

# Austin High School

## 2019-2020 COURSE DESCRIPTION GUIDE

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# ENGLISH

<b>ENGLISH I GLOBAL</b>	<b>1013.R200.Y</b>
<b>ENGLISH I CLASSICAL</b>	<b>1013.R300.Y</b>
<b>ENGLISH I TECH</b>	<b>1013.R400.Y</b>
<b>ENGLISH I S &amp; I</b>	<b>1013.R600.Y</b>
<b>Grade Placement: 9</b>	<b>Credit: 1.0</b>

**Prerequisite/Comments: None**

English I is a genre survey course including fiction, nonfiction, drama, and poetry that uses rich and varied texts to introduce and cultivate reading comprehension, writing, discussion, and critical thinking skills. Student products that reflect the development of these skills may include expository and analytical essays, in-class journals with daily entries, short answer responses supported with text evidence, multi-genre projects, and film analysis. To further develop a student's ability to read, write, and express himself intelligently, English I includes vocabulary study and development, revising and editing practice, close reading strategies such as annotation, and practice establishing thematic connections across multiple texts. This course introduces and develops test-taking strategies for the STAAR End of Course Exam through in-class practice and benchmark testing to help prepare students for the state-mandated testing required at the end of the year. English I students can expect a total of one to three hours of homework per week.

<b>ENGLISH I PRE-AP GLOBAL</b>	<b>1013.H200.Y</b>
<b>ENGLISH I PRE-AP CLASSICAL</b>	<b>1013.H300.Y</b>
<b>ENGLISH I PRE-AP TECH</b>	<b>1013.H400.Y</b>
<b>ENGLISH I PRE-AP S &amp; I</b>	<b>1013.H600.Y</b>
<b>Grade Placement: 9</b>	<b>Credit: 1.0</b>

**Prerequisite/Comments: None**

English I Pre-AP is a genre survey course including fiction, nonfiction, drama, and poetry that uses rich and varied texts to introduce and cultivate close reading, writing, discussion, and critical thinking skills. This course utilizes Pre-AP strategies to help students build vocabulary, develop close reading skills through the practice of annotation, and utilize the analytical writing process by focusing on the development of thesis statements, clear assertions, valid evidence and commentary necessary in literary analysis. Student products that reflect the development of these skills may include expository and analytical essays, in-class journals with daily entries, short answer responses supported with text evidence, and film analysis. Pre-AP English I students are expected to complete independent, outside readings in addition to in-class texts. This course introduces and develops test-taking strategies for the STAAR End of Course Exam through in-class practice and benchmark testing to help prepare students for the state-mandated testing required at the end of the year. Pre-AP English I students can expect three to four hours of homework per week.

<b>ENGLISH II GLOBAL</b>	<b>1023.R200.Y</b>
<b>ENGLISH II CLASSICAL</b>	<b>1023.R300.Y</b>
<b>ENGLISH II TECH</b>	<b>1023.R400.Y</b>
<b>ENGLISH II S &amp; I</b>	<b>1023.R600.Y</b>
<b>Grade Placement: 10</b>	<b>Credit: 1.0</b>

**Prerequisite/Comments: Eng I**

English II is a survey of world literature. Students develop skills in reading, writing, speaking & listening, research and critical thinking. The curriculum includes the reading of novels, short stories, drama, poetry, and nonfiction. Vocabulary development will consist of Latin and Greek roots. Students will write a variety of texts (literary, expository & procedural, persuasive, and personal texts with a controlling idea, coherent organization, and sufficient detail. This course introduces and develops test-taking strategies for the STAAR End of Course Exam through in-class practice and benchmark testing to help prepare students for the state-mandated testing required at the end of the year. This course also includes strategies for test taking skills PSAT, SAT, and ACT tests. English II students are responsible for one to three hours of homework per week.

<b>ENGLISH II PRE-AP GLOBAL</b>	<b>1023.H200.Y</b>
<b>ENGLISH II PRE-AP CLASSICAL</b>	<b>1023.H300.Y</b>
<b>ENGLISH II PRE-AP TECH</b>	<b>1023.H400.Y</b>
<b>ENGLISH II PRE-AP S &amp; I</b>	<b>1023.H600.Y</b>
<b>Grade Placement: 10</b>	<b>Credit: 1.0</b>

**Prerequisite/Comments: Eng I**

English II Pre-AP is a survey of world literature. Students develop skills in reading, writing, speaking, listening, and interpreting through a close study of world literature, history, philosophy and the humanities. Texts in English class are selected to enhance students' understanding of the world regions and time periods concurrently taught in the history class. Vocabulary development is focused on Latin and Greek roots where students will be tested in a cumulative manner. The course is designed to begin preparation for the Advanced Placement Language and Composition Exam where students will spend time reading and dissecting argumentative prose with a focus on rhetoric and its devices. Students in English II Pre-AP can expect three to five hours of homework a week.

<b>ENGLISH III</b>	<b>1033.R000.Y</b>
<b>Grade Placement: 11</b>	<b>Credit: 1.0</b>

**Prerequisite/Comments: Eng II**

To prepare students for the challenges of English IV and life after high school graduation, English III introduces students to multiple genres including American literature such as short stories, novels, and poetry as well as nonfiction speeches and essays that reflect an overview of the American social, cultural, and historical experience. Vocabulary development will consist of words used in context of the literature or nonfiction study. Students can expect frequent practice writing in various modes: persuasive, analytical, expository

**ENGLISH III-AMERICAN STUDIES  
(Classical Studies/Global Studies)**

**1033.R200.Y**

**Grade Placement: 11**

**Credit: 1.0**

**Prerequisite/Comments: Eng II**

American Studies English III focuses on the inherent connections between language and culture/history and prepares students for English IV and life after high school graduation. American Studies introduces students to multiple genres including nonfiction related to multiple eras in history and American literature such as short stories, novels, and poetry. From early European exploration all the way to the present, American Studies focuses on the social, political, cultural, economic, and religious developments of the United States. Students can expect frequent practice writing in various modes, including persuasive, analytical, expository, and reflective. A learning expedition to New Mexico is connected to the American Studies course and is open to Academy for Classical Studies students and Academy for Global Studies students enrolled in the course. Students in American Studies English III should also sign up for American Studies US History.

**AP ENGLISH III**

**Grade Placement: 11**

**Prerequisite/Comments: Eng II**

This course prepares students for the challenges of the Advanced Placement Language and Composition Exam. The primary objectives of the course are to strengthen students' ability to understand rhetorically dense and syntactically complex texts and to write clearly and concisely. Students read and analyze a variety of nonfiction pieces and study the nuts and bolts of rhetoric in order to craft argument, analysis, and synthesis essays. They practice inference of the subtleties of language and write responses in coherent prose. Students support argument and synthesis essays with primary and/or secondary sources, and support analysis with appropriate evidence and thoughtful commentary. A critical evaluation of sources is required and the standards of MLA citation are practiced. Focused vocabulary study prepares students for the PSAT, SAT, and ACT. To prepare for the AP Language and Composition exam in May, students carefully study released multiple-choice selections and essay prompts from past AP exams. Depending on the college, a satisfactory score may earn students credit for the first level college English. Additional information regarding AP Courses may be found at: [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com). Students in an AP English III course should prepare for three to six hours of homework each week.

**1033.P000.Y**

**Credit: 1.0**

**AP ENGLISH III—AMERICAN STUDIES  
(Classical Studies/Global Studies)**

**1033.P200.Y**

**Grade Placement: 11**

**Credit: 1.0**

**Prerequisite/Comments: Eng II**

The American Studies AP English III course prepares students for the challenges of the Advanced Placement Language and Composition Exam and focuses on the inherent connections between language and culture/history. Analysis of nonfiction readings will connect to specific concepts and eras studied in AP American History. From early European exploration all the way to the present, American Studies focuses on the social, political, cultural, economic, and religious developments of the United States through speeches, artifacts, and articles representative of different eras in our country's history. Students hone their ability to analyze evidence and express understanding through writing and other forms of communication. As with all AP Language and Composition classes, the primary objectives of the course are to strengthen students' ability to understand rhetorically dense and syntactically complex texts and to write clearly and concisely. Students will analyze rhetoric in order to craft argument, analysis, and synthesis essays. Students enrolled in the American Studies course will connect to topics such as the definition of an American; slavery and the role of a dissident in society; rhetoric and revolutions, the light side/dark side movement in history; Native American identity; Antebellum Women; Civil War, American identity through the decades, etc. A learning expedition to New Mexico is connected to the American Studies course and is open to Academy for Classical Studies students and Academy for Global Studies students enrolled in the course. Students in AP American Studies Lang & Comp should also sign up for AP American History.

**ENGLISH III-DUAL CREDIT ACC 1033.N000.Y**

**Grade Placement: 11**

**Credit: 1.0**

This course combines Eng. Comp. 1 & 2 with American Literature to give 1.0 high school credit and 6 hours College Credit.

**Prerequisite/Comments:** Students go through the Dual Credit Application Process and must meet college readiness requirements or pass the TSI test (offered here at Austin High: see the College and Career Center for more information.)

**ENGLISH III DUAL ENROLLMENT  
ONRAMPS**

**1033.N100.Y**

**Grade Placement: 11**

**Prerequisite: English II**

**Credit: 1.0 and 6 hours of college credit.\***

This first-year college writing course is broken into two semesters. *Reading, Writing and Research*, the fall course, is an introduction to rhetoric designed to enhance students'

ability to identify, evaluate, and construct effective arguments through critical reading, research and writing. Most texts are self-selected for interest, and writing assignments for the college course ask that students analyze the positions held in a public controversy as well as responsibly advocate for a position in a controversy. The fall course topic changes yearly as identified by The University of Texas at Austin. The spring course, *Rhetoric of the American Identity: Gender, Race and Ethnicity*, prepares students to become more effective in analyzing and producing arguments by researching and writing under the three course umbrella topics thereby allowing students to relate their findings to their own identity as an American. Students in an OnRamps English III course should expect three to six hours of homework each week. \*This course allows students to earn a 1.0 weighted high school credit and 6 hours of college credit if course requirements are met with The University of Texas at Austin.

**ENGLISH IV** **1043.R000.Y**  
**Grade Placement: 12** **Credit: 1.0**

**Prerequisite/Comments: Eng III**

English IV emphasizes the reading of British and world literature in order to analyze the cultural characteristics, theme, style, and narrative techniques of a work. The course will primarily focus on literary analysis and the writing process, including the creation of a personal narrative in support of the college application process. Students will also engage in research and composition in various modes in order to prepare for the demands of collegiate and professional writing. Course reading will also include self-selected works so that students can apply their analytical skills to other works, but also so that students can build their reading skill and develop a love of reading. Students in English IV should prepare for one to three hours of homework each week

**AP ENGLISH IV** **1043.P000.Y**  
**Grade Placement: 12** **Credit: 1.0**

**Prerequisite/Comments: Eng III**

To prepare for the challenges of the Advanced Placement Literature and Composition Exam and college literature courses, students will read closely and critically to analyze narrative techniques and author's craft in works of fiction (short stories, plays, novels) and poetry. Students will complement their development of critical reading skills with the development of analytical writing skills, including the creation of an authentic literary voice. Students will enter the larger academic and critical debate by researching, responding to, and synthesizing literary criticism and literary theory. Students will further develop personal narratives in support of the college application process. In preparation for the AP exam in May, students will practice and study multiple-choice selections and essay prompts from past AP exams. A resource for test-taking strategies

and other information regarding the AP exam may be found at: [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com). Students in an AP English IV course should prepare for three to six hours of homework each week.

**ENGLISH IV DUAL CREDIT ACC** **1043.N000.Y**  
**Grade Placement: 12**

This course combines Eng. Comp. 1 & 2 with British Literature to give 1.0 high school credit and 3 hours College Credit.

**Prerequisite/Comments:** Limited to students who have completed Dual Credit English III on campus at Austin High

**Note: This course is scheduled only during the fall semester.**

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

*NOTE: Students are required to take four credits in English. The credits must include English I, English II, English III, and English IV. For recent immigrant students, English I and II for Speakers of Other Languages (ESOL I and II) may be substituted for English I and English II. (Some universities do not accept the ESOL I and II as English I and II, so it is recommended that the student, intending to attend college, take ESOL I as a ninth grader and in the summer take ESOL II and a ninth grade release TAKS test to verify that the required skills and concepts have been mastered. Then the student could take English I in tenth grade with the understanding that an extra year would still be necessary to complete four credits in English required for college admission.)*

**ESOL I** **1013.E000.Y**  
**Grade Placement: 9-12** **Credit: 1.0**

**Prerequisite/Comments: None**

ESOL I is a beginning level Academic English class, which is designed to facilitate the acquisition of English, specifically as it relates to academic uses. The class is loosely correlated to a regular English curriculum in so much as literary terms, elements and analysis are included in the class. Additionally vocabulary and skills necessary for the successful completion of work in a variety of academic subjects is provided. The most important aspect of this class is that it provides a safe environment where students can feel comfortable to practice their written and spoken English without fear and anxiety. Special care is taken to orient the students to the U.S. high school environment. Students typically spend about one hour on homework weekly.

**ESOL II** **1023.E000.Y**  
**Grade Placement: 9-12** **Credit: 1.0**

**Prerequisite/Comments:** ESOL I or a low intermediate level of English (and there are Federal and State laws that mandate eligibility)

ESOL II is an intermediate level Academic English class, which is designed to facilitate the continued acquisition of

English, specifically as it relates to academic uses. As with ESOL I, the class is loosely correlated to a regular English curriculum in so much as literary terms, elements and analysis are included in the class. Additionally vocabulary and skills necessary for the successful completion of work in a variety of academic subjects is provided at an increasingly more advanced level. Examples include more emphasis on citing sources and on provided textual evidence in written and spoken arguments. During the early portion of the spring semester TAKS preparation is emphasized to assist the students in acquiring and practicing strategies specific to their unique testing needs. As with ESOL I, the most important aspect of this class is that it provides a safe environment where students can feel comfortable to practice their written and spoken English without fear and anxiety. Special care is taken to orient the students to the U.S. high school environment. Students typically spend about one hour on homework weekly.

