illustration**

TEA#: 13008900  GRADE: 11-12  
DALLAS ISD#: 7368  CREDIT: 2  
PREREQUISITE: PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS  
In this course students study graphic design and illustration and all aspects of the advertising and visual communications industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. (Skyline)

**Practicum in Graphic Design and Illustration**

TEA#: 13009000  GRADE: 12  
DALLAS ISD#: 7369  CREDIT: 2  
PREREQUISITE: ADVANCED GRAPHIC DESIGN AND ILLUSTRATION  
In this course students study and span all aspects of the advertising and visual communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. (Skyline-AD Design)

**Practicum in Graphic Design and Illustration**

TEA#: 13009000  GRADE: 12  
DALLAS ISD#: 7370  CREDIT: 2  
PREREQUISITE: ADVANCED GRAPHIC DESIGN AND ILLUSTRATION  
In this course students study and span all aspects of the advertising and visual communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. (Skyline-Photography)
Commercial Photography

TEA#: 13009100       GRADE: 10-11
DALLAS ISD#: 7371     CREDIT: 2
PREREQUISITE: RECOMMENDED PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS
In this course students study commercial photography and skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs. (Skyline)

Advanced Commercial Photography

TEA#: 13009200       GRADE: 11-12
DALLAS ISD#: 7372     CREDIT: 2
PREREQUISITE: COMMERCIAL PHOTOGRAPHY
In this course students study commercial photography and all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs. (Skyline)

Fashion Design

TEA#: 13009300       GRADE: 10-12
DALLAS ISD#: 7373     CREDIT: 2
PREREQUISITE: PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS
In this course students study concepts, issues and skills related to the fashion, textile and apparel industry. Students develop knowledge and skills related to the nature and scope of the fashion industry, textile and apparel manufacturing systems, influencing factors, consumer considerations, fashion trends, care and maintenance practices, commercial care, principles of effective design, the apparel production process, fibers, fabrics, construction practices and fashion design evaluation. (Skyline)

Advanced Fashion Design

TEA#: 13009400       GRADE: 11-12
DALLAS ISD#: 7375     CREDIT: 2
PREREQUISITE: FASHION DESIGN
In this course students continue the study concepts, issues and skills related to the fashion, textile and apparel industry. Students develop an advanced technical understanding of fashion, with an emphasis on design and production, the evolution of the fashion industry as well as safe, legal and ethical practices.

Practicum in Fashion Design

TEA#: 13009500       GRADE: 11-12
DALLAS ISD#: 7376     CREDIT: 2
PREREQUISITE: FASHION DESIGN & ADVANCED FASHION DESIGN
In this course, students study all aspects of the textile and apparel industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the business aspects of fashion, with emphasis on promotion and retailing. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. (Skyline)

Printing and Imaging Technology

TEA#: 13009600       GRADE: 10-11
DALLAS ISD#: 7377     CREDIT: 2
PREREQUISITE: PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS
The student will study printing and all aspects of the industry, including prepress, press, and finishing and bindery operations. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the printing industry with a focus on prepress and desktop publishing. (Skyline)

**Advanced Printing and Imaging Technology**

TEA#: 13009700  GRADE: 11-12  
DALLAS ISD#: 7378  CREDIT: 2  
PREREQUISITE: PRINTING AND IMAGING TECHNOLOGY  
Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the printing industry with a focus on prepress and desktop publishing. (Skyline)

**Practicum in Printing and Imaging Technology**

TEA#: 13009800  GRADE: 12  
DALLAS ISD#: 7379  CREDIT: 2  
PREREQUISITE: ADVANCED PRINTING AND IMAGING TECHNOLOGY  
Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the printing industry with a focus on finishing and binding operations and customer-based projects. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. (Skyline)

**Professional Communications**

TEA#: 13009900  GRADE: 9-12  
DALLAS ISD#: 7380  CREDIT: .5  
PREREQUISITE: NONE  
Communications careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. In this course students develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. Semester

**Professional Communications**

TEA#: 13009900  GRADE: 9-12  
DALLAS ISD#: 7479  CREDIT: 1  
PREREQUISITE: None  
Communications careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. In this course students develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. (FULL YEAR)

**Advanced Animation (DC)**

TEA#: 13008400  GRADE: 11-12  
DALLAS ISD#: 7525  CREDIT: 1  
PREREQUISITE: ANIMATION  
Careers in animation span all aspects of motion graphics. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry.

**Advanced Animation 2 Periods (DC)**

TEA#: 13008400  GRADE: 11-12  
DALLAS ISD#: 7589  CREDIT: 2  
PREREQUISITE: ANIMATION  
Careers in animation span all aspects of motion graphics. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry.
Audio Video Production (DC)
TEA#: 13008500          GRADE: 11-12
DALLAS ISD#: 7558          CREDIT: 1
PREREQUISITE: RECOMMENDED - PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS
Student will develop skills for careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities.

Advanced Graphic Design and Illustration (DC)
TEA#: 13008900          GRADE: 11-12
DALLAS ISD#: 7562          CREDIT: 2
PREREQUISITE: PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS
In this course students study graphic design and illustration and all aspects of the advertising and visual and communications industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.
Principles of Business, Marketing, and Finance
TEA#: 13011200    GRADE: 9-10
DALLAS ISD#: 7151    CREDIT: 1
RECOMMENDED PREREQUISITE: TOUCH SYSTEMS DATA ENTRY
In this course students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, product pricing and business ethics. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance. Schools that offer the Network for Teaching Entrepreneurship (NFTE) program with certified teachers can offer the program through this course. NFTE offers the opportunity for students to plan and create a business plan including the actual product and present their plan and product to a panel of business professionals in a competitive setting. Competitions are available at the district and national level with opportunities to compete for funds to support and expand their business venture. District winners may travel to New York City for competition.

CTED - Touch System Data
TEA#: 13011300    GRADE: 10-12
DALLAS ISD#: 7152    CREDIT: 1
PREREQUISITE: NONE
Students become proficient in technical skills needed to address business applications of emerging technologies in our global community. Though this coursework, students will enhance reading, writing, computing, communications, and reasoning skills and apply them to the business environment. (Multiple Careers ONLY)

CTED - Business Information Management
TEA#: 13011400    GRADE: 10-12
DALLAS ISD#: 7153    CREDIT: 2
(This course meets the requirement for Tech Apps Credit)
RECOMMENDED PREREQUISITE: TOUCH SYSTEMS DATA ENTRY
In this course students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software. (Multiple Careers ONLY)

Business Information Management I
TEA#: 13011400    GRADE: 9-10
DALLAS ISD#: 7154    CREDIT: 1
(This course meets the requirement for Tech Apps Credit)
RECOMMENDED PREREQUISITE: TOUCH SYSTEMS DATA ENTRY
In this course students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software. (MOS [Microsoft Office Specialist] certification may be offered)

Business Information Management I
TEA#: 13011400    GRADE: 9-10
DALLAS ISD#: 7473    CREDIT: .5
(This course meets the requirement for Tech Apps Credit)
RECOMMENDED PREREQUISITE: TOUCH SYSTEMS DATA ENTRY
In this course students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software. (Semester 1)

Business Information Management I
TEA#: 13011400    GRADE: 9-10
DALLAS ISD#: 7474    CREDIT: 1
(This course meets the requirement for Tech Apps Credit)
RECOMMENDED PREREQUISITE: TOUCH SYSTEMS DATA ENTRY
In this course students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software. (Semester 2)

**Business Information Management II**

TEA#: 13011500  GRADE: 11-12  
DALLAS ISD#: 7155  CREDIT: 1  
(This course meets the requirement for Tech Apps Credit)  
PREREQUISITE: BUSINESS INFORMATION MANAGEMENT I  

In this course students apply advanced technical skills to address business problems through emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and create electronic presentations using appropriate multimedia software. (Microsoft Office Specialist [MOS] certification offered)

**Business Information Management II**

TEA#: 13011500  GRADE: 11-12  
DALLAS ISD#: 7588  CREDIT: .5  
(This course meets the requirement for Tech Apps Credit)  
PREREQUISITE: BUSINESS INFORMATION MANAGEMENT I  

In this course students apply advanced technical skills to address business problems through emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and create electronic presentations using appropriate multimedia software. (Microsoft Office Specialist [MOS] certification offered) semester 1

**Business Information Management II**

TEA#: 13011500  GRADE: 11-12  
DALLAS ISD#: 7589  CREDIT: .5  
(This course meets the requirement for Tech Apps Credit)  
PREREQUISITE: BUSINESS INFORMATION MANAGEMENT I  

In this course students apply advanced technical skills to address business problems through emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and create electronic presentations using appropriate multimedia software. (Microsoft Office Specialist [MOS] certification offered) SEMESTER 2

**Business Information Management II**

TEA#: 13011500  GRADE: 11-12  
DALLAS ISD#: 7547  CREDIT: 1  
(This course meets the requirement for Tech Apps Credit)  
PREREQUISITE: BUSINESS INFORMATION MANAGEMENT I  

In this course students apply advanced technical skills to address business problems through emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and create electronic presentations using appropriate multimedia software. (Microsoft Office Specialist [MOS] certification offered)

**Business English**

TEA#: 13011600  GRADE: 12  
DALLAS ISD#: 7156  CREDIT: 1  
PREREQUISITE: ENGLISH III AND TOUCH SYSTEMS DATA ENTRY  

In this course students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts for business reproduction.

**Business Law**

TEA#: 13011700  GRADE: 10-12  
DALLAS ISD#: 7157  CREDIT: .5  
PREREQUISITE: NONE  

In this course students analyze the social responsibility of business and industry regarding the significant issues relating to the legal environment. Students apply technical skills to address business applications of contemporary legal issues and incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.
Global Business

TEA#: 13011800   GRADE: 10-12
DALLAS ISD#: 7158   CREDIT: .5
PREREQUISITE: NONE

In this course students apply technical skills to address global business applications of emerging technologies. Students develop a foundation in the economical, financial, technological, international, social and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment.

Global Business

TEA#: 13011800   GRADE: 10-12
DALLAS ISD#: 7475   CREDIT: 1
PREREQUISITE: NONE

In this course students apply technical skills to address global business applications of emerging technologies. Students develop a foundation in the economical, financial, technological, international, social and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. FULL YEAR

Global Business

TEA#: 13011800   GRADE: 10-12
DALLAS ISD#: 7566   CREDIT: .5
PREREQUISITE: NONE

In this course students apply technical skills to address global business applications of emerging technologies. Students develop a foundation in the economical, financial, technological, international, social and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment.

Human Resources Management

TEA#: 13011900   GRADE: 10-12
DALLAS ISD#: 7159   CREDIT: .5
PREREQUISITE: NONE

In this course students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students analyze the primary functions of human resources management, which include recruitment, selection, training, development, and compensation. Topics will incorporate social responsibility of business and industry.

Human Resources Management

TEA#: 13011900   GRADE: 10-12
DALLAS ISD#: 7481   CREDIT: 1
PREREQUISITE: NONE

In this course students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students analyze the primary functions of human resources management, which include recruitment, selection, training, development, and compensation. Topics will incorporate social responsibility of business and industry.

Virtual Business

TEA#: 13012000   GRADE: 10-12
DALLAS ISD#: 7160   CREDIT: 1
RECOMMENDED PREREQUISITE: TOUCH SYSTEMS DATA ENTRY

In this course students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. Students identify and demonstrate steps needed to locate customers, set fees, and develop client contracts. Students provide administrative, creative, and technical services using advanced technological modes of communication and data delivery. The student builds a functional website that incorporates the essentials of a virtual business.

Virtual Business

TEA#: 13012000   GRADE: 10-12
DALLAS ISD#: 7512   CREDIT: .5
RECOMMENDED PREREQUISITE: TOUCH SYSTEMS DATA ENTRY

In this course students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. Students identify and demonstrate steps needed to
locate customers, set fees, and develop client contracts. Students provide administrative, creative, and technical services using advanced technological modes of communication and data delivery. The student builds a functional website that incorporates the essentials of a virtual business. (sem 1)

**Virtual Business**

TEA#: 13012000  GRADE: 10-12  
DALLAS ISD#: 7513  CREDIT: 1
RECOMMENDED PREREQUISITE: TOUCH SYSTEMS DATA ENTRY

In this course students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. Students identify and demonstrate steps needed to locate customers, set fees, and develop client contracts. Students provide administrative, creative, and technical services using advanced technological modes of communication and data delivery. The student builds a functional website that incorporates the essentials of a virtual business. (sem 2)

**Business Management**

TEA#: 13012100  GRADE: 10-12  
DALLAS ISD#: 7161  CREDIT: 1
PREREQUISITE: NONE

In this course students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students analyze the primary functions of management and leadership, which are planning, organizing, staffing, directing or leading, and controlling. Topics will incorporate social responsibility of business and industry. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of business to become competent managers, employees, and entrepreneurs.

CTED - Practicum in Business Management

TEA#: 13012200  GRADE: 11-12  
DALLAS ISD#: 7162  CREDIT: 3
RECOMMENDED PREREQUISITE: TOUCH SYSTEM DATA ENTRY AND BUSINESS MANAGEMENT

This Practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a variety of locations and allow students to pursue their interest in a career field of their choice. This allows students to transition into the workforce or post-secondary education. (Multiple Careers Only)

**Practicum in Business Management**

TEA#: 13012200  GRADE: 12  
DALLAS ISD#: 7163  CREDIT: 2
RECOMMENDED PREREQUISITE: TOUCH SYSTEM DATA ENTRY AND BUSINESS MANAGEMENT

This Practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a variety of locations and allow students to pursue their interest in a career field of their choice. This allows students to transition into the workforce or post-secondary education.

**Practicum in Business Management II (CP)**

TEA#: 13012210  GRADE: 11-12  
DALLAS ISD#: 7499  CREDIT: 2
RECOMMENDED PREREQUISITE: TOUCH SYSTEM DATA ENTRY AND BUSINESS MANAGEMENT

This Practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a variety of locations and allow students to pursue their interest in a career field of their choice. This allows students to transition into the workforce or post-secondary education.

**Practicum in Business Management II (CP)**

TEA#: 13012210  GRADE: 11-12  
DALLAS ISD#: 7498  CREDIT: 3
RECOMMENDED PREREQUISITE: TOUCH SYSTEM DATA ENTRY AND BUSINESS MANAGEMENT
This Practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a variety of locations and allow students to pursue their interest in a career field of their choice. This allows students to transition into the workforce or post-secondary education.

CTED - Practicum in Business Management II
TEA#: 13012210     GRADE: 12
DALLAS ISD#: 7164  CREDIT: 2
RECOMMENDED PREREQUISITE: TOUCH SYSTEM DATA ENTRY AND BUSINESS MANAGEMENT
This Practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a variety of locations and allow students to pursue their interest in a career field of their choice. This allows students to transition into the workforce or post-secondary education. (Multiple Careers Only)

CTED - Practicum in Business Management II
TEA#: 13012210     GRADE: 12
DALLAS ISD#: 7500  CREDIT: 3
RECOMMENDED PREREQUISITE: TOUCH SYSTEM DATA ENTRY AND BUSINESS MANAGEMENT
This Practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a variety of locations and allow students to pursue their interest in a career field of their choice. This allows students to transition into the workforce or post-secondary education. (CP)

Business Information Management I
TEA#: 13011400     GRADE: 9-10
DALLAS ISD#: 7569  CREDIT: 1
(This course meets the requirement for Tech Apps Credit)
RECOMMENDED PREREQUISITE: TOUCH SYSTEMS DATA ENTRY
In this course students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software. DC

Virtual Business
TEA#: 13012000     GRADE: 10-12
DALLAS ISD#: 7572  CREDIT: 1
RECOMMENDED PREREQUISITE: TOUCH SYSTEMS DATA ENTRY
In this course students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. Students identify and demonstrate steps needed to locate customers, set fees, and develop client contracts. Students provide administrative, creative, and technical services using advanced technological modes of communication and data delivery. The student builds a functional website that incorporates the essentials of a virtual business. (DC)
Principles of Education and Training
TEA#: 13014200 GRADE: 9-10
DALLAS ISD#: 7412 CREDIT: 1
RECOMMENDED PREREQUISITE: NONE
Principles of Education and Training is designed to introduce learners to the various careers available within the education and training career pathway. Students use self-knowledge and educational and career information to analyze various careers. Students also gain an understanding of the basic knowledge and skills essential to the education profession and explore the societal impacts affecting the educational system.

Human Growth and Development
TEA#: 13014300 GRADE: 10-12
DALLAS ISD#: 7413 CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF EDUCATION AND TRAINING.
Human Growth and Development is an examination of human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a post-secondary, one-semester introductory course in developmental psychology or human development.

Instructional Practices in Education and Training
TEA#: 13014400 GRADE: 11-12
DALLAS ISD#: 7414 CREDIT: 2
RECOMMENDED PREREQUISITE: PRINCIPLES OF EDUCATION AND TRAINING, HUMAN GROWTH AND DEVELOPMENT
Instructional Practices in Education and Training is a field-based internship that provides students with background knowledge of principles of effective teaching practices. Students work under the joint direction and supervision of both the cluster coordinator and field-site instructor. Students work in direct instructional roles with elementary-, middle-, and high school aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, development materials for education environments, assist with record keeping, and complete other responsibilities of teachers and other educational professionals.

Practicum in Education and Training
TEA#: 13014500 GRADE: 12
DALLAS ISD#: 7415 CREDIT: 2
RECOMMENDED PREREQUISITE: PRINCIPLES OF EDUCATION AND TRAINING, HUMAN GROWTH AND DEVELOPMENT, AND INSTRUCTIONAL PRACTICES IN EDUCATION AND TRAINING
Practicum in Education and Training is the second level in the E&T program of study that is also a field-based internship that provides students with background knowledge of principles of effective teaching practices. This course gives students an opportunity to gain additional experience in a different grade level or subject area. The format and organizational structure are in alignment with Instructional Practices in Education & Training.

Practicum in Education and Training II
TEA#: 13014500 GRADE: 12
DALLAS ISD#: 7621 CREDIT: 2
RECOMMENDED PREREQUISITE: PRINCIPLES OF EDUCATION AND TRAINING, HUMAN GROWTH AND DEVELOPMENT, AND INSTRUCTIONAL PRACTICES IN EDUCATION AND TRAINING
Practicum in Education and Training is the second level in the E&T program of study that is also a field-based internship that provides students with background knowledge of principles of effective teaching practices. This course gives students an opportunity to gain additional experience in a different grade level or subject area. The format and organizational structure are in alignment with Instructional Practices in Education & Training.
Finance – High School Course Descriptions

Money Matters
TEA#: 13016200     GRADE: 9-12
DALLAS ISD#: 7416     CREDIT: .1
RECOMMENDED PREREQUISITE: PRINCIPLES OF BUSINESS, MARKETING AND FINANCE
In this course students investigate global economics with emphasis on the free-enterprise system and its impact on consumers and business, apply critical-thinking skills to analyze financial options related to both personal and business finance, set and determine methods for achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement and estate planning.

Money Matters
TEA#: 13016200     GRADE: 9-12
DALLAS ISD#: 7568     CREDIT: .5
RECOMMENDED PREREQUISITE: PRINCIPLES OF BUSINESS, MARKETING AND FINANCE
In this course students investigate global economics with emphasis on the free-enterprise system and its impact on consumers and business, apply critical-thinking skills to analyze financial options related to both personal and business finance, set and determine methods for achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement and estate planning. DC semester

Money Matters
TEA#: 13016200     GRADE: 9-12
DALLAS ISD#: 7476     CREDIT: 5
RECOMMENDED PREREQUISITE: PRINCIPLES OF BUSINESS, MARKETING AND FINANCE
In this course students investigate global economics with emphasis on the free-enterprise system and its impact on consumers and business, apply critical-thinking skills to analyze financial options related to both personal and business finance, set and determine methods for achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement and estate planning. (Semester)

Money Matters
TEA#: 13016200     GRADE: 9-12
DALLAS ISD#: 7144     CREDIT: .5
RECOMMENDED PREREQUISITE: PRINCIPLES OF BUSINESS, MARKETING AND FINANCE
In this course students investigate global economics with emphasis on the free-enterprise system and its impact on consumers and business, apply critical-thinking skills to analyze financial options related to both personal and business finance, set and determine methods for achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement and estate planning. (Semester)

Money Matters
TEA#: 13016200     GRADE: 9-12
DALLAS ISD#: 7145     CREDIT: .5
RECOMMENDED PREREQUISITE: PRINCIPLES OF BUSINESS, MARKETING AND FINANCE
In this course students investigate global economics with emphasis on the free-enterprise system and its impact on consumers and business, apply critical-thinking skills to analyze financial options related to both personal and business finance, set and determine methods for achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement and estate planning. (Semester)

Banking and Financial Services
TEA#: 13016300     GRADE: 10-12
DALLAS ISD#: 7417     CREDIT: .5
RECOMMENDED PREREQUISITE: PRINCIPLES OF BUSINESS, MARKETING AND FINANCE
In this course students develop knowledge and skills in the economical, financial, technological, international, social and ethical aspects of banking in order to become competent consumers, employees, managers and entrepreneurs. The course includes a broad base of content that includes the operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society.
Banking and Financial Services
TEA#: 13016300   GRADE: 10-12
DALLAS ISD#: 7482   CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF BUSINESS, MARKETING AND FINANCE
In this course students develop knowledge and skills in the economical, financial, technological, international, social and ethical aspects of banking in order to become competent consumers, employees, managers and entrepreneurs. The course includes a broad base of content that includes the operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society.

Securities and Investments
TEA#: 13016400   GRADE: 11-12
DALLAS ISD#: 7418   CREDIT: .5
RECOMMENDED PREREQUISITE: PRINCIPLES OF BUSINESS, MARKETING AND FINANCE
In this course students develop knowledge and technical skills related to the stock market operations through the study of brokerage operations and business applications. Students apply stock market knowledge through real-world simulations and develop knowledge and skills related to a career in the securities and investment field.

Insurance Operations
TEA#: 13016500   GRADE: 10-12
DALLAS ISD#: 7419   CREDIT: .5
RECOMMENDED PREREQUISITE: PRINCIPLES OF BUSINESS, MARKETING AND FINANCE
In this course students will be introduced to the vast elements of the insurance industry as well as learning how to employ underwriting techniques and strategies to gather, access, and evaluate risk, determine needs and use the decision-making process to respond to client needs. Students apply insurance concepts through a variety of real-life scenarios.

Accounting I
TEA#: 13016600   GRADE: 10-12
DALLAS ISD#: 7420   CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF BUSINESS, MARKETING AND FINANCE
In this course students investigate and practice basic concepts and skills required in the accounting industry and apply basic financial accounting principles to a variety of business structures. Students engage in hands-on activities to develop transferable accounting skills.

Accounting II
TEA#: 13016700   GRADE: 11-12
DALLAS ISD#: 7421   CREDIT: 1
PREREQUISITE: ACCOUNTING I
Students continue to investigate the accounting field and extend basic accounting skills utilizing managerial and cost accounting activities. Additionally, students will formulate and interpret financial information for use in management decision-making.

Financial Analysis
TEA#: 13016800   GRADE: 11-12
DALLAS ISD#: 7422   CREDIT: 1
PREREQUISITE: ACCOUNTING I
In this course students will determine and explain financial health of a business through analysis of financial information. Students interpret, evaluate and present strategic recommendations for improved business performance.

Statistics and Risk Management
TEA#: 13016900   GRADE: 11-12
DALLAS ISD#: 7423   CREDIT: 1
RECOMMENDED PREREQUISITE: ACCOUNTING I & ALGEBRA II
In this course students utilize mathematical models and financial skills to determine, assess, and protect businesses from risks and operational threats. Additionally, students learn how to use probability as a tool for anticipating and forecasting data within business models to make decisions.

Accounting I
TEA#: 13016600   GRADE: 10-12
In this course students investigate and practice basic concepts and skills required in the accounting industry and apply basic financial accounting principles to a variety of business structures. Students engage in hands-on activities to develop transferable accounting skills. DC

**Accounting II**

TEA#: 13016700  GRADE: 11-12
DALLAS ISD#: 7546  CREDIT: 1

PREREQUISITE: ACCOUNTING I

Students continue to investigate the accounting field and extend basic accounting skills utilizing managerial and cost accounting activities. Additionally, students will formulate and interpret financial information for use in management decision-making. DC

**Money Matters**

TEA#: 13016200  GRADE: 9-12
DALLAS ISD#: 7551  CREDIT: 1

RECOMMENDED PREREQUISITE: PRINCIPLES OF BUSINESS, MARKETING AND FINANCE

In this course students investigate global economics with emphasis on the free-enterprise system and its impact on consumers and business, apply critical-thinking skills to analyze financial options related to both personal and business finance, set and determine methods for achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement and estate planning. DC
Government and Public Administration – High School Course Descriptions

Principles of Government and Public Administration
TEA#: 13018200   GRADE: 9-10
DALLAS ISD#: 7260   CREDIT: 1
PREREQUISITE: NONE.
Revenue, Taxation, and Regulation is an overview of law and investigative principles and follows agency procedures to examine evidence and ensure revenue compliance. In addition, students learn to facilitate clear and positive communication with taxpayers and become familiar with data analysis systems and revenue. (Townview Law and Skyline)

Political Science I
TEA#: 13018300   GRADE: 10-12
DALLAS ISD#: 7261   CREDIT: 1
PREREQUISITE: PRINCIPLES OF GOVERNMENT AND PUBLIC ADMINISTRATION.
This course will familiarize the student with political theory through the study of governments; public policies; and political processes, systems, and behavior. (Townview Law and Skyline)

Political Science I
TEA#: 13018300   GRADE: 9-12
DALLAS ISD#: 7587   CREDIT: 2
PREREQUISITE: PRINCIPLES OF GOVERNMENT AND PUBLIC ADMINISTRATION.
This course will familiarize the student with political theory through the study of governments; public policies; and political processes, systems, and behavior. (Townview Law and Skyline)

Political Science II
TEA#: 13018400   GRADE: 11-12
DALLAS ISD#: 7262   CREDIT: 1
PREREQUISITE: PRINCIPLES OF GOVERNMENT AND PUBLIC ADMINISTRATION AND POLITICAL SCIENCE II
This course uses a variety of methodological approaches to examine the process, systems, and political dynamics of the United States and other nations. The dynamic component of this course includes current United States and world events. (Townview Law and Skyline)

Revenue, Taxation, and Regulation
TEA#: 13018500   GRADE: 10-12
DALLAS ISD#: 7263   CREDIT: 1
PREREQUISITE: NONE.
Revenue, Taxation, and Regulation is an overview of law and investigative principles and follows agency procedures to examine evidence and ensure revenue compliance. In addition, students learn to facilitate clear and positive communication with taxpayers and become familiar with data analysis systems and revenue

Planning and Governance
TEA#: 13018700   GRADE: 10-12
DALLAS ISD#: 7264   CREDIT: 1
PREREQUISITE: NONE.
Revenue, Taxation, and Regulation is an overview of law and investigative principles and follows agency procedures to examine evidence and ensure revenue compliance. In addition, students learn to facilitate clear and positive communication with taxpayers and become familiar with data analysis systems and revenue. (Townview Law and Skyline)

National Security
TEA#: 13018800   GRADE: 10-12
DALLAS ISD#: 7265   CREDIT: 2
National Security introduces the students to the aspects of disaster management. The course includes engaging simulation exercises related to natural disasters, man-made disasters, and terroristic events. (Townview Law & Skyline)
Foreign Service and Diplomacy Security

TEA#: 13018900        GRADE: 10-12
DALLAS ISD#: 7266      CREDIT: 2

Foreign Service and Diplomacy provides the opportunity for students to investigate the knowledge and skills necessary for careers in foreign service. The course includes law, history, media communication, and international relations associated with the diplomatic environment. (Townview Law and Skyline)

Practicum in Local, State, and Federal Government

TEA#: 13019000        GRADE: 11-12
DALLAS ISD#: 7267      CREDIT: 2
PREREQUISITE: This course is recommended for students in Grade 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of courses in the Government and Public Administration cluster. Students concurrently learn advanced concepts of political science in the classroom setting. In addition, students will apply technical skills pertaining to government and public administration in a direct mentorship by individuals in professional settings such as government, public management and administration, national security, municipal planning, foreign service, revenue, taxation, and regulation. (Townview Law and Skyline)

Practicum in Local, State, and Federal Government II

TEA#: 13019010        GRADE: 12
DALLAS ISD#: 7268      CREDIT: 2
PREREQUISITE: This course is recommended for students in Grade 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of courses in the Government and Public Administration cluster. Students concurrently learn advanced concepts of political science in the classroom setting. In addition, students will apply technical skills pertaining to government and public administration in a direct mentorship by individuals in professional settings such as government, public management and administration, national security, municipal planning, foreign service, revenue, taxation, and regulation. (Townview Law and Skyline)
Health Science – High School Course Descriptions

Mental Health Problems and Solutions
TEA#: 12701500  GRADE: 11-12
DALLAS ISD#: 7424  CREDIT: .5
PREREQUISITE: DEPARTMENT AND TEACHER APPROVAL REQUIRED
Problems and Solutions is a project-based research course for students who have the ability to research a real-world problem. Students develop a project on a topic related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge, skills, and technologies in a variety of settings. This course is designed to provide students an opportunity to earn one advanced measure for the Distinguished Achievement Program (HSHP-only).

Pharmacology Problems & Solutions
TEA#: 12701510  GRADE: 12
DALLAS ISD#: 7425  CREDIT: .5
PREREQUISITE: HEALTH SCIENCE TECHNOLOGY I, BIOLOGY, CHEMISTRY.
This course provides students with knowledge and skills in the classification and study of pharmacological agents to understand the treatment, care, and restoration of the client’s health. Students explore the practical applications of mathematics related to the disease process, dosage calculations, and interaction in therapeutic care. (Bryan Adams, Conrad, Pinkston, HSHP)

Principles of Health Science
TEA#: 13020200  GRADE: 9-11
DALLAS ISD#: 7426  CREDIT: 1
PREREQUISITE: NONE.
Introduction to Health Science Technology is designed to give an overview of the therapeutic, diagnostic, environmental, and information systems of the health care industry. The course focuses on health careers, exploration, leadership development, ethical and legal responsibilities, history of health care and the economics of health care. Students develop a concept of health and wellness from the perspective of a health consumer as well as a potential health professional. (Bryan Adams, Conrad, Pinkston, HSHP)

Medical Terminology
TEA#: 13020300  GRADE: 9-12
DALLAS ISD#: 7427  CREDIT: .5
PREREQUISITE: NONE.
This course is designed to develop a working knowledge of the language of medicine. Students acquire word building skills by learning prefixes, suffixes, roots, and abbreviations. By relating terms to body systems, students identify proper use of words in a medical environment. Knowledge of medical terminology enhances the student’s ability to successfully secure employment or pursue advanced education in health care. (Bryan Adams, Conrad, Pinkston, Seagoville, HSHP)

Health Science
TEA#: 13020400  GRADE: 10-12
DALLAS ISD#: 7428  CREDIT: 2
PREREQUISITE: PRINCIPLES OF HEALTH SCIENCE
This course provides the same knowledge and skills as the one credit course, but offers additional time for more extensive projects and simulation activities. Students are encouraged to enroll in Anatomy and Physiology. (Bryan Adams, Conrad, Pinkston)

Health Science
TEA#: 13020400  GRADE: 12
DALLAS ISD#: 7538  CREDIT: 1
PREREQUISITE: PRINCIPLES OF HEALTH SCIENCE
This course provides the same knowledge and skills as the one credit course, but offers additional time for more extensive projects and simulation activities. Students are encouraged to enroll in Anatomy and Physiology.
Health Science
TEA#: 13020400 GRADE: 11-12
DALLAS ISD#: 7539 CREDIT: 2
PREREQUISITE: PRINCIPLES OF HEALTH SCIENCE
This course provides the same knowledge and skills as the one credit course, but offers additional time for more extensive projects and simulation activities. Students are encouraged to enroll in Anatomy and Physiology. DC

Health Science
TEA#: 13020400 GRADE: 10-11
DALLAS ISD#: 7429 CREDIT: 1
PREREQUISITE: PRINCIPLES OF HEALTH SCIENCE
This course is designed to develop health-care-specific knowledge and skills in effective communications, ethical and legal responsibilities, client care, safety, first aid, and CPR. This course prepares the student for the transition to clinical or work-based experiences in health care. Students are encouraged to enroll in Anatomy and Physiology. (Bryan Adams, Conrad, Pinkston)

Health Science Clinical
TEA# 13020400 GRADE: 10
DALLAS ISD# 7430 CREDIT: 1
PREREQUISITE: PRINCIPLES OF HEALTH SCIENCE
This course is designed to develop health-care-specific knowledge and skills in effective communications, ethical and legal responsibilities, client care, safety, first aid, and CPR. This course engages the student in clinical experiences in health care. This course counts as Health Education graduation requirement. Students are encouraged to enroll in Anatomy and Physiology. (HSHP)

Health Science Diagnostic
TEA#: 13020400 GRADE: 10
DALLAS ISD#: 7431 CREDIT: 1
PREREQUISITE: PRINCIPLES OF HEALTH SCIENCE
This course is designed to develop health-care-specific knowledge and skills in effective communications, ethical and legal responsibilities, client care, safety, first aid, and CPR. This course prepares the student for the transition to clinical experiences in health care. This course counts as Health Education graduation requirement. Students are encouraged to enroll in Anatomy and Physiology. (HSHP-only)

Adm. Medical Assistant Practicum I
TEA#: 13020500 GRADE: 11
DALLAS ISD#: 7432 CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to the area of Adm. Medical Assisting. Students will have hands-on experiences for continued knowledge and skill development. (HSHP-only)

Dental Assistant Practicum I
TEA#: 13020500 GRADE: 11
DALLAS ISD#: 7433 CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to the area of Dental Assisting. Students will have hands-on experiences for continued knowledge and skill development. (HSHP-only)

Dental Technician Practicum I
TEA#: 13020500 GRADE: 11
DALLAS ISD#: 7434 CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to the area of Dental Technician. Students will have hands-on experiences for continued knowledge and skill development. (HSHP-only)
Practicum in Health Science
TEA#: 13020500  GRADE: 11-12
DALLAS ISD#: 7435  CREDIT: 2
PREREQUISITE: HEALTH SCIENCE.
This course is designed to provide for the development of multi-occupational knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. (Bryan Adams, Conrad, Pinkston)

Clinical Medical Assistant Practicum I
TEA#: 13020500  GRADE: 11
DALLAS ISD#: 7436  CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to the area of Clinical Medical Assisting. Students will have hands-on experiences for continued knowledge and skill development. (HSHP-only)

Medical Lab I Practicum I
TEA#: 13020500  GRADE: 11
DALLAS ISD#: 7437  CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to the area of the Medical Lab. Students will have hands-on experiences for continued knowledge and skill development. (HSHP-only)

Nursing Assistant Practicum I
TEA#: 13020500  GRADE: 11
DALLAS ISD#: 7438  CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to the area of Nursing Assisting. Students will have hands-on experiences for continued knowledge and skill development. (HSHP-only)

Therapy Careers Practicum I
TEA#: 13020500  GRADE: 11
DALLAS ISD#: 7439  CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to the area of Medical Therapy. Students will have hands-on experiences for continued knowledge and skill development. (HSHP-only)

Veterinarian Assistant I Practicum I
TEA#: 13020500  GRADE: 11
DALLAS ISD#: 7440  CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to the area of Veterinarian Assisting. Students will have hands-on experiences for continued knowledge and skill development. (HSHP-only)

Veterinarian Assistant I Practicum I
TEA#: 13020500  GRADE: 12
DALLAS ISD#: 7441  CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to the area of Veterinarian Assisting. Students will have hands-on experiences for continued knowledge and skill development. (HSHP-only)

Dental Assistant Practicum II
TEA#: 13020510  GRADE: 11
DALLAS ISD#: 7442  CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to the area of Dental Assisting. Students will have hands-on experiences for continued knowledge and skill development. (HSHP-only)
Dental Technician Practicum II
TEA#: 13020510 GRADE: 12
DALLAS ISD#: 7443 CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to the area of the Dental Technician. Students will have hands-on experiences for continued knowledge and skill development. (HSHP-only)

EMT Practicum II
TEA#: 13020510 GRADE: 12
DALLAS ISD#: 7444 CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to the area of the EMT. Students will have hands-on experiences for continued knowledge and skill development. (HSHP-only)

Practicum in Health Science II
TEA#: 13020510 GRADE: 12
DALLAS ISD#: 7445 CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. (Conrad)

Clinical Medical Assistant Practicum II
TEA#: 13020510 GRADE: 12
DALLAS ISD#: 7446 CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to the area of Clinical Medical Assisting. Students will have hands-on experiences for continued knowledge and skill development. (HSHP)

Medical Lab I Practicum II
TEA#: 13020510 GRADE: 12
DALLAS ISD#: 7447 CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to the area of the Medical Lab. Students will have hands-on experiences for continued knowledge and skill development. (HSHP-only)

Medical Lab II Practicum II
TEA#: 13020510 GRADE: 12
DALLAS ISD#: 7448 CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to the area of the Medical Lab. Students will have hands-on experiences for continued knowledge and skill development. (HSHP-only)

Nursing Assistant Practicum II
TEA#: 13020510 GRADE: 12
DALLAS ISD#: 7449 CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to the area of Nursing Assisting. Students will have hands-on experiences for continued knowledge and skill development. (HSHP-only)

Therapy Careers Practicum II
TEA#: 13020510 GRADE: 12
DALLAS ISD#: 7450 CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to the area of Medical Therapy. Students will have hands-on experiences for continued knowledge and skill development. (HSHP-only)
Veterinarian Assistant II Practicum II

TEA#: 13020510  GRADE: 12
DALLAS ISD#: 7451  CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to the area of Veterinarian Assisting. Students will have hands-on experiences for continued knowledge and skill development. (HSHP-only)

Dental Assistant I Practicum II

TEA#: 13020510  GRADE: 12
DALLAS ISD#: 7452  CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to the area of Dental Assisting. Students will have hands-on experiences for continued knowledge and skill development. (HSHP-only)

Dental Technician I Practicum II

TEA#: 13020510  GRADE: 12
DALLAS ISD#: 7453  CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to the area of Dental Technician. Students will have hands-on experiences for continued knowledge and skill development. (HSHP-only)

Adm. Medical Assistant Practicum II

TEA#: 13020510  GRADE: 12
DALLAS ISD#: 7454  CREDIT: 2
PREREQUISITE: HEALTH SCIENCE
This course is designed to provide for the development of occupational knowledge and skills related to the area of Adm. Medical Assisting. Students will have hands-on experiences for continued knowledge and skill development. (HSHP-only)

Anatomy and Physiology

TEA#: 13020600  GRADE: 10 - 12
DALLAS ISD#: 7455  CREDIT: 1
PREREQUISITE: NONE.
In this course, students conduct laboratory investigations and fieldwork, use scientific methods during investigations, and make informed decisions using critical thinking and problem solving. Topics will be presented through an integration of biology, chemistry, and physics. Students study the structures and functions of the human body and body systems and will investigate the body’s responses to forces, maintenance of homeostasis, electrical interactions, transport systems, and energy systems. This course must include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry and counts as a science credit.