## ***WORLD LANGUAGES***

**ASL I** **2010.R000.Y**  
**Grade Placement: 9-12** **Credit: 1.0**

**Prerequisite/Comments: None**

An introduction to the basic skills in production and comprehension of American Sign Language (ASL). Includes the manual alphabet and numbers. Students not only learn signs, but work on such grammatical features such as facial expressions, classifiers, specialization and directionality through drills, activities and projects. Students will also learn about deafness and the deaf community. Projects: one a six weeks  
 Homework: average of 30 min. a day

**ASL II** **2020.R000.Y**  
**Grade Placement: 9-12** **Credit: 1.0**

**Prerequisite/Comments: ASL I**

Develops receptive and expressive ability and allows recognition and demonstration of more sophisticated grammatical features of American Sign Language (ASL). Increases fluency and accuracy in fingerspelling and numbers. Provides opportunities for interaction within the deaf community. Projects: one a six weeks  
 Homework: an average of 30 min. a day.

**ASL III (Weighted)** **2030.H000.Y**  
**Grade Placement: -9-12** **Credit: 1.0**

**Prerequisite/Comments: ASL II**

Integrates and refines expressive and receptive skills in American Sign Language. Introduces increasingly complex grammatical aspects including those unique to ASL. This course requires an average of one hour a day of homework. Requires social interaction within the deaf community. A

major project is due every six weeks, which requires the use of multimedia.

Homework: an average of an hour daily

**ASL IV (Weighted)** **2040.H000.Y**  
**Grade Placement: -9-12** **Credit: 1.0**

**Prerequisite/Comments: ASL II**

Integrates and refines expressive and receptive skills in American Sign Language. Introduces increasingly complex grammatical aspects including those unique to ASL. This course requires an average of one hour a day of homework. Requires social interaction within the deaf community. A major project is due every six weeks, which requires the use of multimedia.

Homework: an average of an hour daily

**FRENCH I** **2013.R000.Y**  
**Grade Placement: 9-12** **Credit: 1.0**

**Prerequisite/Comments: None**

Introduce students to the four basic skills of language learning (listening, speaking, reading and writing). Students in Level I also develop appropriate grammatical concepts and learn about the culture and people who speak the target language.

**FRENCH II** **2023.R000.Y**  
**Grade Placement: 9-12** **Credit: 1.0**

**Prerequisite/Comments: French I**

Continue skill development in the four basic skill areas. Level II reviews and refines grammatical concepts and increases students' cultural knowledge.

**FRENCH III (Pre- AP)** **2033.H000.Y**  
**Grade Placement: 10-12** **Credit: 1.0**

**Prerequisite/Comments: French II**

Develop higher-level student proficiency in listening, speaking, reading and writing. Students read and participate in teacher-led discussions in the target language. They study advanced grammatical concepts and the culture and civilization of speakers of the target language.

**AP FRENCH IV LANG.** **2043.P000.Y**  
**Grade Placement: 10-12** **Credit: 1.0**

**Prerequisite/Comments: French III**

This course prepares students for the College Board AP French Language examination, which consists of multiple-choice questions in reading and listening and free-response questions in writing and speaking. The AP French Language examination evaluates both understanding and the ability to respond to written and spoken French.

**FRENCH V** **2053.H000.Y**  
**Grade Placement 11-12** **Credit: 1.0**

**Prerequisite: Comments: AP French IV**

The main focus of French V is the study and analysis of French literature. This weighted-credit course, taught exclusively in French, is a project-based class designed to

provide students the opportunity to work collaboratively, and individually, to interpret French literature of all genres. Successful French Lit students demonstrate a strong understanding of French grammar and are able to work well independently and collaboratively to complete challenging pieces of work. A strong grasp of general literary devices and themes will help as students analyze French literature and apply these devices and themes in their own work. Students must be confident in their spoken French as there is a significant oral presentation aspect to the course.

**LATIN I** **2213.R000.Y**  
**Grade Placement 9-12** **Credit 1.0**  
**Prerequisite/Comments: None**

Latin I is an introductory course involving the fundamentals of Latin grammar, Roman culture and history and the influences of Classical civilizations on our world today. By the end of the course, students will have acquired skill in reading simple Latin and have mastered all noun and indicative active verb forms. Additionally, the coursework supplements basic English grammar and vocabulary skills. The class provides the foundation for progression to Latin II. Major grades include two to three tests and one project per six weeks.

**LATIN II** **2223.R000.Y**  
**Grade Placement: 9-12** **Credit: 1.0**  
**Prerequisite/Comments: Latin I**

The second year of Latin explores more complex grammar, such as passives and subjunctives, and usage. Students will begin the year with intensive review of basic noun and verb forms. They will continue reading the Cambridge series, supplemented by readings of authentic Latin prose. Additionally, students will delve deeper into Roman history, focusing mainly on the Roman Empire, provinces, military and technological achievements. The class provides the foundation for progression to Latin II. Major grades include two to three tests and one project per six weeks.

**LATIN III (Pre-AP)** **2233.H000.Y**  
**Grade Placement: 10-12** **Credit: 1.0**  
**Prerequisite/Comments: Latin II**

The Latin III program is designed to develop Latin reading skills and introduce to the student different Roman authors and genres. The course begins with a grammar review. By the end of the first semester students will have been exposed to all Latin grammar and usages. We will read writings chosen from Pliny the Younger, Martial, Livy, Cicero, Catullus, Ovid and Vergil. The second semester the student will become familiar with Latin literary conventions and meter. The last six weeks is devoted entirely to the Aeneid of Vergil, in preparation for the AP syllabus in Latin IV/V. The students will be performing at a college reading level. Grades are based on quizzes, daily work and two to three tests per six weeks, translation or vocabulary quizzes and two to three tests every six-week grading period.

**LATIN IV** **2243.H000.Y**  
**Grade Placement: 11-12** **Credit: 1.0**

**Prerequisite/Comments: Latin III**

This college-level reading course prepares students for the the SAT II Latin exam and university credit-by-exam or placement exams in Latin. The course is designed to develop advanced Latin reading skills with a variety of Roman authors and genres. The course begins with an intensive grammar review. Reading selections will be chosen from Julius Caesar, Augustus Caesar, Pliny the Younger, Cicero, Catullus, Horace, Ovid and Vergil. Students will be expected to interpret Latin literature according to Latin literary conventions, meter and historical and cultural contexts. Practice will be given with standard testing formats, including sight-reading, multiple choice and short essays. Grades are based on quizzes, daily work and two to three tests per six weeks.

**SPANISH I** **2313.R000.Y**  
**Grade Placement: 9-11** **Credit: 1.0**

**Prerequisite/Comments: None**

In Spanish 1, students focus on basic reading and writing in the Spanish language, while establishing their ability to speak and listen. There is an emphasis on vocabulary and grammar, especially the present tense of regular and irregular verbs. Students will learn to introduce themselves, greet others, and describe themselves and others. Information will be provided in real-life situations using a variety of themes, such as school, sports, food, and seasonal activities. Students also explore general cultural perspectives of Spanish-speaking peoples. Homework will be assigned daily. Students can expect to spend at least two hours on homework per week..

**SPANISH II** **2323.R000.Y**  
**Grade Placement: 9-12** **Credit: 1.0**

**Prerequisite/Comments: Spanish I**

In Spanish 2, students continue to develop proficiency in all four-language skills - listening, speaking, reading, and writing. Emphasis is placed on verb usage, especially using the present, past, future and conditional tenses. Information will be provided in real-life situations using a variety of themes, such as traveling, food, pastimes, shopping, electronics, and medical emergencies. Students will also explore the customs and traditions of Spanish-speaking peoples. Homework will be assigned daily. Students can expect to spend at least two hours on homework per week.

**SPANISH III (Pre-AP)** **2333.H000.Y**  
**Grade Placement: 9-12** **Credit: 1.0**

**Prerequisite/Comments: Spanish II**

The purpose of this course is to continue usage of the Spanish language and develop accurate pronunciation. As comprehension and speaking skills are strengthened, the student will read and write in Spanish. At the end of level III, the student should be able to engage in advanced conversation.

The student will also become acquainted with the most important cultural and social issues in the Spanish speaking world. Lectures are given in Spanish 90% of the time.  
 Homework: 2-3 hours per week  
 Projects: 3-4 per semester

**SPANISH IV (Grade Level) 2343.R000.Y**  
**Grade Placement: 10-12 Credit: 1.0**

**Prerequisite/Comments: Spanish III**  
 This course is intended for students who wish to continue their study of Spanish beyond the third year, but who do not wish to follow the College Board Advanced Placement (AP) curriculum or to take the AP Spanish Language Exam. Level IV students will read and participate in teacher-led discussions in the target language. They will study advanced grammatical concepts and the culture and civilization of the speakers of the target language.

**AP SPANISH IV LANG. 2343. P000.Y**  
**Grade Placement: 10-12 Credit: 1.0**

**Prerequisite/Comments: Spanish III**  
 This course prepares students for the College Board AP Spanish Language examination, which consists of multiple-choice questions on listening comprehension, vocabulary, structure and reading comprehension, as well as free-response sections in writing and speaking. Lectures are conducted in Spanish

**AP SPANISH V LITERATURE AND CULTURE 2356.P000.Y**

**Grade Placement 10-12 Credit: 1.0**

This course prepares students for the College Board AP Spanish Literature and Culture examination which consists of free-response questions on listening comprehension, reading comprehension and literary analysis, as well as free-response essays on required authors, and poetry analysis.

**ARABIC I 2421.R000.Y**  
**Grade Placement: 9-12 Credit: 1.0**

**Prerequisite: None**  
 Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. Students will be introduced to the cultures and societies of the Arabic speaking world. Vocabulary and grammar will be presented in a communicative way in a variety of situations, e.g. making introductions, giving directions, buying things, making telephone calls and so on. The emphasis will be on the spoken language, as well as on providing a foundation of basic Arabic script.

**ARABIC II 2422.R000.Y**  
**Grade Placement 10-12 Credit: 1.0**

**Prerequisite: Arabic 1**  
 This course includes the basic fundamental elements of the modern standard Arabic language within the cultural context of Arabic-speaking people. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Arabic and demonstrate further cultural awareness.

**ARABIC III (Pre-AP) 2423.H000.Y**  
**Grade Placement 11-12 Credit: 1.0**

**Prerequisite: Arabic II**  
 Level 3 of world Languages develops higher level student proficiency in the integrated skills of listening, speaking, reading and writing with a strong focus still placed on the three modes of communication. Extensive and perhaps exclusive use of the target language by both teacher and student is a key factor at this third stage of language learning.

## ***MATHEMATICS***

**ALGEBRA I GLOBAL 3313.R200.Y**

**ALGEBRA I CLASSICAL 3313.R300.Y**

**ALGEBRA I TECH 3313.R400.Y**

**ALGEBRA I S & I 3313.R600.Y**

**Grade Placement: 9-12 Credit: 1.0**

**Prerequisite/Comments: None**

Students deepen their understanding of relations and functions and expand their repertoire of familiar functions. Among others, the behavior of linear functions and beginning quadratic functions are addressed. Insights into mathematical abstraction, structure, combination of functions, and equivalent forms are developed.  
 Homework: 2 hours/week  
 No projects.

**ALGEBRA I PRE-APGLOBAL 3313.H200.Y**

**ALGEBRA I PRE-AP CLASSICAL 3313.H300.Y**

**ALGEBRA I PRE-AP TECH 3313.H400.Y**

**ALGEBRA I PRE-AP S & I 3313.H600.Y**

**Grade Placement: 9-12 Credit: 1.0**

**Prerequisite/Comments: None**

Students deepen their understanding of relations and functions and expand their repertoire of familiar functions. Among others, the behavior of linear functions and beginning quadratic functions are addressed. Insights into mathematical abstraction, structure, combination of functions, and equivalent forms are developed.  
 Homework: 3 hours/week  
 1 project 2<sup>nd</sup> semester

**GEOMETRY** **3413.R000.Y**  
**Grade Placement: 9-12** **Credit: 1.0**  
**Prerequisite/Comments: Alg I**  
 Students develop a broad range of ways to represent geometric ideas – including coordinates, networks, transformations – and connect geometric interpretations to other contexts. Structure, patterns, dimensionality, location, congruence and similarity are studied.  
 Homework: 2 hours/week  
 2 projects/semester

**GEOMETRY PRE-APGLOBAL** **3413.H200.Y**  
**GEOMETRY PRE-AP CLASSICAL** **3413.H300.Y**  
**GEOMETRY PRE-AP TECH** **3413.H400.Y**  
**GEOMETRY PRE-AP S & I** **3413.H600.Y**  
**Grade Placement: 9-12** **Credit: 1.0**  
**Prerequisite/Comments: Alg I**  
 Students develop a broad range of ways to represent geometric ideas – including coordinates, networks, transformations – and connect geometric interpretations to other contexts. Structure, patterns, dimensionality, location, congruence and similarity are studied.  
 Homework: 2 hours/week  
 1 project/six weeks

**ALGEBRAIC REASONING** **3211.R000.Y**  
**Grade Placement 10-12** **Credit 1.0**  
 Students will build on the knowledge and skills for mathematics through Algebra 1, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions.  
 Homework: 2 hours/week  
 1-2 Projects per semester

**ALGEBRA II** **3323.R000.Y**  
**Grade Placement: 9-12** **Credit: 1.0**  
**Prerequisite/Comments: Alg I & Geometry**  
 Students build on Algebra I and Geometry experiences and study the behavior of polynomial, exponential, rational, and periodic functions, among others. Recognition of various classes of functions will provide students with insights into mathematical abstraction and structure. Included are foundations for functions, algebra, geometry, and quadratic, square root, rational, exponential and logarithmic functions.  
 Homework: 4 hours/week  
 1 project 2<sup>nd</sup> semester

**ALGEBRA II PRE-AP GLOBAL** **3323.H200.Y**  
**ALGEBRA II PRE-AP CLASSICAL** **3323.H300.Y**  
**ALGEBRA II PRE-AP TECH** **3323.H400.Y**  
**ALGEBRA II PRE-AP S & I** **3323.H600.Y**  
**Grade Placement: 9-12** **Credit: 1.0**  
**Prerequisite/Comments: Alg I & Geometry**  
 Students build on Algebra I and Geometry experiences and study the behavior of polynomial, exponential, rational, and periodic functions, among others. Recognition of various classes of functions will provide students with insights into mathematical abstraction and structure. Included are foundations for functions, algebra, geometry, and quadratic, square root, rational, exponential and logarithmic functions.  
 Homework: 4 hours/week  
 1 project 2<sup>nd</sup> semester

**ALGEBRA II DUAL ENROLLMENT UT ONRAMPS**  
**3323. H900.Y/N100.Y**  
**Grade Placement: 11th** **Credit: 1.0**  
**Prerequisite/Comments: Alg I & Geometry**  
 Students build on Algebra I and Geometry experiences and study the behavior of polynomial, exponential, rational, and periodic functions, among others. Recognition of various classes of functions will provide students with insights into mathematical abstraction and structure. Included are foundations for functions, algebra, geometry, and quadratic, square root, rational, exponential and logarithmic functions.