Pathophysiology

TEA#: 13020800  GRADE: 11-12
DALLAS ISD#: 7456  CREDIT: 1
PREREQUISITE: BIOLOGY, CHEMISTRY, ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS.
In this course students conduct laboratory investigations and fieldwork, use scientific methods during investigations, and make informed decisions using critical thinking and problem solving. Students study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of diseases. Students will differentiate between normal and abnormal physiology. The course must include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry and counts as a science credit. (Bryan Adams, Conrad, Pinkston, HSHP)

Biotechnology

TEA#: 13036300  GRADE: 11–12
DALLAS ISD#: 7457  CREDIT: 2
PREREQUISITE: CONCEPTS OF ENGINEERING AND TECHNOLOGY
This course provides an overview of biotechnology, bioengineering, and related fields. Topics include genetics, cell structure, proteins, nucleic acids, and the impact of immunological events in biotechnology. Students further study the increasingly important agricultural, environmental, economic, and political roles of bioenergy and biological remediation; the roles of Nano science and nanotechnology in biotechnology medical research; and future trends in biological science and biotechnology. (HSHP, Conrad)
Advanced Biotechnology

TEA# 13036400 GRADE: 11–12
DALLAS ISD# 7177 CREDIT: 1
PREREQUISITE: BIOLOGY AND CHEMISTRY. TO RECEIVE CREDIT IN SCIENCE, STUDENTS MUST MEET THE 40% LABORATORY AND FIELDWORK REQUIREMENT IDENTIFIED §74.3(b)(2)(C) IN OF THIS TITLE (RELATED TO DESCRIPTION OF A REQUIRED SECONDARY CURRICULUM).

Students enrolled in this course apply advanced academic knowledge and skills to the emerging fields of biotechnology such as agricultural, medical, regulatory, and forensics. Students have the opportunity to use sophisticated laboratory equipment, perform statistical analysis, and practice quality-control techniques in the study of a variety of topics that include structures and functions of cells, nucleic acids, proteins, and genetics. (Science & Engineering, Health Professions)

Principles of Biomedical Science (PLTW)

TEA#: N1302092 RECOMMENDED GRADE(S): 9
DALLAS ISD#: 7165 Credit: 1
PREREQUISITE: NONE

Students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

Human Body Systems (PLTW)

TEA#: N1302093 RECOMMENDED GRADE(S): 10
DALLAS ISD#: 7505 Credit: 1
PREREQUISITE: NONE

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

Medical Interventions (PLTW)

TEA#: N1302094 RECOMMENDED GRADE(S): 11
DALLAS ISD#: 7521 Credit: 1
PREREQUISITE: NONE

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

Capstone Course

Biomedical Innovation (PLTW)

TEA#: N1302095 RECOMMENDED GRADE(S): 12
DALLAS ISD#: 7522 Credit: 1
PREREQUISITE: NONE

Students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.

Normal Speech and Language Development

TEA# N1302098 GRADE: 10- 12
DALLAS ISD# 7577 CREDIT: 1
This course is designed to provide understanding of typical development of advanced knowledge and skills related to speech and language acquisition and growth of typically developing children. Students explore the basic human communication processes, including the biological, neurological, psychological, developmental and cultural bases of human communication expressed both nonverbally and verbally through speech production. (Townview)

**Introduction to Communication Disorders**

TEA# N1302099   GRADE: 10-12  
DALLAS ISD# 7573  CREDIT: 1  
RECOMMENDED PREREQUISITE: PRINCIPLES OF HEALTH SCIENCE  
This course is designed to provide an overview of communication disorders in preschool and school-age children and adults in the areas of speech sound production, fluency of speech (stuttering), voice, and language. Students will explore etiology, identification and treatment of these communication disorders. (Townview)

**Introduction to Speech Language Pathology and Audiology**

TEA# N1302100   GRADE: 10-12  
DALLAS ISD# 7583  CREDIT: 1  
RECOMMENDED PREREQUISITE: PRINCIPLES OF HEALTH SCIENCE  
This course is designed to provide an overview of the professions that specialize in communication disorders-speech-language pathology, audiology, and hearing. Students demonstrate knowledge and understanding of the nature of communication disorders and differences, including their etiologies, characteristics, anatomical/physical, acoustic, psychological, developmental, and cultural and linguistic parameters. (Townview)
Hospitality and Tourism – High School Course Descriptions

CTED- Principles of Hospitality and Tourism
TEA#: 13022200  GRADE: 10
DALLAS ISD#: 7269  CREDIT: 1
RECOMMENDED PREREQUISITE: None
This course provides an overview of the hospitality and tourism industry. Students look at past, present, and future industry factors. During the course students receive exposure to all segments of the industry including transportation, lodging, attractions, resorts, restaurants, and food and beverage. Students consider the economic and environmental impacts of both domestic and international travel, as well as learn about the basics of selling and marketing in the hospitality and tourism. Upon completion of the course, students should demonstrate an understanding of potential employment opportunities within the industry. (MCMC)

Principles of Hospitality and Tourism
TEA#: 13022200  GRADE: 9-10
DALLAS ISD#: 7270  CREDIT: 1
RECOMMENDED PREREQUISITE: None
This course provides an overview of the hospitality and tourism industry and may introduce students to the National Academy Foundation curriculum. Students look at past, present, and future industry factors. During the course students receive exposure to all segments of the industry including transportation, lodging, attractions, resorts, restaurants, and food and beverage. Students consider the economic and environmental impacts of both domestic and international travel, as well as learn about the basics of selling and marketing in the hospitality and tourism. Upon completion of the course, students should demonstrate an understanding of potential employment opportunities within the industry.

Hotel Management
TEA#: 13022300  GRADE: 10-12
DALLAS ISD#: 7271  CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF HOSPITALITY AND TOURISM
This in-depth study of the lodging industry includes departments such as front desk and reservations, food and beverage, housekeeping and maintenance, and human resources and accounting. The course will allow students to investigate techniques in communication, leadership, management information systems, and hospitality marketing. Students become familiar with each phase of marketing to build brand awareness, research the competition, assess marketing niches, and understand the hotel customers' needs. Students are encouraged to participate in and compete in career and technical student organizations. (Bryan Adams, Conrad, Thomas Jefferson, Kimball, Woodrow Wilson, Skyline)

Restaurant Management
TEA#: 13022400  GRADE: 10-12
DALLAS ISD#: 7272  CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF HOSPITALITY AND TOURISM
This course emphasizes the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. Additionally, the course provides insight into the operation of a well-run restaurant.

Travel and Tourism Management
TEA#: 13022500  GRADE: 10-12
DALLAS ISD#: 7273  CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF HOSPITALITY AND TOURISM
This course incorporates management principles and procedures of destination geography, airlines, cruising, and tour operations. Students develop skills and knowledge required to plan sports, entertainment, and special events. The course will also examine environmental and socioeconomic impacts of tourism development as it relates to ecotourism. (Conrad, Thomas Jefferson, Kimball, Woodrow Wilson, Skyline)

CTED- Culinary Arts
TEA#: 13022600  GRADE: 10
DALLAS ISD#: 7274  CREDIT: 2
RECOMMENDED PREREQUISITE: PRINCIPLES OF HOSPITALITY AND TOURISM
This laboratory-based course begins with the fundamentals and principles of the art of food preparation and includes management and production skills and techniques. Students can pursue a national sanitation certification and other appropriate industry certifications. (MCMC)

Culinary Arts
TEA# 13022600  GRADE: 10-12
DALLAS ISD# 7275  CREDIT: 1  
RECOMMENDED PREREQUISITE: PRINCIPLES OF HOSPITALITY AND TOURISM  
This laboratory-based course begins with the fundamentals and principles of the art of food preparation and includes management and production skills and techniques. Students can pursue a national sanitation certification and other appropriate industry certifications.

Culinary Arts  
TEA# 13026200  GRADE: 10-12  
DALLAS ISD# 7276  CREDIT: 2  
RECOMMENDED PREREQUISITE: PRINCIPLES OF HOSPITALITY AND TOURISM  
This laboratory-based course begins with the fundamentals and principles of the art of food preparation and includes management and production skills and techniques. Students can pursue a national sanitation certification and other appropriate industry certifications.  
(Bryan Adams, Conrad, Molina, Thomas Jefferson, Wilson, Skyline, HSHP)

CTED-Practicum in Culinary Arts I  
TEA# 13022700  GRADE: 11-12  
DALLAS ISD# 7278  CREDIT: 3  
PREREQUISITE: CULINARY ARTS  
This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instructions with actual business and industry career experiences within the lab. (MCMC)

Practicum in Culinary Arts I  
TEA# 13022700  GRADE: 11-12  
DALLAS ISD# 7278  CREDIT: 2  
PREREQUISITE: CULINARY ARTS  
This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instructions with actual business and industry career experiences within the lab. (HSHP, Conrad)

Practicum in Culinary Arts I  
TEA# 13022700  GRADE: 11-12  
DALLAS ISD# 7279  CREDIT: 3  
PREREQUISITE: CULINARY ARTS  
This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instructions with actual business and industry career experiences within the lab. (Conrad, Bryan Adams, Molina, Thomas Jefferson, Skyline, HSHP)

CTED- Practicum in Culinary Arts II  
TEA# 13022710  GRADE: 11-12  
DALLAS ISD# 7280  CREDIT: 3  
PREREQUISITE: PRACTICUM IN CULINARY ARTS I  
Advanced practicum that furthers the occupationally specific learning experience beyond the Practicum in Culinary Arts I. Students may participate in an internship within the food industry. (MCMC)

Practicum in Culinary Arts II  
TEA# 13022710  GRADE: 12  
DALLAS ISD# 7281  CREDIT: 2  
PREREQUISITE: PRACTICUM IN CULINARY ARTS I  
Advanced practicum that furthers the occupationally specific learning experience beyond the Practicum in Culinary Arts I. Students may participate in an internship within the food industry. (Conrad, HSHP)

Practicum in Culinary Arts II  
TEA# 13022710  GRADE: 12  
DALLAS ISD# 7282  CREDIT: 3  
PREREQUISITE: PRACTICUM IN CULINARY ARTS I  
Advanced practicum that furthers the occupationally specific learning experience beyond the Practicum in Culinary Arts I. Students may participate in an internship within the food industry. (Skyline, Conrad, HSHP)
CTED- Hospitality Services

TEA# 13022800  GRADE: 10
DALLAS ISD# 7283  CREDIT: 2
RECOMMENDED PREREQUISITE: HOTEL MANAGEMENT OR TRAVEL AND TOURISM MANAGEMENT
Hospitality Services provides students with the academic and technical preparation to pursue high-demand and high-skill careers in the hospitality industry. This course introduces students to the concept of service as a critical component of a hospitality or tourism business. Students analyze good and poor customer service through exploring communication skills and using problem-solving models which integrate hands-on and project based learning. (MCMC)

Hospitality Services

TEA# 13022800  GRADE: 10-12
DALLAS ISD# 7284  CREDIT: 1
RECOMMENDED PREREQUISITE: HOTEL MANAGEMENT OR TRAVEL AND TOURISM MANAGEMENT
Hospitality Services provides students with the academic and technical preparation to pursue high-demand and high-skill careers in the hospitality industry. This course introduces students to the concept of service as a critical component of a hospitality or tourism business. Students analyze good and poor customer service through exploring communication skills and using problem-solving models which integrate hands-on and project based learning. (Conrad, Thomas Jefferson, Kimball, Woodrow Wilson, Skyline)

CTED- Practicum in Hospitality & Tourism I

TEA# 13022900  GRADE: 11-12
DALLAS ISD# 7285  CREDIT: 3
RECOMMENDED PREREQUISITE: HOSPITALITY SERVICES
Practicum in Hospitality Services integrates academic and career technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace. (MCMC)

Practicum in Hospitality & Tourism

TEA# 13022900  GRADE: 11-12
DALLAS ISD# 7286  CREDIT: 2
RECOMMENDED PREREQUISITE: HOSPITALITY SERVICES
Practicum in Hospitality Services integrates academic and career technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace. (Conrad, Thomas Jefferson, Kimball, Woodrow Wilson, Skyline, Townview)

CTED-Practicum in Hospitality & Tourism II

TEA# 13022910  GRADE: 11-12
DALLAS ISD# 7287  CREDIT: 3
RECOMMENDED PREREQUISITE: HOSPITALITY SERVICES
Practicum in Hospitality Services integrates academic and career technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace. (MCMC)

CTED-Practicum in Hospitality & Tourism II

TEA# 13022910  GRADE: 12
DALLAS ISD# 7288  CREDIT: 2
RECOMMENDED PREREQUISITE: HOSPITALITY SERVICES
Practicum in Hospitality Services integrates academic and career technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace. (Conrad, Thomas Jefferson, Kimball, Woodrow Wilson, Skyline, Townview)

Food Science

TEA# 13023000  GRADE: 11-12
DALLAS ISD# 7289  CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF HOSPITALITY AND TOURISM.
In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public.
Human Services – High School Course Descriptions

Problems and Solutions in Human Services
TEA# 12701500  GRADE: 12
DALLAS ISD# 7290  CREDIT: 1
PREREQUISITE: DEPARTMENT AND TEACHER APPROVAL REQUIRED
Problems and Solutions is a project-based research course for students who have the ability to research a real-world problem. Students develop a project on a topic related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge, skills, and technologies in a variety of settings. This course is designed to provide students an opportunity to earn one advanced measure for the Distinguished Achievement Program. (Sky, TV)

Principles of Human Services
TEA# 13024200  GRADE: 9-10
DALLAS ISD# 7291  CREDIT: 1
PREREQUISITE: NONE
This laboratory course will introduce students to and enable them to investigate careers in human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Students are encouraged to participate in extended learning experiences.

Dollars and Sense
TEA# 13024300  GRADE: 11-12
DALLAS ISD# 5143  CREDIT: .5
RECOMMENDED PREREQUISITE FOR STUDENTS IN THE HUMAN SERVICES
This course focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers.

Interpersonal Studies
TEA# 13024400  GRADE: 10 - 12
DALLAS ISD# 7292  CREDIT: .5
RECOMMENDED PREREQUISITE FOR STUDENTS IN THE HUMAN SERVICES
This course examines family studies and human development to enhance personal development and relationships in order to enable students to pursue careers related to counseling and mental health services. Students are encouraged to participate in extended learning experiences.

Lifetime Nutrition and Wellness
TEA# 13024500  GRADE: 9-12
DALLAS ISD# 7294  CREDIT: 1
RECOMMENDED PREREQUISITE: NONE
In this laboratory course students investigate and practice concepts concerning lifetime nutrition and wellness, such as the nutritive value of food, the relationship between activity levels and caloric intake, weight management, diet-related disease management, food allergies, digestion, metabolism, balanced diets, food safety and sanitation, nutrient retentive and diet specific food preparation methods, and careers in the field of nutrition.

Counseling & Mental Health
TEA# 13024600  GRADE: 11-12
DALLAS ISD# 7295  CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF HUMAN SERVICES

Navigate to the General Overview  Navigate to the Table of Contents
Students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and responsibilities, limitations, and the implications of their actions.

**Child Development**

TEA# 13024700
GRADE: 10-12
DALLAS ISD# 7296
CREDIT: 1

RECOMMENDED PREREQUISITE FOR STUDENTS IN THE HUMAN SERVICES, PRINCIPLES OF HOSPITALITY AND TOURISM, PRINCIPLES OF HEALTH SCIENCE, OR PRINCIPLES OF EDUCATION AND TRAINING

This science-based technical laboratory course addresses skills and knowledge needed to understand the growth and development of the fetus to the school-age child. Students learn skills to promote the well-being and healthy development of children through studies of parenting responsibilities, prenatal care and development, physical, social, emotional and intellectual needs of children, brain development, care and protection, nutrition, special needs and the role of play in child development. Students interested in the medical field as well as careers in education or the care of children would benefit from this course.

**Child Guidance**

TEA# 13024800
GRADE: 10-12
DALLAS ISD# 7297
CREDIT: 2

RECOMMENDED PREREQUISITE FOR STUDENTS IN THE HUMAN SERVICES, ENCOURAGED FOR STUDENTS IN THE CHILD GUIDANCE CAREER PATHWAY/CLUSTER, PRINCIPLES OF HEALTH SCIENCE, OR PRINCIPLES OF EDUCATION AND TRAINING

This course introduces and examines careers and job skills related to working with young children. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, and manage multiple adult roles. Additionally, students study the legal rights and responsibilities involved in caring for children as parent and as a professional caregiver. Students in this course may pursue careers related to the care, guidance, and education of young children, including those with special needs.

**Family and Community Services**

TEA# 13024900
GRADE: 11
DALLAS ISD# 7299
CREDIT: 1

RECOMMENDED PREREQUISITE: PRINCIPLES OF HUMAN SERVICES

This laboratory-based course is designed to involve students in realistic and meaningful community-based activities through direct service experiences. Students are provided opportunities to interact and provide services to individuals, families, and the community through community or volunteer services. Students are encouraged to participate in extended learning experiences.

**Family and Community Services**

TEA# 13024900
GRADE: 10-12
DALLAS ISD# 7300
CREDIT: .5

RECOMMENDED PREREQUISITE: PRINCIPLES OF HUMAN SERVICES

This laboratory-based course is designed to involve students in realistic and meaningful community-based activities through direct service experiences. Students are provided opportunities to interact and provide services to individuals, families, and the community through community or volunteer services. Students are encouraged to participate in extended learning experiences.

**Practicum in Human Services I**

TEA# 13025000
GRADE: 11-12
DALLAS ISD# 7301
CREDIT: 2

RECOMMENDED PREREQUISITE: PRESCHOOL- PRINCIPLES OF EDUCATION AND TRAINING, CHILD GUIDANCE SOCIAL SERVICES PRINCIPLES OF HUMAN SERVICES, INTERPERSONAL STUDIES, MONEY MATTERS, LIFETIME NUTRITION & WELLNESS CHILD DEVELOPMENT

Practicum in Hospitality Services integrates academic and career technical education; provides more interdisciplinary instruction; and
supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace. (Skyline, Townview, Adamson, Seagoville)

Practicum in Human Services II

TEA#: 13025010       GRADE: 12
DALLAS ISD#: 7302       CREDIT: 3
RECOMMENDED PREREQUISITE: PRESCHOOL- PRINCIPLES OF EDUCATION AND TRAINING, CHILD GUIDANCE SOCIAL SERVICES PRINCIPLES OF HUMAN SERVICES, INTERPERSONAL STUDIES, MONEY MATTERS, LIFETIME NUTRITION & WELLNESS CHILD DEVELOPMENT

Practicum in Hospitality Services integrates academic and career technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace. (Skyline, Townview, Adamson, Seagoville)

Introduction to Cosmetology

TEA#: 13025100       GRADE: 9
DALLAS ISD#: 7303       CREDIT: 1
PREREQUISITE: NONE

Students explore areas such as bacteriology, sterilization and sanitation, hair styling, manicuring, shampooing and the principles of hair cutting, hair styling, hair coloring, skin care, and facial makeup. The student researches careers in the personal care services industry. To prepare for success, students must have skills relative to this industry, as well as academic knowledge and skills. Students may begin to earn clock hours toward state licensing requirements (Skyline)

Cosmetology I

TEA#: 13025200       GRADE: 10
DALLAS ISD#: 7304       CREDIT: 3
PREREQUISITE: INTRODUCTION TO COSMETOLOGY

Students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Analysis of career opportunities, requirements, expectations, and development of workplace skills are included. (Skyline)

Cosmetology II

TEA#: 13025300       GRADE: 11
DALLAS ISD#: 7305       CREDIT: 3
PREREQUISITE: INTRODUCTION TO COSMETOLOGY, COSMETOLOGY I

Students review academic knowledge and skills related to cosmetology. This course is designed to provide advanced training for employment in cosmetology careers. Instruction includes advanced training in sterilization and sanitation processes, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Students apply, combine, and justify knowledge and skills to a variety of settings and problems. (Skyline)

Parenting Education For School Age Parents I

TEA#: N1302536       GRADE: 7-8
DALLAS ISD#: 7306       CREDIT: 1
PREREQUISITE: STUDENT MUST BE A PARENT OR EXPECTING. THIS IS A MIDDLE SCHOOL COURSE THAT RECEIVES HIGH SCHOOL CREDIT.

This course is designed to meet the needs and interests of school age parents. Instruction addresses knowledge and skills related to the development care, and guidance of infants and children from the parental perspective.

Parenting Education for School Age Parents I

TEA#: N1302536       GRADE: 9-12
DALLAS ISD#: 7307       CREDIT: 1
PREREQUISITE: STUDENT MUST BE A PARENT OR EXPECTING

This course is designed to meet the needs and interests of school age parents. Instruction addresses knowledge and skills related to the development care, and guidance of infants and children from the parental perspective.

Parenting Education for School Age Parents II

TEA#: N1302537       GRADE: 9-12
DALLAS ISD#: 7308  CREDIT: 1
PREREQUISITE: STUDENT MUST BE A PARENT OR EXPECTING AND HAD TAKEN PARENTING ED FOR SCHOOL AGE PARENTS I
This course is designed to meet the needs and interests of school age parents. Instruction addresses knowledge and skills related to the development care, and guidance of infants and children from the parental perspective.

Child Development (DC)
TEA# 13024700  GRADE: 10-12
DALLAS ISD# 7548  CREDIT: 1
RECOMMENDED PREREQUISITE FOR STUDENTS IN THE HUMAN SERVICES, PRINCIPLES OF HOSPITALITY AND TOURISM, PRINCIPLES OF HEALTH SCIENCE, OR PRINCIPLES OF EDUCATION AND TRAINING
This science-based technical laboratory course addresses skills and knowledge needed to understand the growth and development of the fetus to the school-age child. Students learn skills to promote the well-being and healthy development of children through studies of parenting responsibilities, prenatal care and development, physical, social, emotional and intellectual needs of children, brain development, care and protection, nutrition, special needs and the role of play in child development. Students interested in the medical field as well as careers in education or the care of children would benefit from this course. (Adamson, Skyline, Townview, W.T. White)

Child Development (DC) 1
TEA# 13024700  GRADE: 10-12
DALLAS ISD# 5067  CREDIT: 1
RECOMMENDED PREREQUISITE FOR STUDENTS IN THE HUMAN SERVICES, PRINCIPLES OF HOSPITALITY AND TOURISM, PRINCIPLES OF HEALTH SCIENCE, OR PRINCIPLES OF EDUCATION AND TRAINING
This science-based technical laboratory course addresses skills and knowledge needed to understand the growth and development of the fetus to the school-age child. Students learn skills to promote the well-being and healthy development of children through studies of parenting responsibilities, prenatal care and development, physical, social, emotional and intellectual needs of children, brain development, care and protection, nutrition, special needs and the role of play in child development. Students interested in the medical field as well as careers in education or the care of children would benefit from this course. (Adamson, Skyline, Townview, W.T. White)

Child Development (DC) 2
TEA# 13024700  GRADE: 10-12
DALLAS ISD# 5072  CREDIT: 1
RECOMMENDED PREREQUISITE FOR STUDENTS IN THE HUMAN SERVICES, PRINCIPLES OF HOSPITALITY AND TOURISM, PRINCIPLES OF HEALTH SCIENCE, OR PRINCIPLES OF EDUCATION AND TRAINING
This science-based technical laboratory course addresses skills and knowledge needed to understand the growth and development of the fetus to the school-age child. Students learn skills to promote the well-being and healthy development of children through studies of parenting responsibilities, prenatal care and development, physical, social, emotional and intellectual needs of children, brain development, care and protection, nutrition, special needs and the role of play in child development. Students interested in the medical field as well as careers in education or the care of children would benefit from this course. (Adamson, Skyline, Townview, W.T. White)
Information Technology – High School Course Descriptions

Principles of Information Technology
TEA#: 13027200  GRADE: 9-10
DALLAS ISD#: 7309  CREDIT: 1
PREREQUISITE: NONE
In this course students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

Computer Maintenance
TEA#: 13027300  GRADE: 10-11
DALLAS ISD#: 7310  CREDIT: 2
RECOMMENDED PREREQUISITE: PRINCIPLES OF INFORMATION TECHNOLOGY
In this course students acquire principles of computer maintenance, including electrical and electronic theory, computer hardware principles, and broad level components related to the installation, diagnosis, service, and repair of computer systems. To prepare for success, students must have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Telecommunications and Networking
TEA#: 13027400  GRADE: 9-12
DALLAS ISD#: 7311  CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF INFORMATION TECHNOLOGY AND COMPUTER MAINTENANCE
In this course students develop knowledge of the concepts and skills related to telecommunications and data networking technologies and practices in order to apply them to personal or career development. To prepare for success, students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Computer Technician
TEA#: 13027500  GRADE: 11-12
DALLAS ISD#: 7312  CREDIT: 2
RECOMMENDED PREREQUISITE: PRINCIPLES OF INFORMATION TECHNOLOGY AND TELECOMMUNICATIONS AND NETWORKING
In this course students gain knowledge and skills in the area of computer technologies, including advanced knowledge of electrical and electronic theory, computer principles, and components related to the installation, diagnosis, service, and repair of computer-based technology systems. Students reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems. Proper use of analytical skills and application of information technology concepts and standards are essential to prepare students for success in a technology-driven society. The critical thinking, information technology experience, and product development may be conducted either in a classroom setting with an instructor, with an industry mentor, or both.

Computer Programming
TEA#: 13027600  GRADE: 10-12
DALLAS ISD#: 7313  CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF INFORMATION TECHNOLOGY
In this course students acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as it relates to computer programming. Students apply technical skills to address business applications of emerging technologies.

Advanced Computer Programming
TEA#: 13027700  GRADE: 11-12
DALLAS ISD#: 7314  CREDIT: 2
RECOMMENDED PREREQUISITE: PRINCIPLES OF INFORMATION TECHNOLOGY AND COMPUTER PROGRAMMING
In this course students expand their knowledge and skills in structured programming techniques and concepts by addressing more complex problems and developing comprehensive programming solutions. Students analyze the social responsibility of business and industry regarding the significant issues relating to environment, ethics, health, safety, and diversity in society and in the workplace as it relates to computer programming. Students apply technical skills to address business applications of emerging technologies.
Digital & Interactive Media

TEA#: 13027800  GRADE: 9-12
DALLAS ISD#: 7315  CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF INFORMATION TECHNOLOGY

Through the study of digital and interactive media and its application in information technology, students analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.

Web Technologies

TEA#: 13027900  GRADE: 11-12
DALLAS ISD#: 7316  CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF INFORMATION TECHNOLOGY

Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.

Research in Information Technology Solutions

TEA#: 13028000  GRADE: 11-12
DALLAS ISD#: 7317  CREDIT: 2
RECOMMENDED PREREQUISITE: A MINIMUM OF TWO HIGH SCHOOL INFORMATION TECHNOLOGY COURSES

In this course students gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of information technology concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, information technology experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid internship, or as career preparation. (Samuell, Sunset, Woodrow Wilson, Conrad, Madison, SOC, Spruce, North Dallas)

Research in Information Technology Solutions II

TEA#: 13028010  GRADE: 12
DALLAS ISD#: 7318  CREDIT: 2
RECOMMENDED PREREQUISITE: A MINIMUM OF TWO HIGH SCHOOL INFORMATION TECHNOLOGY COURSES

In this course students gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of information technology concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, information technology experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid internship, or as career preparation. (Samuell, Sunset, Woodrow Wilson, Conrad, Madison)

Database Fundamentals

TEA#: N1302801  GRADE: 11
DALLAS ISD#: 7319  CREDIT: 1
PREREQUISITE: PRINCIPLES OF INFORMATION TECHNOLOGY

In this course, students learn to analyze complex business scenarios and create a data model, a conceptual representation of an organization’s information. (Smith)

Database Programming

TEA#: N1302802  GRADE: 12
DALLAS ISD#: 7320  CREDIT: 1
PREREQUISITE: DATABASE FUNDAMENTALS

In this course, students implement their database design by creating a physical database using SQL, the industry-standard database programming language. Upon completion of this course, students have the opportunity to sit for the first of two exams required to earn the Oracle Certified Associate. (Smith)

Internetworking Technology I

TEA#: N1302803  GRADE: 10-12
DALLAS ISD#: 7321  CREDIT: 1
RECOMMENDED PREREQUISITE: TECHNICAL READING SKILLS, COMPUTER PROFICIENCY, PRIOR COURSES IN ELECTRONICS AND/OR COMPUTER SCIENCE, INSTRUCTOR APPROVAL.

This is a technical course primarily designed for students within the Cisco Networking Academy® who are looking for career-oriented IT-skills instruction or a quick path to job entry and career exploration. These courses comprise the first year of a two-year preparatory program in which students will follow a rigorous course of instruction. This curriculum presents basic networking education to equip students with knowledge and skills that can be applied toward entry-level careers in IT networking CCENT™ certification and CCNA certification. (CCNA Discovery courses; Networking for Home and Small Business, and Working at a Small-to-Medium Business or ISP). Schools that offer this course must be an official Local Cisco Networking Academy (CNA). (SOC, Smith, Townview Business, White)

Internetworking Technology II

TEA#: N1302804  GRADE: 11-12
DALLAS ISD#: 7322  CREDIT: 1

RECOMMENDED PREREQUISITE: INTERNETWORKING TECHNOLOGY I.

The second year course for the Cisco Networking Academies is a technical course primarily designed for students within the Cisco Networking Academy® who are looking for career-oriented, IT-skills instruction or a quick path to job entry and career exploration. These courses comprise the second year of a two-year preparatory program in which students will follow a rigorous course of instruction. This curriculum presents basic networking education to equip students with knowledge and skills that can be applied toward entry-level careers in IT networking CCENT™ certification and CCNA certification. (CCNA Discovery courses; Introducing Routing and Switching in the Enterprise, and Designing and Supporting Computer Networks). This course is available to students who have successfully completed the first year of the program. Schools that offer this course must be an official Local Cisco Networking Academy (CNA). (SOC, Smith, Townview Business, White)

Internetworking Technology I (DC)

TEA#: N1302803  GRADE: 10-12
DALLAS ISD#: 7549  CREDIT: 1

RECOMMENDED PREREQUISITE: TECHNICAL READING SKILLS, COMPUTER PROFICIENCY, PRIOR COURSES IN ELECTRONICS AND/OR COMPUTER SCIENCE, INSTRUCTOR APPROVAL.

This is a technical course primarily designed for students within the Cisco Networking Academy® who are looking for career-oriented IT-skills instruction or a quick path to job entry and career exploration. These courses comprise the first year of a two-year preparatory program in which students will follow a rigorous course of instruction. This curriculum presents basic networking education to equip students with knowledge and skills that can be applied toward entry-level careers in IT networking CCENT™ certification and CCNA certification. (CCNA Discovery courses; Networking for Home and Small Business, and Working at a Small-to-Medium Business or ISP). Schools that offer this course must be an official Local Cisco Networking Academy (CNA). (SOC, Smith, Townview Business, White)

Internetworking Technology II

TEA#: N1302804  GRADE: 11-12
DALLAS ISD#: 7550  CREDIT: 1

RECOMMENDED PREREQUISITE: INTERNETWORKING TECHNOLOGY I.

The second year course for the Cisco Networking Academies is a technical course primarily designed for students within the Cisco Networking Academy® who are looking for career-oriented, IT-skills instruction or a quick path to job entry and career exploration. These courses comprise the second year of a two-year preparatory program in which students will follow a rigorous course of instruction. This curriculum presents basic networking education to equip students with knowledge and skills that can be applied toward entry-level careers in IT networking CCENT™ certification and CCNA certification. (CCNA Discovery courses; Introducing Routing and Switching in the Enterprise, and Designing and Supporting Computer Networks). This course is available to students who have successfully completed the first year of the program. Schools that offer this course must be an official Local Cisco Networking Academy (CNA). (SOC, Smith, Townview Business, White) (DC)

Geographic Information Systems

TEA#: N1302805  GRADE: 9
DALLAS ISD#: 7323  CREDIT: 1

PREREQUISITE: NONE

This course is designed as an Introduction to basic Geographic Information Systems (GIS) operations, including file management and data transfer. The students will learn how to perform Geographic Information Systems (GIS) data manipulation procedures as related to engineering applications and other fields including business, government, and scientific analysis. Research will be made in regards to career possibilities in GIS. There will be an opportunity for the students to learn how to transfer data between various Computer Aided Design (CAD) packages and GIS, and to use a variety of CAD tool operations with GIS. (Conrad)
**Raster Based Geographic Information Systems**

TEA#: N1302806  GRADE: 10-12  
DALLAS ISD#: 7324  CREDIT: 1  
RECOMMENDED PREREQUISITE: GEOGRAPHIC INFORMATION SYSTEMS  
This course will provide an introduction to basic concepts of vector GIS using industry specific software programs. The students receive instruction in GIS data sets including raster-based information such as images or photographs, acquisition of such data, and processing and merging with vector data. (Conrad)

**Spatial Technology/Remote Sensing**

TEA#: N1302807  GRADE: 10-12  
DALLAS ISD#: 7325  CREDIT: 1  
RECOMMENDED PREREQUISITE: GEOGRAPHIC INFORMATION SYSTEMS  
This course focuses on the study of spatial data structures and the display, manipulation, and analysis of geographic information. Students study the technical aspects involved in spatial data handling, analysis and modeling. Instruction will include theories and procedures associated with the implementation and management of GIS projects. A variety of GIS software packages will be used in the laboratory. (Conrad)
Principles of Law, Public Safety, Corrections and Security

TEA#: 13029200  GRADE: 9-10
DALLAS ISD#: 7326  CREDIT: 1
RECOMMENDED PREREQUISITE: NONE

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

Law Enforcement I

TEA#: 13029300  GRADE: 11-12
DALLAS ISD#: 7327  CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime.

Law Enforcement II

TEA#: 13029400  GRADE: 12
DALLAS ISD#: 7330  CREDIT: 1
PREREQUISITE: LAW ENFORCEMENT I.

Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. This course includes the ethical and legal responsibilities, operation of police and emergency telecommunication equipment, and courtroom testimony. Additionally, students experience content through simulated practices of real-world law enforcement and legal situations.
PREREQUISITE: LAW ENFORCEMENT I.
Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. This course includes the ethical and legal responsibilities, operation of police and emergency telecommunication equipment, and courtroom testimony. Additionally, students experience content through simulated practices of real-world law enforcement and legal situations.
(Townview Law)

Forensic Science
TEA#: 13029500 GRADE: 10-12
DALLAS ISD#: 7333 CREDIT: 1
RECOMMENDED PREREQUISITE: BIOLOGY AND CHEMISTRY, PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY AND LAW ENFORCEMENT I.
Forensic Science uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students learn the history, legal aspects, and career options for forensic science.

Court Systems and Practices
TEA#: 13029600 GRADE: 10-12
DALLAS ISD#: 7334 CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY
Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial processes from pretrial to sentencing and examines the types and rules of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation.

Correctional Services
TEA#: 13029700 GRADE: 11-12
DALLAS ISD#: 7335 CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY
In Correctional Services, students prepare for certification required for employment as a correctional officer. The student learns the role and responsibilities of a correctional officer; discuss relevant rules, regulations, and laws; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the correctional setting. Students analyze rehabilitation and alternatives to institutionalization.

Security Services
TEA#: 13029800 GRADE: 11-12
DALLAS ISD#: 7336 CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY
Security Services provides the knowledge and skills necessary to prepare for certification in security services. The course provides an overview of security elements and types of organizations with a focus on security measures used to protect lives, property, and proprietary information.