**COLLEGE PREPARATORY MATH** **9998.R000.Y**  
**Grade Placement: 10-12** **Credit: 1.0**  
**Prerequisite/Comments: Alg. II**  
 Students must have had Algebra II before taking this class. Its primary purpose is preparation for college majors that are not math intensive, for technical training, and a range of career options. This is one of the choices for a fourth year of math. Students who complete this course successfully are considered college ready for TSI purposes.

**PRE-CALCULUS** **3633.R000.Y**  
**Grade Placement: 10-12** **Credit: 1.0**  
**Prerequisite/Comments: Geom & Alg II**  
 Students use symbolic reasoning and analytical methods to represent mathematical situations, express generalizations, study mathematical concepts and the relationships among them. A variety of representations (concrete, pictorial, numerical, symbolic, graphical, verbal), tools, technology (graphing calculators, data collection devices, computers) are used to model functions and equations in solving real-life problems.  
 Homework: 3 hours/week  
 No projects

**PRE-CALCULUS DUAL ENROLLMENT-  
UT ONRAMPS**

**3633. H900.Y/3633.N100.Y**

**Grade Placement: 10-12**

**Credit: 1.0**

**Prerequisite/Comments: Alg II**

Students use symbolic reasoning and analytical methods to represent mathematical situations, express generalizations, study mathematical concepts and the relationships among them. A variety of representations (concrete, pictorial, numerical, symbolic, graphical, verbal), tools, technology (graphing calculators, data collection devices, computers) are used to model functions and equations in solving real-life problems.

**STATISTICS**

**3911.R000.Y**

**Grade Placement: 10-12**

**Credit 1.0**

Students will build on the knowledge and skills from mathematics through Algebra 1. Students will broaden their knowledge of variability and statistical processes, study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will extend their knowledge of data analysis.

Homework: 2 hours/week 1-2 projects per semester

**AP STATISTICS**

**3628.P000.Y**

**Grade Placement: 10-12**

**Credit: 1.0**

**Prerequisite/Comments: Alg II**

Students use concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be prepared for the College Board AP Statistics Examination for possible college credit of two semesters.

Homework: 4 hours/week

1 project 2<sup>nd</sup> semester

**ACC DUAL CREDIT COLLEGE ALGEBRA**

**3511. N000.X**

**Grade Placement: 10-12**

**Prerequisite/Comments: Alg. II and College Readiness Standards**

A course designed for students majoring in business, mathematics, science, engineering, or certain engineering-related technical fields. Content includes the rational, real, and complex number systems; the study of functions including polynomial, rational, exponential, and logarithmic functions and related equations; inequalities; and systems of linear equations and determinants. This course meets for one semester (fall or spring) at Austin High and will satisfy the requirements for an advanced math course.

Students go through the Dual Credit Application Process and must meet college readiness requirements or pass the TSI test (offered here at Austin High: see the College and Career Center for more information.)

**AP CALCULUS AB**

**3613.P000.Y**

**Grade Placement: 11-12**

**Credit: 1.0**

**Prerequisite/Comments: Pre Cal**

Calculus is the branch of mathematics that deals with limits and the differentiation and integration of functions of one or more variables. Other topics of study are logarithmic and trigonometric functions. Students will be prepared for the College Board AP Calculus Examination for possible college credit of one semester.

Homework: 6 hours/week

1 project 2<sup>nd</sup> semester

**AP CALCULUS BC**

**3616.P000.Y**

**Grade Placement: 11-12**

**Credit: 1.0**

**Prerequisite/Comments: Pre-AP Pre Cal**

Calculus is the branch of mathematics that deals with limits and the differentiation and integration of functions of one or more variables. Other topics of study are logarithmic and trigonometric functions, sequences, series and vectors. All students must understand limits prior to taking BC Calculus. Students will be prepared for the College Board AP Calculus Examination for possible college credit of two semesters.

Homework: 6 hours/week

1 project 2<sup>nd</sup> semester

**SCIENCE**

**BIOLOGY GLOBAL**

**4123.R200.Y**

**BIOLOGY CLASSICAL**

**4123R300.Y**

**BIOLOGY TECH**

**4123.R400.Y**

**BIOLOGY S & I**

**4123.R600.Y**

**Grade Placement: 9-12**

**Credit: 1.0**

**Prerequisite/Comments: None**

This course provides a conceptual knowledge of biology as outlined in the Texas Essential Knowledge and Skills and supported by the AISD Instructional Planning Guide. It emphasizes critical thinking skills, problem solving and laboratory experiences. Students will make informed decisions on biological topics in the world today such as ecology, organization of cells, energy transformation, cell reproduction, genetics and evolutionary processes.

Homework time for Each Class period per day: 30 min.

Prep Time per Class per day: 30 min

Tests per grading cycle: 2-3

Projects per semester: 1

Time per week (not including test or project time): 2.5 hrs

**BIOLOGY PRE-APGLOBAL** 4123.H200.Y  
**BIOLOGY PRE-AP CLASSICAL** 4123.H300.Y  
**BIOLOGY PRE-AP TECH** 4123.H400.Y  
**BIOLOGY PRE-AP S & I** 4123.H600.Y  
**Grade Placement: 9-12** **Credit: 1.0**

**Prerequisite/Comments: None**

This is an advanced course that prepares students for Advanced Placement Biology. It emphasizes critical thinking skills, problem solving and laboratory experiences. Students will make informed decisions on biological topics in the world today such as ecology, organization of cells, energy transformation, cell reproduction, genetics and evolutionary processes. Texas law requires 40% field and laboratory experiences and a research component is also required.

Homework time for Each Class period per day: 60 min.

Prep Time per Class per day: 60 min

Tests per grading cycle: 2-3

Projects per grading cycle or semester: 1/ 6 wks

Time per week (not including test or project time): 5 hrs

**CHEMISTRY GLOBAL** 4323.R200.Y  
**CHEMISTRY CLASSICAL** 4323.R300.Y  
**CHEMISTRY TECH** 4323.R400.Y  
**CHEMISTRY S & I** 4323.R600.Y  
**Grade Placement: 10-12** **Credit 1.0**

**Prerequisite/Comments: Alg. 1**

Chemistry includes a descriptive study of matter and energy, atomic structure, chemical formulas, equations, bonding, kinetic theory, gas laws, nuclear chemistry, and their mathematical relationships. This laboratory-based course emphasizes the practical applications of chemistry. Texas law requires 40% field and laboratory experience during the course. Optional: Research/field project component.

Homework time for Each Class period per day: 30 min.

Prep Time per Class per day: 15-30 min

Tests per grading cycle: 2-3

Projects per semester: 1

Time per week (not including test or project time): 3 hrs

**CHEMISTRY PRE-APGLOBAL** 4323.H200.Y  
**CHEMISTRY PRE-AP CLASSICAL** 4323.H300.Y  
**CHEMISTRY PRE-AP TECH** 4323.H400.Y  
**CHEMISTRY PRE-AP S & I** 4323.H600.Y  
**Grade Placement: 10-12** **Credit: 1.0**

**Prerequisite/Comments: Alg I.**

Pre-AP Chemistry includes an in-depth study of the measurement of matter and energy, atomic structure, chemical formulas, equations, bonding, kinetic theory, matter and gas laws. The course emphasizes field and laboratory experiences. A research component is also required. Texas law requires 40% field and laboratory experience during the course.

Homework time for Each Class period per day: 30 min.

Prep Time per Class per day: 30 min

Tests per grading cycle: 2

Projects per semester: 1

Time per week (not including test or project time): 5 hrs

**PHYSICS** 4424.R000.Y  
**Grade Placement: 11-12** **Credit: 1.0**

**Prerequisite/Comments: Alg II**

Physics includes a descriptive analysis of equilibrium, motion, momentum, energy, forces, waves, thermodynamics, and quantum phenomena. It emphasizes practical applications, problem solving, critical thinking, and conceptual knowledge. Texas law requires 40% field and laboratory experience during the course.

Homework time for Each Class period per day: 10 min.

Prep Time per Class per day: 5 min

Tests per grading cycle: 2

Projects per semester: 0

Time per week (not including test or project time): 2.5 hrs.

**PHYSICS (Pre-AP)** 4424.H000.Y  
**Grade Placement: 11-12** **Credit: 1.0**

**Prerequisite/Comments: Pre Cal**

This is an advanced science course that includes the in-depth development of all topics presented In Physics plus curvilinear, rectilinear, and circular motion. It emphasizes the mathematical quantification, scientific reasoning, and statistical evaluation of data. Field and laboratory experiences and a research component are included. Texas law requires 40% field and laboratory experience during the course.

Homework time for Each Class period per day: 15-30 min.

Prep Time per Class per day: 15-30 min

Tests per grading cycle: 2

Projects per semester: 1

Time per week (not including test or project time): 4 hrs

**DUAL ENROLLMENT PHYSICS 1 UT ON RAMPS**  
**4244. H900.Y/4244.N100.Y**

**Grade Placement: 11-12** **Credit: 1.0**

**Prerequisite: Algebra 1, Geometry, and Algebra 2**

A Dual Enrollment Course offered in conjunction with Austin H.S. and the University of Texas On Ramps program.

Mechanics, Heat, and Sound introduces big ideas in physics, such as Newtonian mechanics, which describes objects changing their state of motion because of forces causing them to accelerate. Taken together, the topics reinforce the general idea that the behavior of many objects in the world can be described precisely with simple mathematics. This is an algebra-based (non-calculus) course in mechanics that fulfills a general physics requirement. Proficiency in algebra and geometry is assumed. Students will practice problem-solving and analyzing physical situations involving motion, force, energy, rotations, heat, oscillations, waves, and sound.

Students will explore concepts in small groups. Develop ideas, and explain them. This course lays the groundwork for college majors including engineering, physics, chemistry, or

math. This course may be used to fulfill the science component of the university core curriculum.

**AQUATIC SCIENCE** **4233.R000.Y**

**Grade Placement: 11-12** **Credit: 1.0**

**Prerequisite/Comments: Bio/Chem**

**Non-Weighted credit**

This is an advanced interdisciplinary science course organized around the study of selected aquatic ecosystems. Topics include coastal ecosystems such as saltwater marshes, mangrove swamps, barrier islands, oyster reefs, and polychaete reefs; open ocean ecosystems including hydrothermal vents; arctic ecosystems; and the Gulf Stream. Within each unit, students investigate how physical, chemical, and biological components of each ecosystem interact and how humans affect these components. Students conduct individual research projects on related topics of their choice. Field trips are an integral part of the course. This course satisfies a fourth science credit.

Homework time for Each Class period per day: 30 min.

Prep Time per Class per day: 20

Tests per grading cycle: 3-4

Projects per semester: 1 per 6 wks

Time per week (not including test or project time): 2.5 hrs

**EARTH & SPACE SCIENCE** **4235.R000.Y**

**Grade Placement: 11-12** **Credit: 1.0**

**Prerequisite: Three units of science, one of which may be taken concurrently, and three units of mathematics, one of which may be taken concurrently.**

Earth and Space Science (ESS). ESS is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop an understanding of Earth's system in space and time. The majority of the course emphasizes the Earth with only a small fraction of time spent on space science. Students interested in learning more about space are encouraged to take Astronomy. Units of study include plate tectonics, the earth's interior and earthquakes, volcanoes, minerals, rock types, maps and mapping, weathering, rivers, oceans, weather and climate. Topics related to Space will be theories of the origin, evolution, and structure of the solar system and the development of the Earth and Moon System, including geologic, atmospheric and chemical evidence and analysis. Students will apply scientific and mathematical investigations in understanding course concepts. Texas law requires 40% field and laboratory experience during the course. This course satisfies a fourth science credit.

Prep Time per Class per day: 20

Tests per grading cycle: 2

Projects per semester: 0-1 per six weeks

Time per week (not including test or project time): 2.5 hrs

**ASTRONOMY**

**4239.R000.Y**

**Grade Placement: 11-12**

**Credit: 1.0**

**Prerequisite/Comments: Bio/Chem**

This is an advanced science course. Students study astronomy from a historical perspective where the importance of astronomy to both ancient and modern people is stressed. Students are expected to have a background in chemistry, physics and mathematics. Topics include the solar system; star systems; galaxies; spectroscopy; cosmology; space exploration. Students investigate stars and planets, integrate technology through computer simulations and video analysis, attend one or more field trips and will have the option of attending evening observation sessions, and complete a research project every 6-weeks period. Texas law requires 40% field and laboratory experience during the course. This course satisfies a fourth science credit.

Homework time for Each Class period per day: 15 min.