Firefighter I
TEA#: 13029900 GRADE: 11-12
DALLAS ISD#: 7337 CREDIT: 2
RECOMMENDED PREREQUISITE: PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY
Firefighter I introduces students to firefighter safety and development. Students analyze Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protection equipment, and the principles of fire safety.
(Madison)

Firefighter II
TEA#: 13030000 GRADE: 12
DALLAS ISD#: 7338 CREDIT: 2
PREREQUISITE: FIREFIGHTER I IS REQUIRED. PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY IS RECOMMENDED
Firefighter II is the second in a series for students studying firefighter safety and development. Students will understand Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protection equipment, and the principles of fire safety. Students use procedures for use of fire extinguishers, ladder, fire hose, and water supply.
Practicum in Law, Public Safety, Corrections, and Security

TEA# 13030100  GRADE: 11-12
DALLAS ISD# 7339  CREDIT: 2
RECOMMENDED PREREQUISITE: PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

The Practicum is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in Law, Public Safety, Corrections, and Security cluster. The Practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

Practicum in Law, Public Safety, Corrections, and Security II

TEA# 13030110  GRADE: 12
DALLAS ISD# 7340  CREDIT: 2
RECOMMENDED PREREQUISITE: PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

The Practicum is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in Law, Public Safety, Corrections, and Security cluster. The Practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. (Townview Law)

Disaster Response

TEA# N1303011  GRADE: 10-12
DALLAS ISD# 7341  CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

This course trains students as first responders following a major disaster, utilizing the Community Emergency Response Team (CERT) model curriculum, adopted by the Federal Emergency Management Agency (FEMA). The CERT curriculum is focused on disaster preparedness, safety and prevention, and immediate disaster services. Students understand the facts regarding immediate services available following a disaster; develop necessary skills to implement disaster preparedness education training, receive training on life saving skills, problem solving skills, rescuer safety and triage, and develop a plan for implementation and education.

Forensic Psychology

TEA# N1303012  GRADE: 10-12
DALLAS ISD# 7342  CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

This course is an application course of structured psychological research techniques and findings of individuals, cultures, criminals and society to increase success in law enforcement and the criminal justice system. Students achieve the abilities to work as a forensic psychologist.

Law Enforcement I (DC)

TEA#: 13029300  GRADE: 11-12
DALLAS ISD#: 7543  CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime. (Samuell)

Law Enforcement I (DC) (1 per)

TEA#: 13029300  GRADE: 11-12
DALLAS ISD#: 7327  CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime. (Samuell)

Law Enforcement I (DC) (2 per)

TEA#: 13029300  GRADE: 11-12
DALLAS ISD#: 7328  CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY
Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime. (Samuell)
Manufacturing – High School Course Descriptions

Principles of Flexible Manufacturing
TEA#: 13032200        GRADE: 9
DALLAS ISD#: 7343        CREDIT: 1
RECOMMENDED PREREQUISITE: ALGEBRA I OR GEOMETRY
In Principles of Manufacturing, students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. Knowledge and skills in the proper application of principles of manufacturing, the design of technology, the efficient production of technology, and the assessment of the effects of manufacturing production technology prepare students for success in the modern world. The study of manufacturing technology allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in a manufacturing setting. In addition to general academic and technical knowledge and skills, students gain an understanding of career opportunities available in manufacturing and what employers require to gain and maintain employment in these careers. (Skyline)

Principles of Manufacturing
TEA#: 13032200        GRADE: 9–10
DALLAS ISD#: 7344        CREDIT: 1
PREREQUISITE: NONE
This course covers customers, quality principles and processes, systems, information in the workplace, and the business of manufacturing. Students study concepts about manufacturing and the influences it have in their everyday lives. Content includes, but is not limited to, the study of systems of technology, application of technology, design/problem solving, evolving technologies, safety, maintenance, entrepreneurship, leadership, careers, and marketing. The course is contextual by design. It connects what is being learned to the learner’s current experience, past knowledge, and future conduct. Wherever possible, real-world or simulation hands-on experiences become the context in which instruction is delivered.

Welding
TEA#: 13032300        GRADE: 10-12
DALLAS ISD#: 7345        CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF MANUFACTURING
Welding provides the knowledge, skills, and technologies required for employment in metal technology systems. Students develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students reinforce, apply and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

Advanced Welding
TEA#: 13032400        GRADE: 11-12
DALLAS ISD#: 7346        CREDIT: 2
RECOMMENDED PREREQUISITE: WELDING
Advanced Welding builds on knowledge and skills developed in welding. Students develop advanced welding concepts and skills as they relate to personal and career development. This course integrates academic and technical knowledge and skills. Students have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Precision Metal Manufacturing
TEA#: 13032500        GRADE: 10-12
DALLAS ISD#: 7347        CREDIT: 1
RECOMMENDED PREREQUISITE: PRINCIPLES OF MANUFACTURING
Precision Metal Manufacturing provides the knowledge, skills, and technologies required for employment in metal technology systems. This course may also address a variety of materials in addition to metal such as plastics, ceramics, and wood. Students develop knowledge of the concepts and skills related to these systems to apply them to personal and career development. This course supports integration of academic and technical knowledge and skills. Students have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for success.
Advanced Precision Metal Manufacturing
TEA#: 13032600    GRADE: 11-12
DALLAS ISD#: 7348    CREDIT: 1
RECOMMENDED PREREQUISITE: PRECISION METAL MANUFACTURING
This course is designed to enhance the technical knowledge and skills learned in Precision Metal Manufacturing by allowing students the opportunity to explore career preparation that has resulted from the rapid advances in technology and career demands in high-skill, high-wage opportunities. Advanced Precision Metal Manufacturing provides the knowledge, skills, and technologies required for employment in a globally competitive manufacturing environment. This course may also address a variety of materials in addition to metal such as plastics, ceramics, and wood.

Flexible Manufacturing
TEA#: 13032700    GRADE: 10
DALLAS ISD#: 7349    CREDIT: 2
RECOMMENDED PREREQUISITE: ALGEBRA I OR GEOMETRY
Rapid advances in technology have created new career opportunities and demands in many industries. Flexible Manufacturing provides the knowledge, skills, and technologies required for employment in metal technology systems. Students need to develop knowledge of the concepts and skills related to this system in order to apply them to personal and career development. Career and technical education supports integration of academic and technical knowledge and skills. Students must have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for success. (Skyline)

Advanced Flexible Manufacturing
TEA#: 13032800    GRADE: 11
DALLAS ISD#: 7350    CREDIT: 2
RECOMMENDED PREREQUISITES: GEOMETRY, ALGEBRA II, AND FLEXIBLE MANUFACTURING
Advanced Flexible Manufacturing builds on knowledge and skills developed in Flexible Manufacturing. Students will develop advanced concepts and skills as they relate to personal and career development. This course integrates academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. (Skyline)

Manufacturing Engineering
TEA#: 13032900    GRADE: 10-12
DALLAS ISD#: 7351    CREDIT: 2
RECOMMENDED PREREQUISITE: PRINCIPLES OF MANUFACTURING
Students enrolled in Manufacturing Engineering will gain knowledge and skills in the application of design, production, and assessment of products, services and critical analysis which are applied to manufacturing. Utilization of knowledge and skills in math and science in the design of technology, efficient manufacturing technology and other relevant applicable skills will allow the students to meet the global economy demand. Applications of design and analysis of mechanical and electromechanical components will be introduced in terms of engineering optimization. Other skills in programming computer numerical controls are introduced.

Practicum in Flexible Manufacturing
TEA#: 13033000    GRADE: 12
DALLAS ISD#: 7352    CREDIT: 2
The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the manufacturing cluster. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. (Skyline)

Practicum in Manufacturing
TEA#: 13033000    GRADE: 11-12
DALLAS ISD#: 7353    CREDIT: 2
RECOMMENDED PREREQUISITE: TWO OR MORE COURSES IN THE MANUFACTURING PROGRAM OF STUDY
The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the manufacturing cluster. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.
Practicum in Manufacturing II

TEA#: 13033010  GRADE: 12
DALLAS ISD#: 7354  CREDIT: 2

RECOMMENDED PREREQUISITE: PRACTICUM I

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the manufacturing cluster. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.
Advertising and Sales Promotion

TEA#: 13034200  GRADE: 10-12
DALLAS ISD#: 7166  CREDIT: 1
PREREQUISITE: PRINCIPLES OF BUSINESS, MARKETING AND FINANCE
Advertising and Sales Promotion is designed to introduce the student to principles and practices of advertising and sales. Students gain knowledge of techniques used in advertising including print, broadcast, and digital media. This course explores the social, ethical, and legal issues of advertising, historical influences, strategies, and media decision processes as well as integrated marketing communications. This course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.

Fashion Marketing

TEA#: 13034300  GRADE: 10-12
DALLAS ISD#: 7167  CREDIT: 1
PREREQUISITE: PRINCIPLES OF BUSINESS, MARKETING AND FINANCE
This course is designed to provide students with knowledge of the various business functions in the fashion industry (designer, marketing manager, salesperson, product manager, and buyer). Students in Fashion Marketing gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, visual merchandising and career opportunities in the fashion industry.

Entrepreneurship

TEA#: 13034400  GRADE: 9-12
DALLAS ISD#: 7168  CREDIT: 1
PREREQUISITE: PRINCIPLES OF BUSINESS, MARKETING AND FINANCE
In this course, students gain the same knowledge and skills as the .5 credit course, but will have time to complete more extensive projects. Schools that offer the National Foundation for Teaching Entrepreneurship (NFTE) program with certified teachers can offer the program through this course. NFTE offers the opportunity for students to plan and create a business plan including the actual product and present their plan and product to a panel of business professionals in a competitive setting. Competitions are available at the district and national level with opportunities to compete for funds to support and expand their business venture. District winners may travel to New York City for competition.

Entrepreneurship

TEA#: 13034400  GRADE: 9-12
DALLAS ISD#: 7169  CREDIT: .5
PREREQUISITE: PRINCIPLES OF BUSINESS, MARKETING AND FINANCE
In this course students gain the knowledge and skills needed to become an entrepreneur. Students learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. Students understand the capital required, the return on investment desired, and the potential for profit.

Retailing and E-Tailing

TEA#: 13034500  GRADE: 10-12
DALLAS ISD#: 7170  CREDIT: 1
PREREQUISITE: PRINCIPLES OF BUSINESS, MARKETING AND FINANCE
Students have the opportunity to develop skills that involve electronic media techniques necessary for a business to compete in a global economy. Students coordinate online and off-line marketing, demonstrate critical-thinking skills using decision-making models, case studies, various technologies, and business scenarios.

Sports and Entertainment Marketing

TEA#: 13034600  GRADE: 10-12
DALLAS ISD#: 7171  CREDIT: .5
PREREQUISITE: PRINCIPLES OF BUSINESS, MARKETING AND FINANCE
This course provides students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans. This course also provides students an opportunity to develop promotional plans, sponsorship proposals, endorsement contracts, sports and entertainment marketing plans, and evaluation and management techniques.
Marketing Dynamics

TEA#: 13034700  GRADE: 11-12
DALLAS ISD#: 7172  CREDIT: 2
PREREQUISITE: PRINCIPLES OF BUSINESS, MARKETING AND FINANCE

Marketing is a series of dynamics activities that focus on the customer to generate a profitable exchange. Students gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. This course may include paid or unpaid career preparation experience.

Practicum in Marketing Dynamics I

TEA#: 13034800  GRADE: 11-12
DALLAS ISD#: 7173  CREDIT: 2
PREREQUISITE: MARKETING DYNAMICS

Through course-required employment, students gain knowledge and skills that help them become proficient in one or more of the marketing functional areas. Students illustrate appropriate management and research skills to create the marketing mix. This course covers technology, communication, and customer service skills. The practicum is designed to give students relevant supervised application of skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. The practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical education courses in marketing education.

Practicum in Marketing Dynamics II

TEA#: 13034810  GRADE: 12
DALLAS ISD#: 7174  CREDIT: 2
PREREQUISITE: PRACTICUM IN MARKETING DYNAMICS I

Through course-required employment, students gain knowledge and skills that help them become proficient in one or more of the marketing functional areas. Students illustrate appropriate management and research skills to create the marketing mix. This course covers technology, communication, and customer service skills. The practicum is designed to give students relevant supervised application of skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. The practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical education courses in marketing education.

Practicum in Marketing Dynamics II (Career Prep)

TEA#: 13034810  GRADE: 11-12
DALLAS ISD#: 7497  CREDIT: 2
PREREQUISITE: MARKETING DYNAMICS

Through course-required employment, students gain knowledge and skills that help them become proficient in one or more of the marketing functional areas. Students illustrate appropriate management and research skills to create the marketing mix. This course covers technology, communication, and customer service skills. The practicum is designed to give students relevant supervised application of skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. The practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical education courses in marketing education.

Practicum in Marketing Dynamics II (Career Prep)

TEA#: 13034810  GRADE: 11-12
DALLAS ISD#: 7498  CREDIT: 3
PREREQUISITE: MARKETING DYNAMICS

Through course-required employment, students gain knowledge and skills that help them become proficient in one or more of the marketing functional areas. Students illustrate appropriate management and research skills to create the marketing mix. This course covers technology, communication, and customer service skills. The practicum is designed to give students relevant supervised application of skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. The practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical education courses in marketing education.
Concepts of Engineering and Technology

TEA#: 13036200  GRADE: 9-10
DALLAS ISD#: 7175  CREDIT: 1
PREREQUISITE: NONE

This course provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students use a variety of computer hardware and software applications to complete assignments and projects and work on a design team to develop a product or system to prepare and present course assignments. Upon completing this course, students have an understanding of the various fields and will be able to make informed decisions regarding a coherent sequence of subsequent courses.

Biotechnology

TEA#: 13036300  GRADE(S): 10–12
DALLAS ISD#: 7176  CREDIT: 1
RECOMMENDED PREREQUISITE: CONCEPTS OF ENGINEERING AND TECHNOLOGY

This course provides an overview of biotechnology, bioengineering, and related fields. Topics include genetics, cell structure, proteins, nucleic acids, and the impact of immunological events in biotechnology. Students further study the increasingly important agricultural, environmental, economic, and political roles of bioenergy and biological remediation; the roles of nanoscience and nanotechnology in biotechnology medical research; and future trends in biological science and biotechnology. (Science & Engineering, Health Professions)

Advanced Biotechnology

TEA#: 13036400  RECOMMENDED GRADE(S): 11-12
DALLAS ISD#: 7177  CREDIT: 1
RECOMMENDED PREREQUISITE: BIOLOGY AND CHEMISTRY

Students enrolled in this course apply advanced academic knowledge and skills to the emerging fields of biotechnology such as agricultural, medical, regulatory, and forensics. Students have the opportunity to use sophisticated laboratory equipment, perform statistical analysis, and practice quality-control techniques in the study of a variety of topics that include structures and functions of cells, nucleic acids, proteins, and genetics. The course must include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry. This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter. (Science & Engineering, Health Professions)

Engineering Design and Presentation

TEA#: 13036500  GRADE: 10-12
DALLAS ISD#: 7178  CREDIT: 1
RECOMMENDED PREREQUISITE: CONCEPTS OF ENGINEERING AND TECHNOLOGY

Students enrolled in this course demonstrate knowledge and skills of the process of design as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

Advanced Engineering Design and Presentation

TEA#: 13036600  GRADE: 11–12
DALLAS ISD#: 7179  CREDIT: 2
PREREQUISITE: ENGINEERING DESIGN AND PRESENTATION

Students enrolled in this course master computer software applications in a variety of engineering and technical fields. This course further develops the process of engineering thought and application of the design process.

Engineering Mathematics

TEA#: 13036700  GRADE: 11-12
DALLAS ISD#: 7180  CREDIT: 1
PREREQUISITE: ALGEBRA II

Engineering Mathematics is a course where students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement,
manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming.

This course may also be used as a third or fourth math credit under the HB5 graduation requirements for students entering who have entered Grade 9 in the 2014-2015 school year and thereafter.

(Science & Engineering, Obama Male Leadership Academy)

**Electronics**

TEA#: 13036800  GRADE: 10-12
DALLAS ISD#: 7181  CREDIT: 2

RECOMMENDED PREREQUISITE: CONCEPTS OF ENGINEERING AND TECHNOLOGY

Students enrolled in this course will demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the design process, students will transfer academic skills to component designs in a project-based environment. Students use a variety of computer hardware and software applications to complete assignments and projects. Additionally, students explore career opportunities, employer expectations, and educational needs in the electronics industry. (Conrad, Woodrow Wilson, Sunset)

**Robotics and Automation**

TEA#: 13037000  GRADE: 10–12
DALLAS ISD#: 7183  CREDIT: 1

RECOMMENDED PREREQUISITE: CONCEPTS OF ENGINEERING AND TECHNOLOGY, AND ELECTRONICS

Students enrolled in this course demonstrate knowledge and skills necessary for the robotic and automation industry. Through implementation of the design process, students transfer advanced academic skills to component designs in a project-based environment and build prototypes or use simulation software to test their designs. Additionally, students explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

**Principles of Technology**

TEA#: 13037100  GRADE: 10-12
DALLAS ISD#: 7184  CREDIT (SC): 1

PREREQUISITE: ONE UNIT OF HIGH SCHOOL SCIENCE AND ALGEBRA I.

In Principles of Technology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves, apply physics concepts and perform laboratory experiments. To receive credit in science, the course must include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry. Currently, this course is offered at two campuses.

This course may also be used as the Physics credit requirement under the HB5 STEM endorsement for students who have entered Grade 9 in the 2014-2015 school year and thereafter. (Kimball, Woodrow Wilson)

**Scientific Research and Design**

TEA#: 13037200  RECOMMENDED GRADE(S): 11-12
DALLAS ISD#: 7185  CREDIT: 1

PREREQUISITE: ONE UNIT OF HIGH SCHOOL SCIENCE

In this course students formulates hypotheses to guide experimentation and data collection; analyze published research; develop and implement investigative designs; collect, organize, and evaluate qualitative and quantitative data obtained through experimentation; synthesize valid conclusions from qualitative and quantitative data; and communicate conclusions clearly and concisely to an audience of professionals. Various systems are described in terms of space, time, energy, and matter. Students study a variety of topics related to the nature of science, scientific inquiry, science and social ethics, and scientific systems and use critical thinking, scientific reasoning and problem solving to make informed decisions while developing complex science projects.

Students must meet the 40% laboratory and fieldwork requirement. Students may repeat this course with different course content for up to three credits.

This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.

**Scientific Research and Design II**

TEA#: 13037210  RECOMMENDED GRADE(S): 11-12
DALLAS ISD#: 7134  CREDIT: 1

PREREQUISITE: ONE UNIT OF HIGH SCHOOL SCIENCE

In this course students formulates hypotheses to guide experimentation and data collection; analyze published research; develop and implement investigative designs; collect, organize, and evaluate qualitative and quantitative data obtained through experimentation; synthesize valid conclusions from qualitative and quantitative data; and communicate conclusions clearly and concisely to an audience of professionals. Students study a variety of topics related to the nature of science, scientific inquiry, science and social ethics, and scientific systems and use critical thinking, scientific reasoning and problem solving to make informed decisions while developing
complex science projects.

**Students must meet the 40% laboratory and fieldwork requirement. Students may repeat this course with different course content for up to three credits.**

### Scientific Research and Design III

**TEA#: 13037220**  
**RECOMMENDED GRADE(S): 11-12**  
**DALLAS ISD# 7135**  
**CREDIT: 1**  
**PREREQUISITE: ONE UNIT OF HIGH SCHOOL SCIENCE**

In this course students formulates hypotheses to guide experimentation and data collection; analyze published research; develop and implement investigative designs; collect, organize, and evaluate qualitative and quantitative data obtained through experimentation; synthesize valid conclusions from qualitative and quantitative data; and communicate conclusions clearly and concisely to an audience of professionals. Students study a variety of topics related to the nature of science, scientific inquiry, science and social ethics, and scientific systems and use critical thinking, scientific reasoning and problem solving to make informed decisions while developing complex science projects.