Prep Time per Class per day: 0

Tests per grading cycle: 2

Projects per semester: 1

Time per week (not including test or project time): 2 hrs

**DUAL CREDIT GEOSCIENCE UT ON RAMPS**

**4235.H900.Y/4235.N100.Y**

**Grade Placement: 11-12**

**Credit: 1.0**

**Prerequisite: Three units of science, one of which may be taken concurrently, and three units of mathematics, one of which may be taken concurrently.**

A Dual-Credit/Dual Enrollment Course offered in conjunction with Austin H.S. and the University of Texas On Ramps program. The course is intended for those students who have an interest in the study of Geology. This course is designed to build on students' prior scientific and academic knowledge and skills to develop an understanding of Earth's system in space and time. The majority of the course emphasizes the Earth with only a small fraction of time spent on space science. Units of study include plate tectonics, the earth's interior and earthquakes, volcanoes, minerals, rock types, maps and mapping, weathering, rivers, oceans, weather and climate. Topics related to Space will be theories of the origin, evolution, and structure of the solar system and the development of the Earth and Moon System, including geologic, atmospheric and chemical evidence and analysis. Students will apply scientific and mathematical investigations in understanding course concepts. Texas law requires 40% field and laboratory experience during the course. This course satisfies a fourth science credit.

**DUAL CREDIT SCIENTIFIC RESEARCH & DESIGN UT ON RAMPS**

**8724.H900.Y/8724.NC10.Y**

**Grade Placement: 11-12**

**Credit: 1.0**

**Prerequisite: Two units of science and completion or concurrent enrollment in Alg. II**

A Dual Enrollment Course offered in conjunction with Austin H.S. and the University of Texas On Ramps program.

Integrated lab and classroom seminar to engage students in posing scientific questions, designing and conducting experiments to answer scientific questions in a safe and ethical manner, using cutting-edge techniques to collect data, using statistics to interpret experimental results, building and evaluating models and arguments related to scientific phenomena, and communicate about scientific work orally and in writing. Curriculum is developed in weeklong segments during which Teachers will divide up lab and classroom time according to the specific schedule at the school. Laboratory time should comprise no less than 50% of each week's student contact hours. All University graded assignments must be submitted through Canvas for evaluation.

**AP BIOLOGY**

**Grade Placement: 11-12                      Credit: 1.0**

**Prerequisite/Comments: Bio & Chem**

This is a college level study of the chemical and structural organization of cells, energy transformation, cell reproduction, genetics and evolutionary processes. Laboratory and independent investigative skills are developed through statistical evaluation of data and use of technical scientific readings and research reports. This course prepares students for the AP Exam in this subject. Homework time for Each Class period per day: 60 min. Prep Time per Class per day: 60 min Tests per grading cycle: 3-4 Formal Laboratory Report per six weeks: 1 Time per week (not including test or project time): 6 hrs

**AP CHEMISTRY**

**4334.P000.Y**

**Grade Placement: 11-12**

**Credit: 1.0**

**Prerequisite/Comments: Bio/Chem**

AP chemistry is a college level study of organic chemistry, thermodynamics, electrochemistry, macromolecules, colloids, and properties of solutions. It emphasizes mathematical quantification, statistical evaluation of data and independent investigative skills. This course helps to prepare students for the Advanced Placement (AP) examination. Please consult your science teacher or counselor for more information. This course satisfies a fourth science credit. Homework time for Each Class period per day: 30 min. Prep Time per Class per day: 30 min Tests per grading cycle: 2 Projects per semester: 1 Time per week (not including test or project time): 3 hrs

**INNOVATIVE AP PHYSICS I**

**4435.P000.Y**

**Grade Placement: 11**

**Prerequisite: Concurrent enrollment in PreCalculus**

Intended for students from the ASI and ADT academies.

This advanced science class is a fast-paced course designed to enable you to develop the ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical solutions, designing experiments, analyzing data and making connections across multiple topics within the course. This AP Physics 1 course is equivalent to the first semester of a typical introductory, algebra-based physics course, covering Mechanics, Electrostatics, Electric Circuits, and Waves. This course lays the groundwork for college majors including engineering, physics, chemistry, or math. Homework/Prep Time per Block: 60 min Tests per grading cycle: 2 Design Projects per semester: 1

**AP PHYSICS C**

**4438.P000.Y**

**Grade Placement: 11-12**

**Credit: 1.0**

**Prerequisite/Comments: PreAP Physics**

AP Physics C is a college-level calculus-based intensive study of mechanics, electricity and magnetism. Topics include static and dynamic equilibrium, linear and rotational kinematics, oscillations, gravitation, electrostatics, magnetostatics, electric circuits, and electromagnetism. This course helps to prepare students for the Advanced Placement (AP) examination in this subject. Please consult your science teacher or counselor for more information. Texas law requires 40% field and laboratory experience during the course. This course satisfies a fourth science credit. Homework time for Each Class period per day: 20-30 min. Prep Time per Class per day: 20-30 min. Tests per grading cycle: 2 Projects per semester: 1 Time per week (not including test or project time): 5 hrs

**AP ENVIRONMENTAL SCIENCE**

**4237.P000.Y**

**Grade Placement: 11-12**

**Credit: 1.0**

**Prerequisite/Comments: Bio/Chem**

Units of study include: interdependence of earth systems, environmental quality, human population dynamics, renewable and nonrenewable resources, global changes and their consequences, and the environment and society. The course prepares students for the AP exam. This course satisfies a fourth science credit. Homework time for Each Class period per day: 30 min. Prep Time per Class per day: 30 min Tests per grading cycle: 1-2 Projects per semester: 2 per semester Time per week (not including test or project time): 3 hrs

**ANATOMY/PHYSIOLOGY**

**8426.HC0C.Y**

**Grade Placement: 11-12**

**Credit: 1.0**

**Prerequisite/Comments: Bio/Chem**

**Weighted credit**

Anatomy and Physiology studies, in great detail, every system of the human body and how they relate to each other. The main focus of this course is to study how the structure of a

system/organ/cell relates to the function of that part. Students will dissect various organisms to better understand the structure and function of the systems. Along with dissections, students complete a dissection journal where they label photographs from their specimen, evaluate the process of dissection, and relate the dissection to the unit of study. In addition, students complete relevant projects each six weeks to broaden their understanding of the human body.

Homework time for Each Class period per day: 30 min.

Prep Time per Class per day: 30

Tests per grading cycle: 2-3

Projects per semester: 1 per 6 wks

Time per week (not including test or project time): 2.5 hrs

## ***SOCIAL STUDIES***

<b>WORLD GEOGRAPHY GLOBAL</b>	<b>4513.R200.Y</b>
<b>WORLD GEOGRAPHY CLASSICAL</b>	<b>3313.R300.Y</b>
<b>WORLD GEOGRAPHY TECH</b>	<b>4513.R400.Y</b>
<b>WORLD GEOGRAPHY S &amp; I</b>	<b>4513.R600.Y</b>

**Grade Placement: 9** **Credit: 1.0**

**Prerequisite/Comments: None**

World Geography Studies provides context for students to better understand current world events. The course focuses on the relationships among people, places, and environments that result in patterns on the Earth's surface. Students use the tools and methods of geography to study and provide perspective on the principal regions in the world—the Americas; Europe and Eurasia; North Africa and the Middle East; Sub-Saharan Africa; Asia, Australia and Antarctica.

<b>WORLD GEO PRE-AP GLOBAL</b>	<b>4513.H200.Y</b>
<b>WORLD GEO PRE-AP CLASSICAL</b>	<b>4513.H300.Y</b>
<b>WORLD GEO PRE-AP TECH</b>	<b>4513.H400.Y</b>
<b>WORLD GEO PRE-AP S &amp; I</b>	<b>4513.H600.Y</b>

**Grade Placement: 9** **Credit: 1.0**

**Prerequisite/Comments: None**

Pre-AP World Geography Studies provides context for students to better understand current world events. This is an advanced course that provides the foundational skills necessary to be successful in future AP Social Studies courses. The course includes content of the standard world geography course and extends them through the use of the tools and methods of geography to study and provide perspective on principal global regions. The content is presented in greater depth incorporating the research of geographic questions, analyzing maps and documents and studying critical global issues in ways that look for solutions. Students are required to participate in extended reading, writing, and research projects that integrate topics from art, music, history, literature, and science.

<b>AP HUMAN GEOGRAPHY</b>	<b>4523.P000.Y</b>
<b>Grade Placement: 11-12</b>	<b>Credit: 1.0</b>

This is a college-level course introducing students to the systematic study of processes and patterns that have shaped human understanding, use, and alteration of the earth's surface. Students employ landscape analysis and spatial concepts to analyze social organization and its environmental consequences. Students also learn about the tools and methods geographers use in their science and practice.

<b>WORLD HISTORY GLOBAL</b>	<b>4623.R200.Y</b>
<b>WORLD HISTORY CLASSICAL</b>	<b>4623.R300.Y</b>
<b>WORLD HISTORY TECH</b>	<b>4623.R400.Y</b>
<b>WORLD HISTORY S &amp; I</b>	<b>4623.R600.Y</b>

**Grade Placement: 10** **Credit: 1.0**

**Prerequisite/Comments: None**

World History focuses on chronological and thematic periods beginning at prehistory and continuing through the present day. Students will identify major eras, events and individuals, and will examine political, economic, social, cultural, religious and gender dynamics throughout the world. The goal of this course is for students to develop critical and evaluative thinking skills, understand connections between the past and present, foster good citizenship, develop a global perspective, and learn to categorize and interpret information for the 21<sup>st</sup> century while improving reading, writing and graphic data interpretations skills.

<b>WORLD HIST PRE-AP GLOBAL</b>	<b>4623.H200.Y</b>
<b>WORLD HIST PRE-AP CLASSICAL</b>	<b>4623.H300.Y</b>
<b>WORLD HIST PRE-AP TECH</b>	<b>4623.H400.Y</b>
<b>WORLD HIST PRE-AP S &amp; I</b>	<b>4623.H600.Y</b>

**Grade Placement: 10** **Credit: 1.0**

**Prerequisite/Comments: None**

World History Pre-AP focuses on chronological and thematic periods beginning at prehistory and continuing through the present day. Students will identify major eras, events and individuals and will examine political, economic, social, cultural, religious and gender dynamics throughout the world. The goal of this course is for students to develop critical and evaluative thinking skills, understand connections between the past and present, foster good citizenship, develop a global perspective, and learn to categorize and interpret information for the 21<sup>st</sup> century. The course builds toward college-level literacy by incorporating outside readings and primary source materials and includes a significant reading and writing component. Homework, generally between 30 minutes and 1 hour per block, is essential for success in this challenging college-preparatory course.

**AP WORLD HIST GLOBAL** 4623.P200.Y  
**AP WORLD HIST CLASSICAL** 4623.P300.Y  
**AP WORLD HIST TECH** 4623.P400.Y  
**AP WORLD HIST S & I** 4623.P600.Y  
**Grade Placement: 10** **Credit: 1.0**

**Prerequisite/Comments: None**

AP World History is a challenging, college-level course that focuses on chronological and thematic periods beginning from prehistory through the present day. Students will identify major eras, events and individuals and will examine political, economic, social, cultural, religious and gender dynamics throughout the world. Students will hone critical and evaluative thinking and writing skills, understand connections between the past and present, foster good citizenship, develop a global perspective, learn to categorize and interpret information for the 21<sup>st</sup> century, and prepare for the College Board AP World History exam. The course requires college-level literacy and writing skills. Students will do additional readings and writing above and beyond those done in Pre-AP World History. Significant homework, of 60 to 90 minutes per block, is essential for success. This course is weighted the same as Pre-AP World History for the purposes of class rank and GPA. It is recommended for students who have a strong interest in history, enjoy reading and writing, and love a challenge.

**US HISTORY** 4733.R000.Y  
**Grade Placement: 11** **Credit: 1.0**

**Prerequisite/Comments: None**

Designed to enable the student to explain the issues and events in US History. Learners analyze the effects of geography; analyze economic, political, and social influences; and use critical thinking skills to analyze social studies information as it relates to each historical time period.

To successfully complete grade-level U.S. History, learners must attend class regularly and keep an organized notebook of daily class work. Homework for this course includes weekly current event summaries, reading, essay questions, and other projects. Class work includes writing and computer activities, and group or teacher-led debates/discussions. Alternative assessments may include: graphic organizers, charts, timelines, posters, essays, and oral presentations.

**AP US HISTORY** 4733.P000.Y  
**Grade Placement: 11** **Credit: 1.0**

**Prerequisite/Comments: None**

AP United States History is a survey course that proceeds from the age of discovery to the present day. Designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems

and materials in U.S. history, the emphasis is placed on the interpretation of history and the analysis of historical events.. The program prepares students for intermediate and advanced college courses by making demands of them equivalent to those made by full-year introductory college courses. The course requirements include approximately **4-6 hours of homework each week** to include textbook readings, supplementary readings, research assignments, both free response and document-based essays, and other assignments as necessary. All tests are composed of stimulus-based multiple choice questions, short-answer questions, and essay questions similar to those seen on the AP exam from the College Board. This Advanced Placement course is open to any junior interested and willing to commit to a challenging course in American History that will require serious academic effort throughout the year. All students enrolled in this course are highly encouraged to take the AP exam in mid-May. ***NOTE: This course includes a significant reading and writing component, similar to what is expected of a freshman-level college course. A summer assignment is required.***

**AP US HISTORY-AMERICAN STUDIES (Classical Studies/Global Studies)**

**4733. P200.Y**  
**Grade Placement: 11**  
**Credit: 1.0**

**Prerequisite/Comments: W. History**

Overview: From early European exploration all the way to the present, this course focuses on the social, political, cultural, economic, and religious developments of the United States. Students gain an understanding of the themes and trends in history and hone their ability to analyze evidence and express understanding through writing and other forms of communication. Common Topics: definition of an American; slavery and the role of a dissident in society; rhetoric and revolutions, light side/dark side movement in history; Native American identity; Antebellum Women; Civil War, American identity through the decades, etc.

**US HISTORY DUAL CREDIT ACC** 4733.N000.Y  
**Grade Placement: 11** **HS Credit: 1.0**  
**Duration: 2 semesters** **College Credit: 6 hrs.**

A study of the history of the United States.  
**Prerequisite/Comments:** Students go through the Dual Credit Application Process and must meet college readiness requirements or pass the TSI test (offered here at Austin High: see the College and Career Center for more information.)

**DUAL ENROLLMENT US HISTORY UT ON RAMP**  
**4733.H900.Y/ 4733.N100.Y**

**Grade Placement: 11**  
This course gives credit for US History and can give college credit if college course requirements are met.