**Students must meet the 40% laboratory and fieldwork requirement. Students may repeat this course with different course content for up to three credits.**

### Engineering Design and Problem Solving

**TEA#: 13037300**  
**RECOMMENDED GRADE(S): 11-12**  
**DALLAS ISD# 7578**  
**CREDIT: 1**  
**PREREQUISITE: CHEMISTRY, PHYSICS, GEOMETRY, AND ALGEBRA II**

Engineering design is the creative process of solving problems by identifying needs and then devising solutions. This solution may be a product, technique, structure, process, or many other things depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting factors or "design under constraint." Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution. The design process and problem solving are inherent to all engineering disciplines. Engineering Design and Problem Solving reinforces and integrates skills learned in previous mathematics and science courses. The course must include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry. This course emphasizes solving problems, moving from well-defined toward more open ended, with real-world application. Students apply critical-thinking skills to justify a solution from multiple design options. Additionally, the course promotes interest in and understanding of career opportunities in engineering.

This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.

### Practicum in Science, Technology, Engineering, and Mathematics

**TEA#: 13037400**  
**GRADE: 12**  
**DALLAS ISD# 7186**  
**CREDIT: 2**  
**PREREQUISITE: THIS COURSE IS RECOMMENDED FOR STUDENTS IN GRADE 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the science, technology, engineering, and mathematics career cluster. It is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.**

### Introduction to Engineering Design (PLTW)

**TEA#: N1303742**  
**GRADE: 9-10**  
**DALLAS ISD# 7187**  
**CREDIT: 1**  
**PREREQUISITE: NONE**

In this course, students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students learn how to document their work and communicate solutions to peers and members of the professional community. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. (Kimball, Spruce, White, Wilson, Conrad, Hillcrest, Lincoln, North Dallas, Adams, Jefferson, SEM)

### Principles of Engineering (PLTW)

**TEA#: 13037500**  
**RECOMMENDED GRADE(S): 10-12**  
**DALLAS ISD# 7119**  
**CREDIT: 1**  
**RECOMMENDED PREREQUISITE: INTRODUCTION TO ENGINEERING DESIGN**

This survey course of engineering exposes students to some of the major concepts they’ll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. The students
develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers. (Kimball, Spruce, White, Wilson, Conrad, Hillcrest, Lincoln, North Dallas, Adams, Jefferson, SEM)

This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.

Digital Electronics (PLTW)

TEA#: 13037600  GRADE: 11-12
DALLAS ISD# 7118  CREDIT: 1
RECOMMENDED PREREQUISITE: INTRODUCTION TO ENGINEERING DESIGN

This course is the study of electronic circuits that are used to process and control digital signals. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, and high-definition televisions. The major focus of the DE course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. (Hillcrest, White, Conrad, Adams, SEM)

This course may also be used as a third or fourth science credit under the HB5 graduation requirements for students who have entered Grade 9 in the 2014-2015 school year and thereafter.

Aerospace Engineering (PLTW)

TEA#: N1303745  GRADE: 11-12
DALLAS ISD# 7190  CREDIT: 1
RECOMMENDED PREREQUISITE: INTRODUCTION TO ENGINEERING DESIGN

The major focus of this course is to expose students to the world of aeronautics, flight, and engineering through the fields of aeronautics, aerospace engineering, and related areas of study. Lessons engage students in engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Students work in teams utilizing hands-on activities, projects, and problems and are exposed to various situations faced by aerospace engineers. In addition, students use 3D design software to help design solutions to proposed problems. Students design intelligent vehicles to learn about documenting their project, solving problems, and communicating their solutions to their peers and members of the professional community. (Lincoln, White, Wilson)

Biotechnical Engineering (PLTW)

TEA#: N1303746  GRADE: 11-12
DALLAS ISD# 7191  CREDIT: 1
RECOMMENDED PREREQUISITE: INTRODUCTION TO ENGINEERING DESIGN

The major focus of this course is to expose students to the diverse fields of biotechnology including biomedical engineering, bi-molecular genetics, bioprocess engineering, and agricultural and environmental engineering. Lessons engage students in engineering design problems related to biomechanics, cardiovascular engineering, genetic engineering, agricultural biotechnology, tissue engineering, biomedical devices, human interface, bioprocesses, forensics, and bioethics. Students in this course apply biological and engineering concepts to design materials and processes that directly measure, repair, improve, and extend living systems. (Kimball)

Civil Engineering & Architecture (PLTW)

TEA#: N1303747  GRADE: 11-12
DALLAS ISD# 7192  CREDIT: 1
RECOMMENDED PREREQUISITE: INTRODUCTION TO ENGINEERING DESIGN

The major focus of this course is completing long-term projects that involve the development of property sites. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of a property. The course provides teachers and students freedom to develop the property as a simulation or to students to model the experiences that civil engineers and architects face. Students work in teams, exploring hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems, and communicating their solutions to their peers. (Lincoln, Wilson, Conrad)

Computer Integrated Manufacturing (PLTW)

TEA#: N1303748  GRADE: 11-12
DALLAS ISD# 7193  CREDIT: 1
RECOMMENDED PREREQUISITE: INTRODUCTION TO ENGINEERING DESIGN

The major focus of this course is to answer questions such as: How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? As students find the answers to these questions, they learn about the history of manufacturing, a sampling of manufacturing processes, robotics, and automation. The course is built around several key concepts: computer modeling, Computer Numeric Control (CNC) equipment, Computer Aided Manufacturing (CAM) software, robotics and flexible manufacturing systems. (Conrad)
Computer Science and Software Engineering (PLTW)
TEA#: N1303768  RECOMMENDED GRADE(S): 9
DALLAS ISD# 7495  CREDIT: 1
PREREQUISITE: NONE
CSE implements the College Board's 2013 CS Principles framework. Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. CSE helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, robotics, and simulation. (Adams, SOC, SEM)

Engineering Design and Development (PLTW)
TEA#: N1303749  GRADE: 12
DALLAS ISD# 7194  CREDIT: 1
PREREQUISITE: SUCCESSFUL COMPLETION OF YEAR 1, 2, AND 3 PROJECT LEAD THE WAY COURSES
This capstone course allows students to design a solution to a technical problem of their choosing. They have the chance to eliminate one of the “Don’t you hate it when…” statements of the world. This is an engineering research course in which students will work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development lifecycle and a design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead The Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills, a valuable asset to students in the future. (Wilson, Hillcrest and Conrad, SEM)

Data Acquisition and Analysis
TEA#: N1303750  GRADE: 11 - 12
DALLAS ISD# 7195  CREDIT: 1
PREREQUISITE: NONE
In this course students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements, the plan for using search strategies, and the use of 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 a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results. (Science & Engineering)

Engineering: The Digital Future (Infinity)
TEA#: N1303751  GRADE: 9–12
DALLAS ISD# 7196  CREDIT: 1
PREREQUISITE: NONE
The Infinity Project curriculum entitled “Engineering: The Digital Future” focuses on the fundamentals of modern engineering and technology in the information and communications age. To generate and maintain students and faculty interest, engineering and design examples are drawn from wireless and telecommunications, the Internet, electronic music, and other multimedia technologies popular in today's culture.

Advanced Electronics (DC)
TEA#: 13036900  GRADE: 11-12
DALLAS ISD#: 7182  CREDIT: 2
PREREQUISITE: ELECTRONICS
Students enrolled in this course will demonstrate knowledge and applications of advanced circuits, electrical measurement, and electrical implementation used in the electronics and computer industries. Through use of the design process, students will transfer advanced academic skills to component designs in a project-based environment. Additionally, students explore career opportunities, employer expectations, and educational needs in the electronics industry. (Conrad)
Summer Enrichment Programs for High School

These courses are offered by DCCCD, UNT, or UTD. Students receive a certificate of completion at the end of the training. They can request these courses to appear on their transcript by showing the certificate to the school counselor. The counselor would see the courses below on a student’s transcript for middle school credit.

TexPREP Engineering I

<table>
<thead>
<tr>
<th>TEA#</th>
<th>GRADE: 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>N1303752</td>
<td></td>
</tr>
<tr>
<td>DALLAS ISD# 2968</td>
<td>CREDIT: 1</td>
</tr>
<tr>
<td>PREREQUISITE: None</td>
<td></td>
</tr>
</tbody>
</table>

TexPREP is a six to eight week mathematics-based, academic enrichment program, designed for students in grades six through eleven (see curriculum on back). The Texas Education Agency has authorized participating school districts in the state of Texas to award one elective credit toward high school graduation for each successfully completed summer of TexPREP. TexPREP is a structured and challenging program, which stresses the development of abstract reasoning and problem solving skills through coursework, homework, team projects, class presentations, and examinations. The curriculum emphasizes the application of mathematics and logic.

TexPREP Engineering II

<table>
<thead>
<tr>
<th>TEA#</th>
<th>GRADE: 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>N1303753</td>
<td></td>
</tr>
<tr>
<td>DALLAS ISD# 2959</td>
<td>CREDIT: 1</td>
</tr>
<tr>
<td>PREREQUISITE: None</td>
<td></td>
</tr>
</tbody>
</table>

TexPREP is a six to eight week mathematics-based, academic enrichment program, designed for students in grades six through eleven (see curriculum on back). The Texas Education Agency has authorized participating school districts in the state of Texas to award one elective credit toward high school graduation for each successfully completed summer of TexPREP. TexPREP is a structured and challenging program, which stresses the development of abstract reasoning and problem solving skills through coursework, homework, team projects, class presentations, and examinations. The curriculum emphasizes the application of mathematics and logic.

TexPREP Engineering III

<table>
<thead>
<tr>
<th>TEA#</th>
<th>GRADE: 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>N1303754</td>
<td></td>
</tr>
<tr>
<td>DALLAS ISD# 2960</td>
<td>CREDIT: 1</td>
</tr>
<tr>
<td>PREREQUISITE: None</td>
<td></td>
</tr>
</tbody>
</table>

TexPREP is a six to eight week mathematics-based, academic enrichment program, designed for students in grades six through eleven (see curriculum on back). The Texas Education Agency has authorized participating school districts in the state of Texas to award one elective credit toward high school graduation for each successfully completed summer of TexPREP. TexPREP is a structured and challenging program, which stresses the development of abstract reasoning and problem solving skills through coursework, homework, team projects, class presentations, and examinations. The curriculum emphasizes the application of mathematics and logic.

TexPREP Engineering IV

<table>
<thead>
<tr>
<th>TEA#</th>
<th>GRADE: 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>N1303755</td>
<td></td>
</tr>
<tr>
<td>DALLAS ISD# 2961</td>
<td>CREDIT: 1</td>
</tr>
<tr>
<td>PREREQUISITE: None</td>
<td></td>
</tr>
</tbody>
</table>

TexPREP is a six to eight week mathematics-based, academic enrichment program, designed for students in grades six through eleven (see curriculum on back). The Texas Education Agency has authorized participating school districts in the state of Texas to award one elective credit toward high school graduation for each successfully completed summer of TexPREP. TexPREP is a structured and challenging program, which stresses the development of abstract reasoning and problem solving skills through coursework, homework, team projects, class presentations, and examinations. The curriculum emphasizes the application of mathematics and logic.
Transportation Distribution and Logistics - High School Course Descriptions

Energy Power, and Transportation Systems
TEA#: 13039300  GRADE: 9
DALLAS ISD# 7201  CREDIT: 1
PREREQUISITE: NONE.
Students develop an understanding of the interaction between various vehicle systems, the logistics to move goods and services to customers, and components of transportation infrastructure. Performance requirements will include academic and technical skills. Students will learn to interact and relate to others in a work setting. They will develop an understanding of the technologies used in order to provide products and services in a timely manner (Skyline-Aviation)

Principles of Transportation, Distribution, and Logistics
TEA#: 13039200  GRADE: 9-10
DALLAS ISD# 7227  CREDIT: 1
PREREQUISITE: NONE.
Students gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the logistics of warehousing and transportation systems. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation, distribution, and logistics industries. (Trans.Sys-Wilmer-Hutchins, Carter)

Energy Power, and Transportation Systems
TEA#: 13039300  GRADE: 9
DALLAS ISD# 7202  CREDIT: 1
PREREQUISITE: NONE.
Students develop an understanding of the interaction between various vehicle systems, the logistics to move goods and services to customers, and components of transportation infrastructure. Performance requirements will include academic and technical skills. Students will learn to interact and relate to others in a work setting. They will develop an understanding of the technologies used in order to provide products and services in a timely manner (Diesel-Skyline, Wilmer-Hutchins)

Energy Power, and Transportation Systems
TEA#: 13039300  GRADE: 9
DALLAS ISD# 7203  CREDIT: 1
PREREQUISITE: NONE.
Students develop an understanding of the interaction between various vehicle systems, the logistics to move goods and services to customers, and components of transportation infrastructure. Performance requirements will include academic and technical skills. Students will learn to interact and relate to others in a work setting. They will develop an understanding of the technologies used in order to provide products and services in a timely manner. (Auto Tech-Adamson, Lincoln, Pinkston, Skyline)

Energy Power, and Transportation Systems
TEA#: 13039300  GRADE: 9
DALLAS ISD# 7204  CREDIT: 1
PREREQUISITE: NONE.
Students develop an understanding of the interaction between various vehicle systems, the logistics to move goods and services to customers, and components of transportation infrastructure. Performance requirements will include academic and technical skills. Students will learn to interact and relate to others in a work setting. They will develop an understanding of the technologies used in order to provide products and services in a timely manner (Collision-Skyline, Spruce)

Energy Power, and Transportation Systems
TEA# 13039300  GRADE: 9
DALLAS ISD# 7205  CREDIT: 0.5
PREREQUISITE: NONE.
Students develop an understanding of the interaction between various vehicle systems, the logistics to move goods and services to customers, and components of transportation infrastructure. Performance requirements will include academic and technical skills. Students will learn to interact and relate to others in a work setting. They will develop an understanding of the technologies used in order to provide products and services in a timely manner (Auto Tech-Adamson, Lincoln, Pinkston, Skyline)
Students develop an understanding of the interaction between various vehicle systems, the logistics to move goods and services to customers, and components of transportation infrastructure. Performance requirements will include academic and technical skills. Students will learn to interact and relate to others in a work setting. They will develop an understanding of the technologies used in order to provide products and services in a timely manner (Trans System-Wilmer-Hutchins, Carter).

Aircraft Technology

TEA#: 13039400  GRADE: 10-11
DALLAS ISD# 7207  CREDIT: 2
PREREQUISITE: NONE.
This course is designed to apply the theory of operation, repair, and maintenance of aircraft airframe, power plant, and avionics systems. Aircraft services include knowledge of the function, diagnosis, and service of the electrical, electronic, hydraulic, pneumatic, airframe, mechanical, and power plant components of aircraft as governed by federal aviation regulations. (Skyline)

Advanced Aircraft Technology

TEA# 13039500  GRADE: 11-12
DALLAS ISD# 7208  CREDIT: 2
PREREQUISITE: AIRCRAFT TECHNOLOGY.
This course is designed to apply the theory of operation, repair, and maintenance of aircraft airframe, power plant, and avionics systems. Aircraft services include knowledge of the function, diagnosis, and service of the electrical, electronic, hydraulic, pneumatic, airframe, mechanical, and power plant components of aircraft as governed by federal aviation regulations. (Skyline)

Automotive Technology

TEA#: 13039600  GRADE: 10-11
DALLAS ISD# 7209  CREDIT: 2
PREREQUISITE: ENERGY, POWER, AND TRANSPORTATION SYSTEMS.
Students develop knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices. (Adamson, Lincoln, Pinkston, Skyline)

Diesel Technology

TEA#: 13039600  GRADE: 10-11
DALLAS ISD# 7210  CREDIT: 2
PREREQUISITE: ENERGY, POWER, AND TRANSPORTATION SYSTEMS.
Students develop knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices. (Skyline/Wilmer-Hutchins)

Advanced Automotive Technology

TEA#: 13039700  GRADE: 11-12
DALLAS ISD# 7211  CREDIT: 2
PREREQUISITE: AUTOMOTIVE TECHNOLOGY.
Students gain advanced knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The focus of this course will be on the diagnosis and repair of major components of automotive vehicles. The study will include diagnosis and repair of chassis and driveline components, electronic components and air-conditioning, brake, steering and suspension components. (Adamson, Lincoln, Pinkston, Skyline)

Advanced Diesel Technology

TEA#: 13039700  GRADE: 11-12
DALLAS ISD# 7212  CREDIT: 2
PREREQUISITE: DIESEL TECHNOLOGY.
Students gain advanced knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The focus of this course will be on the diagnosis and repair of major components of automotive vehicles. The study will include diagnosis and repair of chassis and driveline components, electronic components and air-conditioning, brake, steering and suspension components. (Adamson, Lincoln, Pinkston, Skyline)

Collision Repair & Refinishing

TEA#: 13039800  GRADE: 10-11
Collision repair and refinishing services include knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles. This course is designed to teach the basic theory and concepts related to automotive collision repair and refinishing. A focus of this course is identifying body components including damages. Students will also develop basic skills in the repair of damaged vehicles. (Skyline, Spruce)

Advanced Collision Repair & Refinishing

TEA# 13039900  GRADE: 11-12
DALLAS ISD# 7214  CREDIT: 2
PREREQUISITE: COLLISION REPAIR AND REFINISHING.

Students develop advanced understanding of the processes, technologies, and materials used in the reconstruction and alteration of vehicles. An emphasis of this course is the development of skills used in the repair of damaged vehicles. Skills, including welding, are developed in replacement or repair of damaged components including preparation and painting of components. (Skyline, Spruce)

Small Engine Technology

TEA#: 13040000  GRADE: 10-11
DALLAS ISD# 7215  CREDIT: 1
PREREQUISITE: This course is designed to provide training for entry-level employment in the small engine technology industry. Engine Technology includes knowledge of the function, diagnosis, and service of the systems and components of all types of small engines such as lawn mowers, motorcycles, and irrigation engines. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems and small engine overhauls. In addition, students will receive instruction in safety, academic, and leadership skills as well as career opportunities.

Advanced Small Engine Technology

TEA#: 13040100  GRADE: 11-12
DALLAS ISD# 7216  CREDIT: 2
PREREQUISITE: SMALL ENGINE TECHNOLOGY

Advanced Small Engine Technology includes advanced knowledge of the function, diagnosis, and service of the systems and components of all types of small engines such as lawn mowers, motorcycles, and irrigation engines. This course is designed to provide advanced training for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems and small engine overhauls. In addition, the student will receive instruction in safety, academic, and leadership skills as well as career opportunities.

Transportation Systems Management

Private Pilot

TEA# 13040200  GRADE: 11-12
DALLAS ISD# 7217  CREDIT: 1
PREREQUISITE: ENERGY, POWER, AND TRANSPORTATION SYSTEMS

Students gain knowledge and skills in material handling and distribution and proper application, design, and production of technology as it relates to the transportation, distribution, and logistics industries. This course includes a study of the safe operation of tractor-trailers, forklifts, and related heavy equipment. Local, state, and federal safety regulations will be studied. (Skyline)

Transportation Systems Management

TEA#: 13040200  GRADE: 11-12
DALLAS ISD# 7218  CREDIT: 2
PREREQUISITE: ENERGY, POWER, AND TRANSPORTATION SYSTEMS

Students gain knowledge and skills in material handling and distribution and proper application, design, and production of technology as it relates to the transportation, distribution, and logistics industries. This course includes a study of the safe operation of tractor-trailers, forklifts, and related heavy equipment. Local, state, and federal safety regulations will be studied. (Wilmer-Hutchins, Carter)

Logistics, Planning, and Management Systems

TEA# 13040300  GRADE: 11-12
DALLAS ISD# 7219  CREDIT: 2
PREREQUISITE: ENERGY, POWER, AND TRANSPORTATION SYSTEMS

Students receive training for entry-level employment in the Logistics, Planning, and Management Systems. This course focuses on the business planning and management aspects of transportation, distribution, and logistics. This course will focus on logistics, planning and management systems used in the Logistics industry. (Wilmer-Hutchins, Carter)
Practicum in Transportation, Distribution, and Logistics
TEA#: 13040400 GRADE: 12
DALLAS ISD# 7220 CREDIT: 2
PREREQUISITE: COHERENT SEQUENCE OF COURSES IN THE FIELD.
The Practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories.

(Aircraft-Skyline)

Practicum in Transportation, Distribution, and Logistics
TEA#: 13040400 GRADE: 12
DALLAS ISD# 7221 CREDIT: 2
PREREQUISITE: COHERENT SEQUENCE OF COURSES IN THE FIELD.
The Practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories.

(Collision-Skyline, Spruce)

Practicum in Transportation, Distribution, and Logistics
TEA#: 13040400 GRADE: 12
DALLAS ISD# 7222 CREDIT: 3
PREREQUISITE: COHERENT SEQUENCE OF COURSES IN THE FIELD.
The Practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories.

(Collision-Skyline)

Practicum in Transportation, Distribution, and Logistics
TEA#: 13040400 GRADE: 12
DALLAS ISD# 7223 CREDIT: 2
PREREQUISITE: COHERENT SEQUENCE OF COURSES IN THE FIELD).
The Practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories.

(Auto Tech)

Practicum in Transportation, Distribution, and Logistics
TEA#: 13040400 GRADE: 12
DALLAS ISD# 7224 CREDIT: 3
PREREQUISITE: COHERENT SEQUENCE OF COURSES IN THE FIELD).
The Practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories.

(Auto Tech - Skyline)

Practicum in Transportation, Distribution, and Logistics
TEA#: 13040400 GRADE: 12
DALLAS ISD# 7225 CREDIT: 2
PREREQUISITE: COHERENT SEQUENCE OF COURSES IN THE FIEL
The Practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories.

(Diesel - Skyline/Wilmer-Hutchins)
Practicum in Transportation, Distribution, and Logistics

TEA#: 13040400  GRADE: 12
DALLAS ISD# 7226  CREDIT: 3
PREREQUISITE: COHERENT SEQUENCE OF COURSES IN THE FIELD.
The Practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories.
(Diesel -Skyline/Wilmer-Hutchins)

Practicum in Transportation Distribution and Logistics

TEA#: 13040400  GRADE: 12
DALLAS ISD# 7200  CREDIT: 2
PREREQUISITE: ANY ADVANCED LEVEL TRANSPORTATION DISTRIBUTION AND LOGISTICS COURSE.
The practicum course is a capstone experience for students participating in a coherent sequence of courses in Transportation, Distribution, and Logistics. The course is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, or continued advanced development of skills and knowledge in a laboratory setting. (Wilmer-Hutchins, Carter)
Career Preparation I
TEA#: 12701300  GRADE: 11-12
DALLAS ISD# 7228  CREDIT: 2
RECOMMENDED PREREQUISITE: COMPLETION OF TWO OR MORE CAREER AND TECHNICAL EDUCATION COURSES IN A PROGRAM OF STUDY
Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. Students must work an average of 10 hours per week to receive credit for this course.

Career Preparation II
TEA#: 12701400  GRADE: 12
DALLAS ISD# 7230  CREDIT: 2
RECOMMENDED PREREQUISITE: CAREER PREPARATION I
Career Preparation II develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved business and industry training area. Students develop skills for lifelong learning, employability, leadership, management, work ethics, safety, and communication as a group; however, each student has an individual training plan that addresses job-specific knowledge and skills. Approved training sponsors provide paid occupational training for a student. The training sponsor assists the teacher in providing the necessary knowledge and skills for the student's specific career preparation. Students must work an average of 10 hours per week to receive credit in this course.

Career Preparation Practice A
TEA#: N/A  GRADE: 11-12
DALLAS ISD# 7232  CREDIT: 0
REQUIRED PREREQUISITE: CONCURRENT ENROLLMENT IN CAREER PREPARATION I OR II
This non-credit practice course is designed to be used as the release time from school that students may need in order to fulfill the work requirements for Career Preparation I and II. Students may only be enrolled in this course if they are concurrently enrolled in Career Preparation I or II.
Career Preparation Practice B
TEA#: N/A  GRADE: 11-12
DALLAS ISD# 7233  CREDIT: 0
REQUIRED PREREQUISITE: CONCURRENT ENROLLMENT IN CAREER PREPARATION I OR II
This non-credit practice course is designed to be used as the release time from school that students may need in order to fulfill the work requirements for Career Preparation I and II. Students may only be enrolled in this course if they are concurrently enrolled in Career Preparation I or II.

Career Preparation Practice C
TEA#: N/A  GRADE: 11-12
DALLAS ISD# 7234  CREDIT: 0
REQUIRED PREREQUISITE: CONCURRENT ENROLLMENT IN CAREER PREPARATION I OR II
This non-credit practice course is designed to be used as the release time from school that students may need in order to fulfill the work requirements for Career Preparation I and II. Students may only be enrolled in this course if they are concurrently enrolled in Career Preparation I or II.

Career Preparation Practice D
TEA#: N/A  GRADE: 11-12
DALLAS ISD# 7235  CREDIT: 0
REQUIRED PREREQUISITE: CONCURRENT ENROLLMENT IN CAREER PREPARATION I OR II
This non-credit practice course is designed to be used as the release time from school that students may need in order to fulfill the work requirements for Career Preparation I and II. Students may only be enrolled in this course if they are concurrently enrolled in Career Preparation I or II.

Problems and Solutions
TEA#: 12701500  GRADE: 12
DALLAS ISD# 7236  CREDIT: .5
PREREQUISITE: DEPARTMENT AND TEACHER APPROVAL REQUIRED
Problems and Solutions is a project-based research course for students who have the ability to research a real-world problem. Students develop a project on a topic related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge, skills, and technologies in a variety of settings. This course is designed to provide students an opportunity to earn one advanced measure for the Distinguished Achievement Program.

Problems and Solutions
TEA#: 12701500  GRADE: 12
DALLAS ISD# 7237  CREDIT: 1
PREREQUISITE: DEPARTMENT AND TEACHER APPROVAL REQUIRED
Problems and Solutions is a project-based research course for students who have the ability to research a real-world problem. Students develop a project on a topic related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge, skills, and technologies in a variety of settings. This course is designed to provide students an opportunity to earn one advanced measure for the Distinguished Achievement Program.
Languages Other Than English (LOTE) – High School Course Descriptions

Languages Other Than English
All courses integrate the five Program Goals of the TEKS for LOTE: Communication, Cultures, Connections, Comparisons, and Communities and are associated with a particular proficiency level in accordance with the TEKS for LOTE and the ACTFL Proficiency Scale.

American Sign Language I
TEA#: 03980100 GRADE: 9-12
DALLAS ISD# 3590 CREDIT: 1
PREREQUISITE: NONE.
This beginning course introduces the sign language alphabet, numbers, basic sign vocabulary and syntax, and fingerspelling of 3-4 letter words. Fingerspelled Loan Signs (FLS) are introduced. Students learn expressive sign skills as well as receptive sign skills. They learn to introduce themselves, discuss basic surroundings and family information, give basic directions, ask for help, and explore occupations. Students are introduced to Deaf culture and how the Deaf differ from hearing people.

American Sign Language II
TEA#: 03980200 GRADE: 9-12
DALLAS ISD# 3595 CREDIT: 1
PREREQUISITE: ASL I, or World Language Director’s approval
ASL II continues with a greater signed vocabulary, additional grammatical skills, and a higher level of conversational skills. Students are required to sign and understand 5-6 letter fingerspelled words. More advanced Fingerspelled Loan Signs (FLS) are used in conversation.

American Sign Language III
TEA#: 03980300 GRADE: 9-12
DALLAS ISD# 3596 CREDIT: 1
PREREQUISITE: ASL II, or World Language Director’s approval
Students perform conversational and explanatory vocabulary. They are expected to find a location where they can meet Deaf people and communicate (churches, Deaf Coffee Chat at Starbucks, Deaf Action Center, etc.). Students research and explore careers that require fluent ASL signing. Topics studied during ASL III include the continuation of most topics previously taught as well as the following: all seven parameters of ASL, more advanced signed vocabulary, contractions, cause-effect sentences, mouth morphemes.

American Sign Language IV
TEA#: 03980400 GRADE: 9-12
DALLAS ISD# 3598 CREDIT: 1
PREREQUISITE: ASL III, or World Language Director’s approval
This course continues the study of grammar, culture, and the visual language of the deaf. The class is taught in American Sign Language, using voices only when necessary for clarity of instruction. Emphasis is on using grammar correctly at all times and using facial expressions, eye contact, and clarity of signs to communicate more effectively. The students work out of many different texts, and on occasion, may go to the local elementary school to tutor and observe deaf students. Tutoring in the elementary schools is often a yearly assignment to a selected teacher with changes occurring only as a tool to gain different insight into the various levels of language being used.

French I
TEA#: 03410100 GRADE: 9-12
DALLAS ISD#: 3610 CREDIT: 1
PREREQUISITE: NONE.
This course is an introductory study of the French language and culture incorporating the development of listening and reading comprehension, speaking, and writing. The main goal for this course is for students to develop a novice high level proficiency by using French in school and in the world community. Studies of French culture and history are included.

French II
TEA#: 03410200 GRADE: 9-12
DALLAS ISD#: 3625 CREDIT: 1
PREREQUISITE: French I or World Language Director’s approval
This course continues students’ progress through the novice levels into the intermediate levels in French. The main goal for this course is for students to develop an intermediate low level proficiency by using French in school and in the world community. Studies of French culture and history are explored.
French III
TEA#: 03410300 GRADE: 9-12
DALLAS ISD#: 3631 CREDIT: 1
PREREQUISITE: French II or World Language Director’s approval.
Students continue to work toward an intermediate-mid level of proficiency in the French language. Focus is on the improvement of speaking and listening, as well as expanding reading and writing skills. Additional in-depth studies of French culture and of French-speaking people throughout the world are explored in more depth.

French III Pre-AP
TEA#: 03410300 GRADE: 9-12
DALLAS ISD#: 3637 CREDIT: 1
PREREQUISITE: French II or World Language Director’s approval
This rigorous course focuses on maximizing fluency in reading and listening comprehension, speaking, and writing the French language, and moving towards proficiency at the intermediate-high level, in preparation for the AP French Language course (3654). The course incorporates the study of French language, cultures, history, and literature to form a base for analytical writing that demonstrates correct grammar applications, and critical writing concepts, formats, and styles. Additional in-depth studies of French culture and of French-speaking people throughout the world are explored in more depth.

French IV
TEA#: 03410400 GRADE: 9-12
DALLAS ISD#: 3634 CREDIT: 1
PREREQUISITE: French III or World Language Director’s approval
This course continues to provide instruction and opportunities for students to progress through intermediate to advanced levels of proficiency in speaking and listening as well as to expand reading and writing skills in the French language. Included in this course is a more in-depth study of French culture, history, literature, and civilization.

AP French IV Language and Culture
TEA#: A3410100 GRADE: 9-12
DALLAS ISD#: 3654 CREDIT: 1
PREREQUISITE: French III, or World Language Director’s approval
The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French.
The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).
The course follows the College Board AP curriculum and the Texas Essential Knowledge and Skills (TEKS) for Languages Other than English (LOTE). The course offers students the opportunity to take the AP French Language examination. Students scoring 3 or better on the exam may be able to earn college credit at many colleges. Successful completion of this course fulfills one of the four required credits towards the Multidisciplinary Studies Endorsement. An approved College Board teacher syllabus is required.

French V Literature
TEA#: 03410500 GRADE: 9-12
DALLAS ISD#: 3657 CREDIT: 1
PREREQUISITE: AP FRENCH IV or World Language Director’s approval
This highly rigorous course allows students to develop the ability to critically analyze and discuss selected works of the French Literature.

French VI Literature Independent Studies
TEA#: 03410600 GRADE: 9-12
DALLAS ISD#: 3673 CREDIT: 1
PREREQUISITE: FRENCH V or World Language Director’s approval
This course allows students to plan and conduct independent research in selected areas of interest pertaining to French literature and author’s representative of French-speaking countries. The course requires students to complete and submit at least one research project per six weeks in a form approved by the individual instructor.
German I
TEA#: 03420100      GRADE: 9-12
DALLAS ISD#: 3675   CREDIT: 1
PREREQUISITE: None
This course is an introductory study of the German language and culture incorporating the development of listening and reading comprehension, speaking, and writing. The main goal for this course is for students to develop a novice level proficiency by using German in school and in the world community. Studies of German culture and history are included.

German II
TEA#: 03420200      GRADE: 9-12
DALLAS ISD#: 3690   CREDIT: 1
PREREQUISITE: German I or World Language Director’s approval
This course continues students’ progress through the novice levels into the intermediate levels in German. The main goal for this course is for students to develop an intermediate low level proficiency by using German in school and in the world community. Studies of German culture and history are explored.

German III
TEA#: 03420300      GRADE: 9-12
DALLAS ISD#: 3696   CREDIT: 1
PREREQUISITE: German II or World Language Director’s approval
Students continue to work toward an intermediate-mid level of proficiency in the German language. Focus is on the improvement of speaking and listening, as well as expanding reading and writing skills. Additional in-depth studies of German culture and of German-speaking people throughout the world are explored in more depth.

German III Pre-AP
TEA#: 03420300      GRADE: 9-12
DALLAS ISD#: 3702   CREDIT: 1
PREREQUISITE: German II or World Language Director’s approval
This is a rigorous course focuses on maximizing fluency in reading and listening comprehension, speaking, and writing the German language, and moving towards proficiency at the intermediate-high level, in preparation for the AP German Language course (3709). The course incorporates the study of German language, cultures, history, and literature to form a base for analytical writing that demonstrates correct grammar applications, and critical writing concepts, formats, and styles. Additional in-depth studies of German culture and of German-speaking people throughout the world are explored in more depth.

German IV
TEA#: 03420400      GRADE: 9-12
DALLAS ISD#: 3699   CREDIT: 1
PREREQUISITE: German III or World Language Director’s approval
This course continues to provide instruction and opportunities for students to progress through intermediate to advanced levels of proficiency in speaking and listening as well as to expand reading and writing skills in the German language. Included in this course is a more in-depth study of German culture, history, literature, and civilization.

AP German IV Language and Culture
TEA#: A3420100      GRADE: 9-12
DALLAS ISD#: 3709   CREDIT: 1
PREREQUISITE: German III, or World Language Director’s approval
The AP German Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP German Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in German.

The AP German Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The course follows the College Board AP curriculum and the Texas Essential Knowledge and Skills (TEKS) for Languages Other than English (LOTE). The course offers students the opportunity to take the AP German Language examination. Students scoring 3 or better on the exam may be able to earn college credit at many colleges. Successful completion of this course fulfills one of the four required credits towards the Multidisciplinary Studies Endorsement. An approved College Board teacher syllabus is required.
German V Independent Study

TEA#: 03420500  GRADE: 9-12
DALLAS ISD#: 3727  CREDIT: 1
PREREQUISITE: AP German IV Language or World Language Director's approval

This course allows students to plan and conduct independent research in selected areas of interest pertaining to German language, history, culture, literature, or selected authors who are representative of German speaking countries. The course requires students to complete and submit at least one research project per six weeks in a form approved by the individual instructor.

Russian I

TEA#: 03450100  GRADE: 9-12
DALLAS ISD#: 3865  CREDIT: 1
PREREQUISITE: None

This course is an introductory study of the Russian language and culture incorporating the development of listening and reading comprehension, speaking, and writing. The main goal for this course is for students to develop a novice-mid level proficiency by using Russian in school and in the world community. The course includes the study of the Russian alphabet and sound system and the introduction of main grammar concepts with direct attention given to oral-aural skills. Studies of Russian culture and history are introduced.

Russian II

TEA#: 03450200  GRADE: 9-12
DALLAS ISD#: 3870  CREDIT: 1
PREREQUISITE: Russian I or World Language Director’s approval.

This course continues students’ progress through the novice levels into the intermediate levels in Russian. The main goal for this course is for students to develop a novice high level proficiency by using Russian in school and in the world community. Focus is on the improvement of speaking and listening, as well as expanding reading and writing skills. Studies of Russian culture and history are explored.

Russian III

TEA#: 03450300  GRADE: 9-12
DALLAS ISD#: 3876  CREDIT: 1
PREREQUISITE: Russian II, or World Language Director’s approval.

Students continue to work toward an intermediate-low level of proficiency in the Russian language, while some students may progress to intermediate-mid. Focus is on the improvement of speaking and listening, as well as expanding reading and writing skills. Additional in-depth studies of Russian culture and of Russian-speaking people throughout the world continue to be explored in more depth.

Spanish I

TEA#: 03440100  GRADE: 9-12
DALLAS ISD#: 3890  CREDIT: 1
PREREQUISITE: None

This course is an introduction to the Spanish language, grammar, and Hispanic cultures while developing the skills in listening and reading comprehension, speaking, and writing. The main goal for this course is for students to progress toward a novice-high level ability in using Spanish in school and in the community. Studies of Hispanic culture and history are introduced.

Spanish II

TEA#: 03440200  GRADE: 9-12
DALLAS ISD#: 3925  CREDIT: 1
PREREQUISITE: Spanish I or as prescribed by the Language Proficiency Test (LPT)

This course continues students’ progress through the novice levels into the intermediate levels in Spanish. The main goal for this course is for students to develop an intermediate low level proficiency by using Spanish in school and in the world community. Studies of Hispanic culture and history are explored.

Spanish III

TEA#: 03440300  GRADE: 9-12
DALLAS ISD#: 3948  CREDIT: 1
PREREQUISITE: Spanish II or as prescribed by the Language Proficiency Test (LPT).