**US GOVERNMENT** **4841.R000.X**  
**Grade Placement: 12** **Credit: 0.5**  
**Prerequisite/Comments: None**  
 Government is a one-semester course that focuses on the development of the US political system and the operation of United States government today. Students study the U.S. Constitution and the framework for government it established and the rights it guarantees citizens. Students also study the structure and responsibilities of the executive, legislative, and judicial branches of the federal government; the federal bureaucracy; and the influence of political parties, interest groups, and the media on voters. Students discuss current issues and use a variety of sources including the Constitution and current newspaper and magazine articles to explore our political system.

**ACC US GOVERNMENT DUAL CREDIT** **4841.N000.X**  
**Grade Placement: 12** **Credit:0.5**  
**Prerequisite/Comments:** Students go through the Dual Credit Application Process and must meet college readiness requirements or pass the TSI test (offered here at Austin High: see the College and Career Center for more information.)  
 A study of development of the US political system and the operation of the US Government  
 Course yields 3 hrs. college credit in addition to the high school credit.

**AP US GOVERNMENT** **4841.P000.X**  
**Grade Placement: 12** **Credit: 0.5**  
**Prerequisite/Comments: None**  
 AP United States Government and Politics is a one-semester course that focuses on the development of the US political system and the operation of public policy-making institutions. The course focuses on the U.S. Constitution and the rights it guarantees. Students analyze the structure and function of the executive, legislative, and judicial branches of the federal government; the federal bureaucracy; and the influence of political parties, interest groups, and the mass media on the beliefs and behavior of voters. Students discuss current issues and read a variety of college-level primary and secondary sources. Students prepare to take the Advanced Placement Exam in the spring.

**ECONOMICS** **4939.R000.X**  
**Grade Placement: 12** **Credit: 0.5**  
**Prerequisite/Comments: None**  
 Designed to give the student a basic understanding of U.S. economics with an emphasis on the benefits of the free enterprise system. Economic concepts are explored and contemporary issues examined. To successfully complete grade-level economics, learners must attend class regularly and keep an organized notebook of daily class work. Homework for this course may include weekly current event summaries, reading, and completion of projects. Class work includes project-based learning activities, weekly reading quiz, computer-integrated lessons, and debates/discussions. A final project emphasizes making positive choices for real-world financial decisions and responsibilities..

**AP MACROECONOMICS** **4946.P000.X**  
**AP MACROECONOMICS GLOBAL** **4946.P200.X**  
**Grade Placement: 12** **Credit: 0.5**  
**Prerequisite/Comments: None**  
 Macroeconomics is an AP course. Its college level textbook and material will require more time and work than a high-school level class. This class will be challenging, hard work, and fun. Participation, study, and guided review will prepare the student for the AP exam administered by the College Board in May. Tests are college level and are meant to be mini-versions of the AP exam and are generally a combination of a free-response question(s) and objective multiple-choice questions. Students are expected to attend class and pay close attention to lectures every day. If problems such as excessive absences/ tardiness, chronic inattention, or disruptive behavior emerge, parents will be notified.

***FINE ARTS***  
***(ART, THEATRE, MUSIC, DANCE)***  
***ALL COURSES MAY BE USED TO MEET FINE ARTS REQUIREMENTS/ENDORSEMENTS***

***ART***

**ART I** **5000.R000.Y**  
**Grade Placement: 9-12** **Credit: 1.0**  
**Prerequisite/Comments: None**  
 Art I is a visual arts survey course that satisfies the 1 credit requirement for a Fine Art for graduation.  
 The main goal of Art I is to lay basic foundations of learning art processes, procedures, theory, and art judgment. The approach is experimental in use of art materials but structured to provide students a foundation in design, composition, and vocabulary. Art I students can expect to be involved in drawing, painting, ceramics, sculpture, collage, printing, and other areas of discovery.  
 Students will gain a better sense of appreciation for the visual arts by studying specific works, artists, styles, and movements of art. They will apply techniques and vocabulary to the production of their own individual work.

**ART I INTENSIVE** **5000.R100.Y**  
**Grade Placement: 9-12** **Credit: 1.0**  
**Prerequisite/Comments: Portfolio submission required**  
 A non-weighted introductory level course, Art I Intensive is designed for the passionate art student. This course is a visual arts survey course that satisfies the 1 credit requirement for a Fine Art for graduation. While content and curriculum of the Art I Intensive are the same as Art I, students in this course will be exposed to a broader-scope of artistic exploration and quicker pacing than that of Art I. Students should expect to

spend more time on art, both in and out of class, than the comparable Art I course. This will enable students in this innovative program to create superior pieces of art targeted to the art enthusiast. Students on the Arts and Humanities endorsement who are considering a concentration in advanced art courses are highly encouraged to apply for the Art I Intensive program.

**PRINTMAKING I 5081.R000.Y**

**Grade Placement: 10-12 Credit: 1.0**

**Prerequisite/Comments: Art I**

**PRINTMAKING II 5082.H000.Y**

**Grade Placement: 11-12 Credit: 1.0**

**Prerequisite/Comments: Art I /Printmaking I**

**PRINTMAKING III 5083.H000.Y**

**Grade Placement: 10-12 Credit: 1.0**

**Prerequisite/Comments: Art I /Printmaking II**

The main goal of this class is to lay the basic foundation of learning art processes, procedures, theory, and art judgment. The approach is experimental in the use of art materials but structured to provide students a strong foundation in design, printing, and printmaking vocabulary.

Printmaking is a visual arts survey course that teaches a basic understanding of printmaking processes and theory. In printmaking students will cover monoprints, monotypes, linoleum, intaglio, etching, and solar plate methodology. Students will gain a better sense of appreciation for the visual arts by studying specific works, artists, styles, and movements of art. They will apply printmaking techniques and vocabulary to the production of their own individual work.

Students will produce most print editions in class but should they not finish they will be expected to complete assignments for up to 3 hours a week from 7-9AM daily.

**CERAMICS I 5001.R000.Y**

**Grade Placement: 10-12 Credit: 1.0**

**Prerequisite/Comments: Art I**

**CERAMICS II 5002.H000.Y**

**Grade Placement: 11-12 Credit: 1.0**

**Prerequisite/Comments: Ceramics I**

**CERAMICS III 5003.H000.Y**

**Grade Placement: 12 Credit: 1.0**

**Prerequisite/Comments: Ceramics II**

The main goal of these classes is to lay the foundation of learning art processes, procedure, theory, and art judgment. The approach is experimental in use of art materials but structured to provide students a strong foundation in design, sculpture and ceramic vocabulary.

Ceramics is a visual arts survey course that teaches a basic understanding of ceramic processes and theory. In ceramics students will cover wheel throwing, slab construction, coil construction, pinch construction, and slab construction techniques.

Students will create 2 and 3 dimensional clay forms. They explore surface treatments such as glazing ,

raku, burnishing, and they learn about firing. Students will gain a better sense of appreciation for the visual arts by studying specific works, artists, styles, and movements of art. They will apply techniques and vocabulary to the production of their own individual work.

Most work is done in the ceramics lab due to facility restrictions, but if a student does not complete the assigned task they are expected to work in the lab from 7-9AM daily to complete work. There will also be an expectation of extra time when students learn to throw due to the need to practice daily to center not to exceed 3 hours a week.

**DRAWING I 5031.R000.Y**

**Grade Placement: 10-12 Credit:1.0**

**Prerequisite/Comments: Art I**

The primary purpose of this course is to gain an understanding of two-dimensional design with an emphasis on drawing. Students are expected to develop a working knowledge of a variety of two-dimensional media while increasing their ability to see, analyze and use formal elements of art and principles of design. To begin, formal drawing elements with traditional drawing media will be our focus. As the year progresses, we will explore how visual elements relate to artistic expression and content and how to incorporate a variety of mixed and untraditional media in drawing. In addition, students will be introduced to a variety of art movements, visual images and artists throughout history.

Students explore design elements and principles through composition, abstraction and expression. They also study contour gesture and other techniques with emphasis on representation of volume. Students will explore use of papers, cardboards and fabric in combination with a variety of media.

Homework hours may vary depending on individual work pace, project requirements, and dedication.

**DRAWING II 5032.H000.Y**

**Placement: 11-12 Credit: 1.0**

**Prerequisite: Drawing I and Instructor Approval**

**DRAWING III 5033.H000.Y**

**Placement: 12 Credit: 1.0**

**Prerequisite: Drawing II and Instructor Approval**

Students use art elements and principles to develop skills and sensitivity in a variety of methods and techniques. They increase awareness of composition with abstract, non-objective and realistic renderings. Students will use a variety of drawing materials and tools with emphasis on perfecting individual approaches to drawing.

Homework hours may vary depending on individual work pace, project requirements, and dedication.

**PAINTING I** **5061.R000.Y**  
**Grade Placement: 10-12** **Credit: 1.0**  
**Prerequisite/Comments: Art I**

The primary purpose of this class is to continue the student's art education using painting as a primary focus for study. Color, composition, movement and texture will be some of the many principles that we will aim to enhance throughout the course of the year. The students will be expected to develop a working knowledge of a variety of painting media, while increasing their ability to see, analyze and use formal elements of art in their projects, required writing assignments, and classroom dialogue. The curriculum, paving, and outside work time gets more rigorous as the students move up each level.

Art elements and principles are used to strengthen concepts of design. Various styles of paintings, including contemporary painting are analyzed. Students experiment with a variety of techniques and materials including tempera, synthetic media, watercolor, latex, and enamels on various surfaces such as cardboard, poster board, Masonite, canvas, and cloth.

Homework hours may vary depending on individual work pace, project requirements, and dedication.

**PAINTING II** **5062.H000.Y**  
**Grade Placement: 11-12** **Credit: 1.0**  
**Prerequisite/Comments: PAINTING I**  
**PAINTING III** **5063.H000.Y**  
**Grade Placement: 12** **Credit: 1.0**  
**Prerequisite/Comments: PAINTING II**

Students strengthen their concepts of design and continue experimental painting in both two and three dimensions. They experiment and explore techniques, media, and surfaces and discover which painting media best describes individual intentions.

Homework hours may vary depending on individual work pace, project requirements, and dedication.

**JEWELRY I** **5051.R000.Y**  
**Grade Placement: 10-12** **Credit: 1.0**  
**Prerequisite/Comments: Art I/ Course Fee**  
**JEWELRY II** **502.H000.Y**  
**Grade Placement: 11-12** **Credit: 1.0**  
**Prerequisite/Comments: Jewelry I/ Course Fee**  
**JEWELRY III** **5053.H000.Y**  
**Grade Placement: 12** **Credit: 1.0**  
**Prerequisite/Comments: Jewelry II/ Course Fee**

The primary purpose of these classes is to introduce and build an understanding of functional art in the terms of jewelry and artistic adornment. The students will be expected to develop a working knowledge of a variety of 3D artistic media, while increasing their ability to see, analyze and use formal elements of art in their projects,

required writing assignments, and classroom dialogue.

**NOTE: Because of the expensive nature of the materials that will be consumed during the course of this class, a \$100 lab fee is required at the beginning of the fall semester. The students will keep everything that they make, and this fee is necessary to cover their materials.**

Students use natural and human-made materials such as metals, wood, clay, papier-mâché, and plexiglass in casting, and carving, separately and in combination. They explore positive/negative space, personal adornment, function, experimental shapes, and individual techniques. Art History, art elements, and principles of design will be explored through a variety of materials, (including mixed media) and a variety of methods. Students consider functional and aesthetic form in jewelry.

Homework hours may vary depending on individual work pace, project requirements, and dedication.

**AP DRAWING PORTFOLIO** **5053.P000.Y**  
**Grade Placement: 11-12** **Credit: 1.0**  
**Prerequisite/Comments: Teacher Approval**

Students develop a portfolio addressing a very broad interpretation of drawing issues and media. Light, shade, line quality, rendering of form, composition, surface manipulation and illusion of depth will be addressed. Abstract, observational and inventive works through a variety of means, which could include drawing, painting, printmaking, mixed media, etc, may be used. Work will be divided into three sections of the portfolio including quality, concentration and breadth.

**AP STUDIO ART 2D PORTFOLIO** **5054.P000.Y**  
**Grade Placement: 11-12** **Credit: 1.0**  
**Prerequisite/Comments: Teacher Approval**

Students develop a portfolio addressing a very broad interpretation of drawing issues and media. Purposeful decision-making about how to use the elements and principles of art in an integrative way to demonstrate mastery of 2-D is required. Mediums and processes could include graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. Work will be divided into three sections of the portfolio including quality, concentration, and breadth.

**AP STUDIO ART 3D PORTFOLIO** **5055.P000.Y**  
**Grade Placement: 11-12** **Credit: 1.0**  
**Prerequisite/Comments: Teacher Approval**

**All Portfolios:**  
Students develop a portfolio addressing sculptural issues. Portfolios will demonstrate an understanding of design principles as they relate to depth and space through any 3-D approach including figurative, or nonfigurative. Mediums and processes could include sculpture, architectural models, metal work, ceramics, and three-dimensional fiber arts. Work will be divided into three sections of the portfolio including quality, concentration, and breadth.

# ***THEATER ARTS***

## **THEATER ARTS I-FOUNDATIONS 5611.R000.Y**

**Grade Placement: 9-12**

**Credit: 1.0**

**Prerequisite/Comments: None**

An overview of theater arts, basic acting techniques, and introduction to stagecraft. First year in the program, regardless of grade level.

Homework Expectations: There are weekly tests, and the expectation that a student will spend time memorizing acting materials. Two hours per week should be sufficient.

## **THEATER ARTS II-ACTING TECHNIQUES**

**5612.R000.Y**

**Grade Placement: 10-12**

**Credit: 1.0**

**Prerequisite/Comments: Theater Arts I & Audition with the theatre director is required for enrollment in this class.**

This course emphasizes expressive use of the body and voice. It includes analyzing and interpreting scripts and characters. Second year in the program, regardless of grade level.

Homework Expectations: Actors will spend four hours per week memorizing scenes/working on projects. Students are REQUIRED to see all theatre productions at Austin High.

## **THEATER ARTS III - ADVANCE ACTING**

**METHODS: AMERICAN DRAMA**

**5613.H000.Y**

**Grade Placement: 11-12**

**Credit: 1.0**

**Prerequisite/Comments: Theater Arts II & Audition with the theatre director is required for enrollment in this class.**

This course employs further acting concepts and skills through advanced characterization, classical production style, and career education. Students will be required to complete extra work as described in the Fine Arts Curriculum Framework. Third year in the program, regardless of grade level.

Homework Expectations: Actors will spend four hours per week memorizing scenes/working on projects. Students are REQUIRED to see all theatre productions at Austin High.

## **THEATER ARTS IV-ADVANCE ACTING**

**METHODS: AMERICAN DRAMA**

**5614. H000.Y**

**Grade Placement: 11-12**

**Credit: 1.0**

**Prerequisite/Comments: Theater Arts III & Audition with the theatre director is required for enrollment in this class.**

This course includes instruction in acting techniques, stagecraft, use of body and voice, characterization, interpretation of scripts and characters, production style,

career education, and a variety of theatrical forms. Upper level students will have the opportunity to study mime, dance, drama, theater for children, musical theatre, radio, television, film, and career options. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. These requirements are described in the Departmental Handbooks, Instructional Planning Guides, Fine Arts Curriculum Framework, and Fine Arts Intranet Website. Fourth year in the program, regardless of grade level. Homework Expectations: Actors will spend four hours per week memorizing scenes/working on projects. Students are REQUIRED to see all theatre productions at Austin High.

## **TECHNICALTHEATER I**

**5691.R000.Y**

**Grade Placement: 9-12**

**Credit: 1.0**

**Prerequisite/Comments: Theatre Arts I**

This course includes an overview of technical theatre and the beginning study of construction and operation of scenery, properties, lighting instruments, makeup, sound, and public relations programs. First year in the program, regardless of grade level.

Homework Expectations: Tech Theater students will have to spend two hours per week doing plans, drawings, light plots, etc. Tech Theater students are REQUIRED to see all theatre productions at Austin High. Students are REQUIRED to see all theatre productions at Austin High.

## **TECHNICALTHEATER II**

**5692.R000.Y**

**Grade Placement: 10-12**

**Credit: 1.0**

**Prerequisite/Comments: Technical Theater I and instructor approval**

This course includes more exploration of technical theater including makeup, costume research and design. Second year in the program, regardless of grade level.

Homework Expectations: Tech Theater students will have to spend two hours per week doing plans, drawings, light plots, etc. Tech Theater students are REQUIRED to see all theatre productions at Austin High. Students are REQUIRED to see all theatre productions at Austin High.

## **TECHNICAL THEATER III**

**5693.H000.Y**

**Grade Placement: 11-12**

**Credit: 1.0**

**Prerequisite/Comments: Technical Theater II and instructor approval**

Students have the opportunity to select and specialize in one or more of the following areas: scenery, properties, lighting, sound, makeup, and public relations. In addition to the regular curriculum, students will be required to complete extra work for weighted credit as described in the Fine Arts Curriculum Framework. Third year in the program, regardless of grade level.

Homework Expectations: Tech Theater students will have to spend two hours per week doing plans, drawings, light plots, etc. Tech Theater students are REQUIRED to see all theatre productions at Austin High.

**TECHNICAL THEATER IV**                      **5693.H000.Y**  
**Grade Placement: 12**                      **Credit: 1.0**  
**Prerequisite/Comments: Technical Theater III and instructor approval**

Students have the opportunity to select and specialize in one or more of the following areas: scenery, properties, lighting, sound, makeup, and public relations. In addition to the regular curriculum, students will be required to complete extra work for weighted credit as described in the Fine Arts Curriculum Framework. Third year in the program, regardless of grade level.  
Homework Expectations: Tech Theater students will have to spend two hours per week doing plans, drawings, light plots, etc. Tech Theater students are REQUIRED to see all theatre productions at Austin High.

**THEATER PRODUCTION I**                      **5621.R000.Y**  
**(Outside School Day)**  
**Grade Placement: 9-12**                      **Credit: 1.0**  
**Prerequisite/Comments: Student must also be concurrently enrolled in a Theater Arts class during the school day.** Students are REQUIRED to see all theatre productions at Austin High.

First year in the program, regardless of grade level.  
This course meets outside regular school hours. Attendance is taken at rehearsal. Students are required to work at least 25 hours on one production each semester. It provides practical, hands-on experience in acting and stagecraft. Students develop production and acting skills for public performance outside school hours. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. These requirements are described in the Departmental Handbooks, Instructional Planning Guides, Fine Arts Curriculum Framework, and Fine Arts Intranet Website.  
Theater Production I-IV Expectations  
Students MUST work on a least one production each semester. Students are REQUIRED to see all theatre productions at Austin High.

**THEATER PRODUCTION II**                      **5622.R000.Y**  
**(Outside School Day)**  
**Grade Placement: 10-12**                      **Credit: 1.0**  
**Prerequisite/Comments: Student must also be concurrently enrolled in a Theater Arts class during the school day.**

Second year in the program, regardless of grade level.  
This course meets outside regular school hours. Attendance is taken at rehearsal. Students are required to work at least 25 hours on one production each semester. It provides practical, hands-on experience in acting and stagecraft. Students develop production and acting skills for public performance outside school hours. In addition to the regular curriculum, students will be required to complete

extra work for weighted credit. These requirements are described in the Departmental Handbooks, Instructional Planning Guides, Fine Arts Curriculum Framework, and Fine Arts Intranet Website.

Theater Production I-IV Expectations  
Students MUST work on a least one production each semester. Students are REQUIRED to see all theatre productions at Austin High.

**THEATER PRODUCTION III**                      **5623.H000.Y**  
**(weighted)**  
**(Outside School Day)**  
**Grade Placement: 11-12**                      **Credit: 1.0**  
**Prerequisite/Comments: Theatre Production II. Student must also be concurrently enrolled in a Theater Arts class during the school day.**

Third year in the program, regardless of grade level.  
This course meets outside regular school hours. Attendance is taken at rehearsal. Students are required to work at least 25 hours on one production each semester. It provides practical, hands-on experience in acting and stagecraft. Students develop production and acting skills for public performance outside school hours. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. These requirements are described in the Departmental Handbooks, Instructional Planning Guides, Fine Arts Curriculum Framework, and Fine Arts Intranet Website.  
Theater Production I-IV Expectations  
Students MUST work on a least one production each semester. Students are REQUIRED to see all theatre productions at Austin High.

**THEATER PRODUCTION IV**                      **5624.H000.Y**  
**(Outside School Day)**  
**Grade Placement: 12**                      **Credit: 1.0**  
**Prerequisite/Comments: Theatre Production III. Student must also be concurrently enrolled in a Theater Arts class during the school day.**

This course meets outside regular school hours. Attendance is taken at rehearsal. Students are required to work at least 25 hours on one production each semester. It provides practical, hands-on experience in acting and stagecraft. Students develop production and acting skills for public performance outside school hours. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. These requirements are described in the Departmental Handbooks, Instructional Planning Guides, Fine Arts Curriculum Framework, and Fine Arts Intranet Website.  
Theater Production I-IV Expectations  
Students MUST work on a least one production each semester. Students are REQUIRED to see all theatre productions at Austin High.

**MUSICAL THEATER-FOUNDATIONS 5601.R000.Y****Grade Placement: 9-12****Credit: 1.0****Prerequisite/Comments: None**

First year of the musical theatre program, regardless of grade level and prior experience. Musical Theatre incorporates the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas in music, dance, & theatre. Students are introduced to music theory, jazz dance, tap dance, and audition techniques. Homework Expectations: Actors will spend two hours per week memorizing music/scenes/working on projects. It should be noted that attendance at performances and rehearsal outside of the school day is required. Students are REQUIRED to see all theatre productions at Austin High.

**MUSICAL THEATER II: ACTING THE SONG****5602.R000.Y****Grade Placement: 10-12****Credit: 1.0****Prerequisite/Comments: Musical Theater I & Audition with the theatre director is required for enrollment in this class.**

Second year of the musical theatre program, regardless of grade level and prior experience. Musical Theatre incorporates the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas in music, dance, & theatre. Students are continuing their study of music theory, jazz dance, tap dance. They also begin musical analyze of the song and musical play.. Homework Expectations: Actors will spend two hours per week memorizing music/scenes/working on projects. It should be noted that attendance at performances and rehearsal outside of the school day is required. Students are REQUIRED to see all theatre productions at Austin High.

**MUSICAL THEATER III:****MOVEMENT & PERFORMANCE:****5603. H000.Y****Grade Placement: 11-12****Credit: 1.0****Prerequisite/Comments: Musical Theater II & Audition with the theatre director is required for enrollment in this class.**

Third year of the musical theatre program, regardless of grade level and prior experience. Musical Theatre incorporates the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas in music, dance, & theatre. Students continue to music theory, jazz dance, tap dance, and audition techniques Homework Expectations: Actors will spend four hours per week memorizing scenes/working on projects. Homework Expectations: Actors will spend three hours per week memorizing music/scenes/working on projects. It should be noted that attendance at performances and rehearsal outside

of the school day is required. Students are REQUIRED to see all theatre productions at Austin High.

**MUSICAL THEATER IV: PORTFOLIO & PERFORMANCE:****5604. H000.Y****Grade Placement: 12****Credit: 1.0****Prerequisite/Comments: Musical Theater III & Audition with the theatre director is required for enrollment in this class.**

Fourth year of the musical theatre program, regardless of grade level and prior experience. Musical Theatre incorporates the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas in music, dance, & theatre. Student spend time preparing audition & college portfolios. Students are continuing their study of music theory, jazz dance, tap dance. They also continue musical analyze of the song and musical play. Homework Expectations: Actors will spend four hours per week memorizing music/scenes/working on projects. It should be noted that attendance at performances and rehearsal outside of the school day is required. Students are REQUIRED to see all theatre productions at Austin High.

***INSTRUMENTAL MUSIC*****BAND I-IV(Course number determined by Audition-- Students will be placed in Honor Band, Wind Ensemble, Symphonic Band, or Concert Band)****Grade Placement: 9-12****Credit: 1.0****Prerequisite/Comments: Audition with a Band Director is required for enrollment in the band program.**

First through fourth year in the program, regardless of grade level.

Students in band develop wind and percussion techniques and study a variety of band and orchestral literature. Various topics of music theory will be studied as well. Students will participate in concert performances as well as having opportunities to participate in individual events such as District Auditions and Solo and Ensemble. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. These requirements are described in the Departmental Handbooks, Instructional Planning Guides, Fine Arts Curriculum Framework, and Fine Arts Intranet Website.

It should be noted that attendance at performances and rehearsal outside of the school day is required. (Marching Band during the fall semester gives PE credit).

**JAZZ ENS. /STAGE BAND I-IV (Course number determined by Audition)**

**Grade Placement: 9-12**

**Credit: 1.0**

**Prerequisite/Comments: Audition with the director is required for enrollment in the jazz program.**

Students develop performing techniques while performing jazz etudes and jazz ensemble literature. Students will study improvisation, jazz history, and be required to listen to a variety of jazz recordings. Students will be required to perform transcriptions, arrange combos, and improvise in a small and large group setting. Wind and percussion players must also be enrolled in a regular band class.

Guitar, electric bass, and keyboard players need not be enrolled in a regular band or orchestra. Attendance at rehearsals and performances outside school hours is required.

**ORCHESTRA I (Course number determined by Audition)**

**Grade Placement: 9-12**

**Credit: 1.0**

**Prerequisite/Comments: Audition with the director is required for enrollment in the Orchestra program**

First year in the program, regardless of grade level. Instructional emphasis is on two octave major scales, arpeggios, development of shifting technique, up to two higher positions, basic bowing styles, tone development techniques, hand position, vibrato, music reading skills, intonation, ensemble playing, rehearsal skills and orchestral literature. The primary focus of this orchestra is to develop musicianship skills that are needed to advance to the orchestras. Attendance at rehearsals and performances outside school hours is required.

**ORCHESTRA II (Course number determined by Audition)**

**Grade Placement: 10-12**

**Credit: 1.0**

**Prerequisite/Comments: Audition with the director is required for enrollment in the Orchestra program**

Second year in the program, regardless of grade level. Instructional emphasis is on two octave minor scales, arpeggios, development of advanced shifting technique, advanced bowing styles, tone development techniques, vibrato control, music reading skills, intonation, ensemble playing, rehearsal skills and orchestral literature. This group joins wind and percussion players to participate in the UIL Concert and Sight-reading Contest. Attendance at rehearsals and performances outside school hours is required.

**ORCHESTRA III (Course number determined by Audition)**

**Grade Placement: 11-12**

**Credit: 1.0**

**Prerequisite/Comments: Audition with the director is required for enrollment in the Orchestra program**

Third year in the program, regardless of grade level. Instructional emphasis is on the development of left hand dexterity, three octave scales and arpeggios, advanced bowing techniques, upper positions, vibrato, performance of orchestral literature and small ensemble playing. This group joins wind and percussion players to participate in the UIL Concert and Sight-reading Contest. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. Attendance at rehearsals and performances outside school hours is required.

**ORCHESTRA IV (Course number determined by Audition)**

**Grade Placement: 12**

**Credit: 1.0**

**Prerequisite/Comments: Audition with the director is required for enrollment in the Orchestra program** Students learn and develop string techniques. They study orchestral literature. Attendance at rehearsals and performances outside school hours is required. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. Instructional emphasis is on the development of left hand dexterity, major and minor three octave scales and arpeggios, advanced bowing techniques, upper positions, vibrato, performance of orchestral literature, small ensemble playing and opportunities for solo performance in front of an audience. This group joins wind and percussion players to participate in the UIL Concert and Sight-reading Contest. In addition, Students are required to prepare the audition material for the All Region Orchestra, and participate in the AISD or the UIL Solo and Ensemble Contest. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. Attendance at rehearsals and performances outside school hours is required.