Students continue to work toward an intermediate-mid level of proficiency in the Spanish language. Focus is on the improvement of speaking and listening, as well as expanding reading and writing skills. Additional in-depth studies of Hispanic culture and of Spanish-speaking people throughout the world are explored in more depth.

Spanish III Pre-AP

TEA#: 03440300  GRADE: 9-12
DALLAS ISD#: 3951  CREDIT: 1
PREREQUISITE: Spanish II or as prescribed by the Language Proficiency Test (LPT).
This rigorous course focuses on maximizing fluency in reading and listening comprehension, speaking, and writing the Spanish language in preparation for the AP Spanish Language course (3958). The course incorporates the study of Spanish language, Hispanic cultures, history, and literature to form a base for analytical writing that demonstrates correct grammar applications, and critical writing concepts, formats, and styles.

Spanish IV
TEA#: 03440400  GRADE: 9 -12
DALLAS ISD#: 3960  CREDIT: 1
PREREQUISITE: Spanish III or as prescribed by the Language Proficiency Test (LPT).
This course continues to provide instruction and opportunities for students to progress through intermediate to advanced levels of proficiency in speaking and listening as well as to expand reading and writing skills in the Spanish language. Included in this course is a more in-depth study of Hispanic culture, history, literature, and civilization.

Spanish for Native Speakers I
TEA#: 03440110  GRADE: 9 -12
DALLAS ISD#: 3900  CREDIT: 1
PREREQUISITE: Native/Heritage Spanish speakers or as prescribed by the Language Proficiency Test (LPT).
This course incorporates the study of the Spanish language and Hispanic culture to assist students in understanding and appreciation of Hispanic culture. The main objective is to enrich the students' total language experience by building on the language proficiency they already possess. Their skills are enhanced in accordance with the level of language proficiency of the student. The focus is on increasing students’ ability to use Spanish flexibly for both formal and informal situations and on developing their literacy skills.

Spanish for Native Speakers II
TEA#: 03440220  GRADE: 9-12
DALLAS ISD#: 3905  CREDIT: 1
PREREQUISITE: Spanish I Native Spks or as prescribed by the Language Proficiency Test (LPT).
This rigorous course continues to develop the Spanish language skills that students already possess and assists them to refine these skills by understanding when and where dialectal usages are appropriate in oral and written communications. This course also explores Hispanic culture more deeply than lower levels. Students should possess Intermediate mid proficiency at the beginning of the course and progress through Intermediate high by the end.

Spanish for Native Speakers III
TEA#: 03440330  GRADE: 9 -12
DALLAS ISD#: 3908  CREDIT: 1
PREREQUISITE: Spanish II Native Spks or as prescribed by the Language Proficiency Test (LPT).
This highly rigorous course provides opportunities for the enhancement of all language skills. It is a study of Hispanic language, culture, and history incorporating language skills and grammatical concepts. The main objective of this course is to continue building on the skills the students already possess by providing opportunities to expand their grammatical literacy, as well as social, communicative, and functional concepts identified with the Spanish language. These students function comfortably in the Intermediate level, with some students showing some advanced level abilities by the end of the course.

Spanish for Native Speakers III Pre-AP
TEA#: 03440330  GRADE: 9 -12
DALLAS ISD#: 3918  CREDIT: 1
PREREQUISITE: Spanish II Native Spks or as prescribed by the Language Proficiency Test (LPT).
This highly rigorous course builds upon the skills students already possess to refine their grammatical and analytical skills in listening, reading, speaking, and writing in preparation for the AP Spanish Language Course (3958). The course incorporates the study of Hispanic language, cultures, history, and literature to form a base for analytical writing that demonstrates correct grammar and critical writing concepts, formats, and styles. Students are expected to reach advanced low proficiency by the end of the course.

AP Spanish IV Language and Culture
TEA#: A3440100  GRADE: 9 -12
DALLAS ISD#: 3958  CREDIT: 1
PREREQUISITE: Spanish III, Spanish II Native Spks, Spanish III Native Spks, a minimum of intermediate high proficiency on an ACTFL approved proficiency test, or World Language Director’s approval.
The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not
to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The course follows the College Board AP curriculum and the Texas Essential Knowledge and Skills (TEKS) for Languages Other than English (LOTE). The course offers students the opportunity to take the AP Spanish Language examination. Students scoring 3 or better on the exam may be able to earn college credit at many colleges. Successful completion of this course fulfills one of the four required credits towards the Multidisciplinary Studies Endorsement. An approved College Board teacher syllabus is required.

AP Spanish V Literature and Culture

TEA#: A3440200    GRADE: 9-12
DALLAS ISD#: 3961   CREDIT: 1
PREREQUISITE: AP Spanish IV, Advanced mid proficiency on an ACTFL approved proficiency test, or World Language Director’s approval.

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism an approved College Board teacher syllabus is required.

Students will be expected to attain advanced high proficiency or higher by the end of the course in order to be successful on the AP Spanish Literature exam.

Spanish VI Literature Independent Studies

TEA#: 03440600    GRADE: 9-12
DALLAS ISD#: 3962   CREDIT: 1
PREREQUISITE: AP Spanish IV Language or World Language Director’s approval

As an extension of the 3961 AP Spanish Literature course, this course allows students to plan and conduct independent research in selected areas of interest pertaining to Spanish, Spanish-American, Chicano, or other selected literature and authors representative of Spanish-speaking countries. The course requires students to complete and submit at least one research project per six weeks in a form approved by the individual instructor.

Arabic I

TEA#: 03110100    GRADE: 9-12
DALLAS ISD#: 3963   CREDIT: 1
PREREQUISITE: None

This course is an introductory study of the Arabic language and culture incorporating the development of listening and reading comprehension, speaking, and writing. The main goal for this course is for students to develop a novice-mid level proficiency by using Arabic in school and in the world community. The course includes the study of the Arabic alphabet and sound system and the introduction of main grammar concepts with direct attention given to oral-aural skills. Studies of Arabic culture and history are introduced.

Arabic II

TEA#: 03110200    GRADE: 9-12
DALLAS ISD#: 3966   CREDIT: 1
PREREQUISITE: Arabic I or World Language Director Approval

This course continues students’ experiences and material learned in Arabic I. The main goal for this course is for students to develop a novice high level proficiency by using Arabic in school and in the world community. Studies of Arabic culture and history are explored.

Japanese I

TEA#: 03120100    GRADE: 9-12
DALLAS ISD#: 3790   CREDIT: 1
PREREQUISITE: None

This course is an introductory study of the Japanese language and culture incorporating the development of listening and reading comprehension, speaking, and writing. The main goal for this course is for students to develop a novice-mid level proficiency by using Japanese in school and in the world community. The course includes the study of Japanese Hiragana and Katakana writing systems, and the introduction of main grammar concepts with direct attention given to oral-aural skills. Studies of Japanese culture and history are introduced.
Japanese II

TEA#: 03120200 GRADE: 9-12
DALLAS ISD#: 4000 CREDIT: 1
PREREQUISITE: Japanese I or World Language Director’s approval
This course continues students’ proficiency progress into novice high level in Japanese by using Japanese in school and in the world community. Focus is on the improvement of speaking and listening, as well as expanding reading and writing skills. Students further their exposure and utilization of Kana (Hiragana and Katakana), and approximately 25 – 50 Kanji (Chinese characters) are also introduced. Studies of Japanese culture and history are explored.

Japanese III

TEA#: 03120300 GRADE: 9-12
DALLAS ISD#: 4003 CREDIT: 1
PREREQUISITE: Japanese II or World Language Director’s approval
Students continue to work toward an intermediate-low level of proficiency in the Japanese language. Focus is on the improvement of speaking and listening, as well as expanding reading and writing skills. Additional in-depth studies of Japanese culture and of Japanese-speaking people throughout the world are included. Students should demonstrate an ability to produce 25-50 Kanji (Chinese characters) and are exposed to an additional 25-50 characters. Studies of Japanese culture and history are explored in more depth.

Japanese IV

TEA#: 03120400 GRADE: 9-12
DALLAS ISD#: 4008 CREDIT: 1
PREREQUISITE: Japanese III or World Language Director’s approval
Students continue work through the intermediate proficiency levels. Students apply all writing characters in analytical compositions and explore the varied styles used in the media, and in formal informal presentations. Students should demonstrate an ability to produce up to 100 Kanji (Chinese characters) and continue to be exposed to more. Studies of Japanese culture and history continue to be explored.

Mandarin Chinese I

TEA#: 03490100 GRADE: 9-12
DALLAS ISD#: 3840 CREDIT: 1
PREREQUISITE: None
This course is an introductory study of the Chinese language and culture incorporating the development of listening and reading comprehension, speaking, and writing. The main goal for this course is for students to develop a novice-low level proficiency in listening, reading and writing, and a novice-mid level proficiency in speaking by using Chinese in school and in the world community. Students are introduced to up to 500 characters, and the culture and history of the Chinese community are introduced.

Mandarin Chinese II

TEA#: 03490200 GRADE: 9-12
DALLAS ISD#: 3845 CREDIT: 1
PREREQUISITE: Chinese I or World Language Director’s approval
This course provides students with opportunities to continue developing their listening, speaking, reading, and writing skills in Chinese. In addition to language and grammar, students continue to explore their knowledge of Chinese culture and history. Students work towards a novice-mid proficiency in reading and writing, and towards a novice-high level of proficiency in speaking and listening by using Chinese in school and in the world community. Students are introduced to about 600 more characters.

Mandarin Chinese III

TEA#: 03490300 GRADE: 9-12
DALLAS ISD#: 3848 CREDIT: 1
PREREQUISITE: Chinese II or World Language Director’s approval
In this course, students will further their development of the Chinese language, moving towards an Intermediate-high level of proficiency in speaking, and a novice-high level in listening, reading and writing by using Chinese in school and in the world community. In addition to language and grammar, students continue their in-depth study of Chinese culture and history. Students are introduced to a more formal written style of expressions that are used in media and formal presentations.
Mandarin Chinese IV
TEA#: 03490400    GRADE: 9-12
DALLAS ISD#: 3853    CREDIT: 1
PREREQUISITE: Chinese III or World Language Director’s approval
In this course, students perform in the intermediate proficiency levels. Oral and written tasks include topics from all previous levels with more depth and are integrated with a wider array of communicative topics. Students explore a more formal written style of expressions used in the media and formal presentations, and deepen their knowledge of Chinese culture and history.

Italian I
TEA#: 03400100    GRADE: 9-12
DALLAS ISD#: 3770    CREDIT: 1
PREREQUISITE: None
This course is an introduction to the Italian language, grammar, and cultures while developing the skills in listening and reading comprehension, speaking, and writing. The main goal for this course is for students to progress toward a novice-high level ability in using Italian in school and in the community. Studies of Italian culture and history are introduced.

Italian II
TEA#: 03400200    GRADE: 9-12
DALLAS ISD#: 3775    CREDIT: 1
PREREQUISITE: Italian I or World Language Director’s approval
This course continues students’ progress through the novice levels into the intermediate levels in Italian. The main goal for this course is for students to develop an intermediate low level proficiency by using Italian in school and in the world community. Studies of Italian culture and history are explored.

Italian III
TEA#: 03400300    GRADE: 9-12
DALLAS ISD#: 3778    CREDIT: 1
PREREQUISITE: Italian II or World Language Director’s approval
Students continue to work toward an intermediate-mid level of proficiency in the Italian language. Focus is on the improvement of speaking and listening, as well as expanding reading and writing skills. Additional in-depth studies of Italian culture and of Italian-speaking people throughout the world are explored in more depth.

Italian III Pre-AP
TEA#: 03400300    GRADE: 9-12
DALLAS ISD#: 3780    CREDIT: 1
PREREQUISITE: Italian II or World Language Director’s approval
This rigorous course focuses on maximizing fluency in reading and listening comprehension, speaking, and writing the Italian language in preparation for the AP Italian Language course (3786). The course incorporates the study of Italian language, culture, history, and literature to form a base for analytical writing that demonstrates correct grammar applications, and critical writing concepts, formats, and styles.

Italian IV
TEA#: 03400400    GRADE: 9-12
DALLAS ISD#: 3783    CREDIT: 1
PREREQUISITE: Italian III or World Language Director’s approval
This course continues to provide instruction and opportunities for students to progress through intermediate to advanced levels of proficiency in speaking and listening as well as to expand reading and writing skills in the Italian language. Included in this course is a more in-depth study of Italian culture, history, literature, and civilization.

AP Italian IV Language and Culture
TEA#: A3400400    GRADE: 9-12
DALLAS ISD#: 3786    CREDIT: 1
PREREQUISITE: Italian III or World Language Director’s approval
The course develops and expands students’ Italian proficiency in listening, speaking, reading and writing. Students increase their knowledge of Italian language and culture while exploring the Italian-speaking world through various classroom and community activities. Students should possess high enough proficiency upon enrollment that they can feasibly have advanced low proficiency according to the ACTFL proficiency scale by the end of the course in order to score a 3 or better on the AP Italian Language exam. The course follows the College Board AP curriculum and the Texas Essential Knowledge and Skills (TEKS) for Languages Other than English (LOTE). The course offers students the opportunity to take the AP Italian Language examination. Students scoring 3 or better...
on the exam may be able to earn college credit at many colleges. Successful completion of this course fulfills one of the four required credits towards the Multidisciplinary Studies Endorsement. An approved College Board teacher syllabus is required.

**Italian V Independent Study**

| TEA#: 03400500 | GRADE: 10-12 |
| DALLAS ISD#: 3788 | CREDIT: 1 |
| PREREQUISITE: Italian IV or World Language Director’s approval |

This course allows students to plan and conduct independent research in selected areas of interest pertaining to Italian language, history, culture, or literature or selected authors that are representative of Italian speaking countries. The course requires students to complete and submit at least one research project per six weeks in a form approved by the individual instructor.

**Latin I**

| TEA#: 03430100 | GRADE: 9-12 |
| DALLAS ISD#: 3805 | CREDIT: 1 |
| PREREQUISITE: None |

This is an introductory course to Latin where students begin to learn how to read a story in Latin and to comprehend its meaning in English. Students are introduced to the influence of the Roman world on contemporary culture. Vocabulary and grammar are studied in the context of reading passages into which cultural information has also been integrated. Students learn how to pronounce Latin according to accepted conventions, answer simple questions about passages, and respond to classroom directions and commands. Word derivations and Latin word elements are also studied to expand the student’s English vocabulary.

**Latin II**

| TEA#: 03430200 | GRADE: 9-12 |
| DALLAS ISD#: 3815 | CREDIT: 1 |
| PREREQUISITE: Latin I or World Language Director’s approval |

This course continues to expand reading comprehension skills. Students develop a deeper understanding of the similarities and differences between the Roman world and today’s world. New vocabulary and additional grammatical structures are emphasized as reading progresses to longer and more complicated passages. Oral Latin is still used to help students understand reading selections. Word studies continue to be an integral part of learning Latin.

**Latin III**

| TEA#: 03430300 | GRADE: 9-12 |
| DALLAS ISD#: 3818 | CREDIT: 1 |
| PREREQUISITE: Latin II or World Language Director’s approval |

Students continue to develop reading comprehension skills as they read authentic classical Latin. Reading passages include selections of prose and poetry. Advanced grammatical forms, vocabulary, figures of speech, and culture are integrated into the development of reading. Students further refine their understanding of the Roman world and its influence on contemporary culture.

**Latin III Pre-AP**

| TEA#: 03430300 | GRADE: 9-12 |
| DALLAS ISD#: 3822 | CREDIT: 1 |
| PREREQUISITE: Latin II or World Language Director’s approval |

This rigorous course builds upon the skills already possessed by students to refine their grammatical and analytical skills in listening, reading, speaking, and writing Latin in preparation for AP Latin IV Vergil (3831). In addition, the course incorporates the study of Latin language, culture, history, and literature to form a base for analytical writing that demonstrates correct grammar applications and critical writing concepts, formats, and styles.

**AP Latin IV**

| TEA#: A3430100 | GRADE: 9-12 |
| DALLAS ISD#: 3831 | CREDIT: 1 |
| PREREQUISITE: Latin III or World Language Director’s approval |

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil’s Aenid and Caesar’s Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context. Successful completion of this course fulfills one of the four required credits towards the Multidisciplinary Studies Endorsement. An approved College Board teacher syllabus is required.
Latin V (Catullus-Horace)

TEA#: 03430500  GRADE: 9-12
DALLAS ISD#: 3835  CREDIT: 1
PREREQUISITE: AP Latin IV or World Language Director’s approval

In this highly rigorous course, students are expected to translate accurately from Latin into English the poetry or prose they are reading and to demonstrate a grasp of grammatical structures and vocabulary. Since the appreciation of Latin literature requires an understanding of the literary techniques of Latin writers and of poetic meters, stylistic analysis is an integral part of the advanced work in this course.

Latin VI Independent Study

TEA#: 03430600  GRADE: 9-12
DALLAS ISD#: 3821  CREDIT: 1
PREREQUISITE: AP Latin IV, Latin V, or World Language Director’s approval

This course allows students to plan and conduct independent research in selected areas of interest pertaining to Latin language, history, culture, or literature. Students are required to complete and submit at least one research project per six weeks in a form approved by the individual instructor.
The following Dual Credit LOTE courses may be offered in 2016-17 pending approval from the Board in summer 2016:

- Spanish III (Dual Credit)
- Spanish IV (Dual Credit)
- French III (Dual Credit)
- French IV (Dual Credit)
- German II (Dual Credit)
- German III (Dual Credit)
Section 504 & Dyslexia – High School Course Descriptions

DYSLEXIA FALL

TEA#: 85000249  GRADE: 9-12  
DALLAS ISD#: 1270   CREDIT: 0  
PREREQUISITE: Section 504 Committee or ARD Committee Decision 

**Texas Scottish Rite Literacy Program:** The Literacy Program is a two semester dyslexia intervention developed at Texas Scottish Rite Hospital for Children. This video-based series provides instruction delivered by a trained professional while an onsite facilitator provides attention to individual student needs. This program includes direct and systematic instruction that teaches reading and spelling with a strong emphasis on intensive phonics and alphabetic code knowledge. The multisensory lessons target instructional components which include both explicit and systematic instruction in: Phonemic Awareness, Phonics, Vocabulary, Comprehension and Spelling.

NOTE: No grades collected. Attendance collected. Counts as instructional minutes.

DYSLEXIA SPRING

TEA#: 85000249  GRADE: 9-12  
DALLAS ISD#: 1271   CREDIT: 0  
PREREQUISITE: Section 504 Committee or ARD Committee Decision 

**Texas Scottish Rite Literacy Program:** The Literacy Program is a two semester dyslexia intervention developed at Texas Scottish Rite Hospital for Children. This video-based series provides instruction delivered by a trained professional while an onsite facilitator provides attention to individual student needs. This program includes direct and systematic instruction that teaches reading and spelling with a strong emphasis on intensive phonics and alphabetic code knowledge. The multisensory lessons target instructional components which include both explicit and systematic instruction in: Phonemic Awareness, Phonics, Vocabulary, Comprehension and Spelling.

NOTE: No grades collected. Attendance collected. Counts as instructional minutes.