**STRING ENSEMBLE I – IV (Course number determined by Audition)**

**Prerequisite/Comments: Audition with a Orchestra Director is required for enrollment in this class.**

String Ensemble is an audition-based class. Advanced players from the Austin High Orchestra program are in this group. These students meet performance and rehearsal standards established by the director. Emphasis is on solo repertoire, small ensemble literature, and alternative styles repertoire such as Mariachi, Bluegrass, and Jazz. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. Players need to be enrolled in a regular orchestra or guitar class. Public performances of a repertoire will be held a minimum of three times during the semester.

**CLASSICAL GUITAR I**

**5521.R400.Y**

**Grade Placement: 9-12**

**Credit: 1.0**

**Prerequisite/Comments: None**

Students study the specialized technical problems of performance techniques for the acoustic guitar. Instructional emphasis is on the development of left and right-hand

dexterity, small ensemble playing and opportunities for solo performances. Attendance at rehearsals and performances outside school hours is required.

**CLASSICAL GUITAR II 5522.R400.Y**

**Grade Placement: 10-12 Credit: 1.0**

**Prerequisite/Comments: Classical Guitar I**

Students study the specialized technical problems of performance techniques for the acoustic guitar. Instructional emphasis is on the development of left and right-hand dexterity, small ensemble playing and opportunities for solo performances. Attendance at rehearsals and performances outside school hours is required.

**CLASSICAL GUITAR III 5523.R400.Y**

**Grade Placement: 11-12 Credit: 1.0**

**Prerequisite/Comments: Classical Guitar II**

Students study the specialized technical problems of performance techniques for the acoustic guitar. Instructional emphasis is on the development of left and right-hand dexterity, small ensemble playing and opportunities for solo performances. Attendance at rehearsals and performances outside school hours is required.

**CLASSICAL GUITAR IV 5524.R400.Y**

**Grade Placement: 12 Credit: 1.0**

**Prerequisite/Comments: Classical Guitar III**

Students study the specialized technical problems of performance techniques for the acoustic guitar. Instructional emphasis is on the development of left and right-hand dexterity, small ensemble playing and opportunities for solo performances. Attendance at rehearsals and performances outside school hours is required.

## ***CHORAL MUSIC***

**CHORAL MUSIC I 5401.R000.Y**

**(Class determined by Audition—Student will be placed in Treble Choir, Tenor/Bass Choir, Non-Varsity Treble, or Varsity Treble)**

First year in the program, regardless of grade level. Musicianship is developed through study of vocal technique, music/sight-reading skills, and listening experiences in analysis and description. Periods of music history and the music of many cultures are explored. Unison, two- three-, and four-part choral literature is prepared and performed publicly. Out-of-school rehearsals and performances are required. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. These requirements are described in the Departmental Handbooks, Instructional Planning Guides, Fine Arts Curriculum Framework, and Fine Arts Intranet Website.

**CHORAL MUSIC II 5403.R000.Y**

**(Class determined by Audition—Student will be placed in Treble Choir, Tenor/Bass Choir, Non-Varsity Treble, or Varsity Treble)**

**Grade Placement: 9-12 Credit: 1.0**

**Prerequisite/Comments: Choral Music I. Audition with the choir Director is required for enrollment in the choir program.**

Second year in the program, regardless of grade level. Musicianship is developed through study of vocal technique, music/sight-reading skills, and listening experiences in analysis and description. Periods of music history and the music of many cultures are explored. Unison, two- three-, and four-part choral literature is prepared and performed publicly. Out-of-school rehearsals and performances are required. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. These requirements are described in the Departmental Handbooks, Instructional Planning Guides, Fine Arts Curriculum Framework, and Fine Arts Intranet Website.

**CHORAL MUSIC III 5403.H000.Y (weighted)**

**(Class determined by Audition—Student will be placed in Treble Choir, Tenor/Bass Choir, Non-Varsity Treble, or Varsity Treble)**

**Grade Placement: 9-12 Credit: 1.0**

**Prerequisite/Comments: Choral Music II. Audition with the choir Director is required for enrollment in the choir program.**

Third year in the program, regardless of grade level. Musicianship is developed through study of vocal technique, music/sight-reading skills, and listening experiences in analysis and description. Periods of music history and the music of many cultures are explored. Unison, two- three-, and four-part choral literature is prepared and performed publicly. Out-of-school rehearsals and performances are required. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. These requirements are described in the Departmental Handbooks, Instructional Planning Guides, Fine Arts Curriculum Framework, and Fine Arts Intranet Website.

**CHORAL MUSIC IV III 5403.H000.Y (weighted)**

**(Class determined by Audition—Student will be placed in Treble Choir, Tenor/Bass Choir, Non-Varsity Treble, or Varsity Treble)**

**Grade Placement: 9-12 Credit: 1.0**

**Prerequisite/Comments: Choral Music III. Audition with the choir Director is required for enrollment in the choir program.**

Fourth year in the program, regardless of grade level. Musicianship is developed through study of vocal technique, music/sight-reading skills, and listening experiences in analysis and description. Periods of music history and the music of many cultures are explored. Unison, two- three-, and

four-part choral literature is prepared and performed publicly. Out-of-school rehearsals and performances are required. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. These requirements are described in the Departmental Handbooks, Instructional Planning Guides, Fine Arts Curriculum Framework, and Fine Arts Intranet Website.

**SHOW CHOIR I** **5731.R000.Y**  
**Grade Placement: 9-12** **Credit: 1.0**

**Prerequisite/Comments:** **Audition with the choir Director is required for enrollment in Show Choir.**  
 Second year in the program, regardless of grade level. This course emphasizes carrying an independent part in an ensemble group. Various groups such as madrigal, jazz and show choirs will be formed based on the abilities and interests of the students. Out-of-school rehearsals and performances are required

**SHOW CHOIR II** **5732.R000.Y**  
**Grade Placement: 9-12** **Credit: 1.0**

**Prerequisite/Comments:** **Show Choir I**  
 Second year in year in the program, regardless of grade level. This course emphasizes carrying an independent part in an ensemble group. Various groups such as madrigal, jazz and show choirs will be formed based on the abilities and interests of the students. Out-of-school rehearsals and performances are required

**SHOW CHOIR III** **5733.H000.Y**  
**(weighted)**

**Grade Placement: 9-12** **Credit: 1.0**

**Prerequisite/Comments:** **Show Choir II**  
 Third year in the program, regardless of grade level.

**SHOW CHOIR (Glee) IV** **5734.H000.Y**  
**(weighted)**

**Grade Placement: 9-12** **Credit: 1.0**

**Prerequisite/Comments:** **Show Choir II**  
 Fourth year in the program, regardless of grade level. This course emphasizes carrying an independent part in an ensemble group. Various groups such as madrigal, jazz and show choirs will be formed based on the abilities and interests of the students. Out-of-school rehearsals and performances are required.

## **GENERAL MUSIC**

**MUSIC THEORY** **5911.R000.Y**  
**Grade Placement: 9-12** **Credit: 1.0**

**Prerequisite/Comments:** **Experience with an instrument in encouraged but not required.**

Music Theory is open to all students at SFA High School. Curriculum is a fast-paced university-level course designed for band, choir, or orchestra students. The class is strongly encouraged by many universities for students majoring or

minoring in instrumental or choral music. Both ear-training and melodic and harmonic dictation are included as well as analysis and composition.

Requirements: 500 sheets of Manuscript Paper, 10 sharpened pencils with extra erasers. Experience with a keyboard instrument will be of great benefit in this class. Live music every other Friday.

**MUSIC APPRECIATION** **5801.R000.Y**  
**Grade placement: 9-12** **CREDIT: 1**

**PREREQUISITE:** *None*

This course is an introduction to the history of classical, ethnic, musical theatre, popular and jazz. Listening to recordings and attending live local performances outside the school day are required components of this course.

## **DANCE**

**BALLET FOLKLORICO I** **5151.R100.Y**  
**Grade Placement: 9-12** **Credit: 1.0**

**Prerequisite/Comments:** **Purchase of dance shoes and assorted personal accessories needed for performance and a signed rehearsal contract, which will be mailed to the student in the spring/summer prior to the school year.**

Ballet Folklórico represents a vast array of regional Mexican dances, which have been formally codified and mixed with classical ballet technique. The culture and history of each region is reflected in its dance style, steps, music and costumes. First year students will be train in basic classical ballet technique and will be expected to acquire a dance repertoire of roughly five regions. They will be expected to provide formal, written critique and justification of all dances and regions presented in performance during the school year, regardless of whether they have been cast in these regions. They must be able to recognize and critique appropriate footwork, skirt work, body carriage, prop work and character for each region. Critique is accepted in either English or Spanish. Their consistent academic eligibility and dedication to rehearsals can earn them an invitation to audition for the competition team, which travels and competes in the spring semester. Those who successfully complete a competition season are eligible to apply for officers' positions for the following school year.

As our program is largely self-funded, we are a working dance company. Participation in performances is required. Students must stay for rehearsal a minimum of two afternoons a week (more before major shows) and may be cast in early morning, evening or weekend performances throughout the Austin area.

**BALLET FOLKLORICO II** **5152.R100.Y**  
**Grade Placement: 10-12** **Credit: 1.0**

**Prerequisite/Comments:** **Ballet Folklorico I and purchase of dance shoes and assorted personal accessories needed for performance and a signed rehearsal contract, which will be mailed to the student in the spring/summer prior to the school year.**

Ballet Folklórico represents a vast array of regional Mexican dances, which have been formally codified and mixed with classical ballet technique. The culture and history of each region is reflected in its dance style, steps, music and costumes. Second year dancers will begin rehearsals prior to the beginning of the school year. Second year students will continue to train in classical ballet technique and their folklórico repertoire is expected to grow to roughly eight to nine regions. Additionally, second year dancers will be asked to assist in the transfer of repertoire to first year dancers--instructing or trouble-shooting footwork and skirt work in first year dancers. They will be expected to provide a more advanced level of formal, written critique and justification of all dances and regions presented in performance during the school year, regardless of whether they have been cast in these regions. They must be able to recognize and critique appropriate footwork, skirt work, body carriage, prop work and character for each region. Critique is accepted in either English or Spanish. Their consistent academic eligibility and dedication to rehearsals can earn them an invitation to audition for the competition team, which travels and competes in the spring semester. Those who successfully complete a competition season are eligible to apply for officers' positions for the following school year.

Officers are responsible for monitoring the behavior, effort and technique of a corps of dancers, as we are often working on multiple regions at once and the director cannot monitor all regions simultaneously. They are the principal instructors on the days without our choreographer. They are also expected to attend business meetings, understand the dance company's finances and assist in purchasing decisions, especially those which affect the artistic direction of our company.

As our program is largely self-funded, we are a working dance company. Participation in performances is required. Students must stay for rehearsal a minimum of two afternoons a week (more before major shows) and may be cast in early morning, evening or weekend performances throughout the Austin area.

**BALLET FOLKLORICO III** **5053.H100.Y**  
**Grade Placement: 11-12** **Credit: 1.0**  
**Prerequisite/Comments: Ballet Folklórico II and purchase of dance shoes and assorted personal accessories needed for performance and a signed rehearsal contract, which will be mailed to the student in the spring/summer prior to the school year.**

Ballet Folklórico represents a vast array of regional Mexican dances, which have been formally codified and mixed with classical ballet technique. The culture and history of each region is reflected in its dance style, steps, music and costumes. Third year dancers will begin rehearsals prior to the beginning of the school year. Third year students will continue to train in classical ballet technique and their folklórico repertoire is expected to grow

to roughly twelve regions. As with second year dancers, third year dancers will be asked to assist in the transfer of repertoire to first year dancers--instructing or trouble-shooting footwork and skirt work in first year dancers. Additionally, third year dances will be expected to demonstrate knowledge of choreographic patterns accepted by region and to apply these by assisting the choreographer in the creation of dance patterns. They will be expected to provide a very precise formal, written critique and justification of all dances and regions presented in performance during the school year, regardless of whether they have been cast in these regions. They must be able to recognize and critique appropriate footwork, skirt work, body carriage, prop work and character for each region. Critique is accepted in either English or Spanish. Their consistent academic eligibility and dedication to rehearsals can earn them an invitation to audition for the competition team, which travels and competes in the spring semester. Those who successfully complete a competition season are eligible to apply for officers' positions for the following school year.

As our program is largely self-funded, we are a working dance company. Participation in performances is required. Students must stay for rehearsal a minimum of two afternoons a week (more before major shows) and may be cast in early morning, evening or weekend performances throughout the Austin area.

**BALLET FOLKLORICO IV** **5154.H100.Y**  
**Grade Placement: 12** **Credit: 1.0**  
**Prerequisite/Comments: Ballet Folklórico III and purchase of dance shoes and assorted personal accessories needed for performance and a signed rehearsal contract, which will be mailed to the student in the spring/summer prior to the school year.**

Ballet Folklórico represents a vast array of regional Mexican dances, which have been formally codified and mixed with classical ballet technique. The culture and history of each region is reflected in its dance style, steps, music and costumes. Fourth year dancers will begin rehearsals prior to the beginning of the school year. Fourth year students will continue to train in classical ballet technique and their folklórico repertoire is expected to grow to roughly twelve regions. They will be asked to assist in the transfer of repertoire to first year dancers--instructing or trouble-shooting footwork and skirtwork in first year dancers. Additionally, fourth year dances will demonstrate knowledge of choreographic patterns accepted by region and to apply these by choreography several pieces on their own for performance at our Gran Show de Primavera. They will be expected to provide a very precise formal, written critique and justification of all dances and regions presented in performance during the school year, regardless of whether they have been cast in these regions. They must be able to recognize and critique appropriate footwork, skirt work, body carriage, prop work and character for each region. Critique is accepted in either English or Spanish.

Officers are responsible for monitoring the behavior, effort and technique of a corps of dancers, as we are often working on multiple regions at once and the director cannot monitor all regions simultaneously. They are the principal instructors on the days without our choreographer. They are also expected to attend business meetings, understand the dance company's finances and assist in purchasing decisions, especially those which affect the artistic direction of our company.

As our program is largely self-funded, we are a working dance company. Participation in performances is required. Students must stay for rehearsal a minimum of two afternoons a week (more before major shows) and may be cast in early morning, evening or weekend performances throughout the Austin area.

**DANCE I (Fine Arts Credit) 5151.R000.Y**  
**Grade Placement: 9-12 Credit: 1.0**  
**Prerequisite/Comments: None**

Dance I consists of instruction in steps and basic movement involved in jazz, tap, ethnic, and modern dance. Students will have the opportunity to choreograph and present a dance using basic movement. First year in the program, regardless of grade level. This class may count for fine arts or general elective credit.

**PRE DRILL TEAM (Fine Arts Credit) 5151.R200.Y**  
**Grade Placement: 9-11 Credit: 1.0**

**Prerequisite/Comments:** None (however it is helpful for students to have some prior dance experience for this class as well as Red Jackets)

Dance I credit - designed for those interested in trying out for "Red Jackets" (training class) This class may count for fine arts or general elective credit

**DANCE II (Fine Arts Credit) 5152.R000.Y**  
**Grade Placement: 10-12 Credit: 1.0**  
**Prerequisite/Comments: None**

Students develop skills in various types of dances begun in Dance I. Students learn folk dances that reflect the cultural-historical background of different nationalities that have contributed to our American heritage. Second year in the program, regardless of grade level. This class may count for fine arts or general elective credit

**DANCE III (Fine Arts Credit) 5153.H000.Y**  
**Grade Placement 11-12 Credit: 1.0**

**PREREQUISITE:** *Dance II and Instructor's approval.*

This course will stress development of the ability of students to work cooperatively with others through various group compositions. Students will utilize the steps and movements learned in Dance I and II. In addition to the regular curriculum, students will be required to complete extra work

for weighted credit and will be required to perform recitals, write research papers, and attend extra performances and recitals. Third year in the program, regardless of grade level.

**DANCE IV (Fine Arts Credit) 5154.H000.Y**  
**Grade Placement: 12 Credit: 1.0**

**PREREQUISITE:** *Dance III and Instructor's approval.*

Students learn to work cooperatively with others through various group compositions. Students learn about the cultural, historic and artistic diversity of various dance styles. Students have an opportunity to choreograph and present a movement piece using the body as a means of expression. Students must perform in a public recital. In addition to the regular curriculum, students will be required to complete extra work for weighted credit including performance of a solo piece, writing a research paper and attend extra performances. These requirements are described in the Departmental Handbooks, Instructional Planning Guides, Fine Arts Curriculum Framework, and Fine Arts Intranet Website. Fourth year in the program, regardless of grade level.

**RED JACKETS I (A block) 5152.R300.Y**  
**A block is Fine Arts Credit**

**RED JACKETS I (B block) 6922.R010.X&6922.RL00.X**  
**B block is PE Credit**

**Grade Placement: 10-12 Credit: 2.0**

**Prerequisite/Comments: Audition**

**RED JACKETS II (A block) 5153.H300.Y**

**A block is Fine Arts Credit**

**RED JACKETS II (B block) 6922.R020.X&6922.RL00.X**

**B block is PE Credit**

**Grade Placement: 11-12 Credit: 2.0**

**Prerequisite/Comments: Audition**

**RED JACKETS III (A block) 5154.H300.Y**

**A block is Fine Arts Credit**

**RED JACKETS II I(B block)6922.R030.X&6922.RL00X**

**B block is PE Credit**

**Grade Placement: 12 Credit: 2.0**

**Prerequisite/Comments: Audition**

Red Jackets is the Dance Team at Austin High. You must be a second semester freshman, sophomore or junior to audition for Red Jackets (March). Red Jackets performs at pep rallies and football games in the Fall. During the spring semester the Dance Team competes at 3 to 4 competitions each year. Red Jackets ends each year with a 2 night performance of their Spring Show. Red Jackets receive 1.0 fine arts or general elective credit and .5 PE credit in the fall semester only each year.

# PHYSICAL EDUCATION

**PE TEAM SPORTS** **6022.R000.Y**

**Grade Placement: 9-12** **Credit: 1.0**

**PREREQUISITE: None**

Students enrolled in the Individual Sports course will improve their health and fitness while developing competency in and an appreciation for teamwork and fair play through Basketball, and Flag Football in the first semester and Soccer, Softball and Volleyball in the second semester. Team sports focuses on incorporating wellness into an active lifestyle beyond high school. Students will use nutrition and activity journals, goals setting sheets, and activity reflection sheets to track their fitness progress throughout the year. A major project for this course is for the students to complete an individual portfolio including a personal fitness program based on the above sports.

**AEROBIC DANCE I** **6565.R000.X**

**AEROBIC DANCE II** **6566.R000.X**

**Grade Placement: 9-12** **Credit: 1.0**

**Prerequisite: None**

These two courses may be taken for a total of 1.0 P.E credit. They are taught in the dance department and cover the knowledge and skills required for both dance and physical education.

**AEROBIC DANCE I (pre-drill)** **6565.R200.X**

**AEROBIC DANCE II(pre-drill)** **6566.R200.X**

**Grade Placement: 9-12** **Credit: 1.0**

These two courses may be taken for a total of 1.0 P.E credit. They are taught in the dance department and cover the knowledge and skills required for both pre-drill dance and physical education

# ATHLETICS

**Athletic Courses** – These athletic courses are Physical Education Equivalent activities that may be used to substitute ½ unit of Physical Education credit per semester. These courses may be taken for up to four credits, with 1.0 credits used to satisfy the graduation requirement for Physical Education, and the remaining 3.0 credits counting as general elective credit

## Baseball

Gr. 10	6911.R030.X	6911.R040.X
Gr. 11	6911.R050.X	6911.R060.X
Gr. 12	6911.R070.X	6911.R080.X

## Cheerleading

Gr. 10	6921.R010.X	6012.R100.X
Gr. 11	6921.R020.X	6012.R200.X
Gr. 12	6921.RL00.X	6012.RL00.X

## Boys Basketball

Gr. 9	6912.R110.X	6912.R120.X
Gr. 10	6912.R130.X	6912.R140.X
Gr. 11	6912.R150.X	6912.R160.X
Gr. 12	6912.R170.X	6912.R180.X

## Girls Basketball

Gr. 9	6912.R210.X	6912.R220.X
Gr. 10	6912.R230.X	6912.R240.X
Gr. 11	6912.R250.X	6912.R260.X
Gr. 12	6912.R270.X	6912.R280.X

## Boys Track and Field (spring only)

Gr. 9	6913.R110.X
Gr. 10	6913.R120.X
Gr. 11	6913.R130.X
Gr. 12	6913.R140.X

## Girls Track and Field (spring only)

Gr. 9	6913.R210.X
Gr. 10	6913.R220.X
Gr. 11	6913.R230.X
Gr. 12	6913.R240.X

## Boys Cross Country (fall only)

Gr. 9	6914.R110.X
Gr. 10	6914.R120.X
Gr. 11	6914.R130.X
Gr. 12	6914.R140.X

## Girls Cross Country (fall only)

Gr. 9	6914.R210.X
Gr. 10	6914.R220.X
Gr. 11	6914.R230.X
Gr. 12	6914.R240.X

## Volleyball

Gr. 9	6915.R010.X	6915.R020.X
Gr. 10	6915.R030.X	6915.R040.X
Gr. 11	6915.R050.X	6915.R060.X
Gr. 12	6915.R070.X	

## Boys Golf

Gr. 9	6916.R110.X	6916.R120.X
Gr. 10	6916.R130.X	6916.R140.X
Gr. 11	6916.R150.X	6916.R160.X
Gr. 12	6916.R170.X	6916.R180.X

## Girls Golf

Gr. 9	6916.R210.X	6916.R220.X
Gr. 10	6916.R230.X	6916.R240.X
Gr. 11	6916.R250.X	6916.R260.X
Gr. 12	6916.R270.X	6916.R280.X

## Swimming

Gr. 9	6918.R010.X	6918.R020.X
Gr. 10	6918.R030.X	6918.R040.X
Gr. 11	6918.R050.X	6918.R060.X
Gr. 12	6918.R070.X	6918.R080.X

## Tennis

Gr. 9	6919.R010.X	6919.R020.X
Gr. 10	6919.R030.X	6919.R040.X
Gr. 11	6919.R050.X	6919.R060.X
Gr. 12	6919.R070.X	6919.R080.X

## Football

Gr. 9	6923.R010.X	6923.R020.X
Gr. 10	6923.R030.X	6923.R040.X
Gr. 11	6923.R050.X	6923.R060.X
Gr. 12	6923.R070.X	

## Boys Soccer

Gr. 9	6924.R110.X	6924.R120.X
Gr. 10	6924.R130.X	6924.R140.X
Gr. 11	6924.R150.X	6924.R160.X
Gr. 12	6924.R170.X	6924.R180.X

## Girls Soccer

Gr. 9	6924.R210.X	6924.R220.X
Gr. 10	6924.R230.X	6924.R240.X
Gr. 11	6924.R250.X	6924.R260.X
Gr. 12	6924.R270.X	6924.R280.X

### Softball

Gr. 9	6925.R010.X	6925.R020.X
Gr. 10	6925.R030.X	6925.R040.X
Gr. 11	6925.R050.X	6925.R060.X
Gr. 12	6925.R070.X	6925.R080.X

## HEALTH

**HEALTH** **6931.R000.X**  
**Grade Placement: 9-12** **Credit: 0.5**

**Prerequisite/Comments: None**

This course is a study in health awareness. Particular attention is given to growth, reproduction and development, exercise, diet and nutrition, leisure activities, personal development and strategies to use in addressing personal health and hygiene issues, and social skill development. The study of disease and life choices related to prevention of disease will be addressed within the course. Students learn to make health lifestyle decisions. Application related to current events, access to health and social services within the community, wellness strategies, mental health awareness and substance abuse would be identified and examined.

## DEBATE

**DEBATE I** **1537.R000.Y**  
**Grade Placement: 9-12** **Credit: 1.0**

**Prerequisite/Comments: None**

Debate I focuses on developing skills for students to become in-depth researchers, technical and persuasive writers, effective communicators both as speakers and listeners. Students will gain an understanding of argumentation and persuasive theories and develop skills in logic and analysis. Students will research topics using a variety of literary and technical genre, organize that research, write persuasive cases and practice public speaking. Student work outside of class may vary but will not usually exceed more than an hour a week.

**COMPETITIVE DEBATE II** **1522.H000.Y**

**COMPETITIVE DEBATE III** **1539.H000.Y**

**COMPETITIVE DEBATE IV** **1513.H000.Y**

**COMPETITIVE DEBATE V** **1533.H000.Y**

**Grade Placement: 10-12** **Credit: 1.0**

**Prerequisite/Comments: Instructor Approval**

Competitive Debate courses are an extension and further development of the skills in Debate I and are designed to prepare students for competition at forensic tournaments. Additionally, students are expected to attend practice after school and at least six speech/debate tournaments that occur on the weekends during the school year. Meeting the tournament expectations can be done at local, city-wide tournaments or students may choose to compete at a national level which would require attendance at tournaments state and/or nationwide.

## JOURNALISM YEARBOOK

**INTRODUCTION TO JOURNALISM/YEARBOOK**  
**8250.RC2C.Y**

**Grade Placement: 9-12** **Credit: 1.0**  
**Prerequisite: None**

Careers in the Arts, Audio/Video Technology, and Communications Career Cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Students will be provided an opportunity to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge skills, and educational requirements for those opportunities. This course allows students to develop knowledge and skills related to information management, presentation, animation, video technology, printing and desktop publishing.

**GRAPHIC DESIGN/YEARBOOK** **8280.HT2C.Y**  
**Grade Placement: 10-12** **Credit: 1.0**

**Prerequisite: Intro to Journalism**

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.

**PRINTING & IMAGING TECHNOLOGY**  
**1/YEARBOOK** **8300.RC1C.Y**

**Grade Placement: 11-12** **Credit 1.0**

**Prerequisite: Graphic Design**

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.

**PRINTING & IMAGING TECHNOLOGY**  
**2/YEARBOOK** **8302.RC1C.Y**

**Grade Placement: 12** **Credit 1.0**

**Prerequisite: Printing and Imaging 1**

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.

## NEWSPAPER

### INTRODUCTION TO JOURNALISM/NEWSPAPER

**8250.RC3C.Y**

**Grade Placement: 9-12**

**Credit: 1.0**

**Prerequisite/Comments: None**

This introductory course on the principles and practices of journalism includes fact-gathering, developing interviewing skills, writing news stories, determining news worthiness, 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. This course also covers basic photography for journalistic purposes..

**GRAPHIC DESIGN/NEWSPAPER**

**8280.HT3C.Y**

**Grade Placement: 10-12**

**Credit: 1.0**

**Prerequisite: Intro to Journalism**

Students apply skills learned in Journalism to newspaper production. They practice determining news coverage and editorial policy. They develop skills in news judgment, fact gathering, and photography, writing headlines, captions, graphic design and layout, proofing, editing, advertising, and creative writing. Students are responsible for the print edition of the newspaper and the online edition.

**PRINTING & IMAGING TECHNOLOGY**

**1/NEWSPAPER**

**8300.RC0C.Y**

**Grade Placement: 11-12**

**Credit 1.0**

**Prerequisite: Graphic Design**

Students apply skills learned in Journalism to newspaper production. They practice determining news coverage and editorial policy. They develop skills in news judgment, fact gathering, and photography, writing headlines, captions, graphic design and layout, proofing, editing, advertising, and creative writing. Students are responsible for the print edition of the newspaper and the online edition.

**PRINTING & IMAGING TECHNOLOGY**

**2/NEWSPAPER**

**8302.RC0C.Y**

**Grade Placement: 12**

**Credit 1.0**

**Prerequisite; Printing and Imaging 1**

Students apply skills learned in Journalism to newspaper production. They practice determining news coverage and editorial policy. They develop skills in news judgment, fact gathering, and photography, writing headlines, captions, graphic design and layout, proofing, editing, advertising, and creative writing. Students are responsible for the print edition of the newspaper and the online edition.

## LANGUAGE ARTS ELECTIVES

**READING FOR COLLEGE READINESS 1313.R000.Y**

**Grade Placement: 9**

**Credit: 1.0**

**Prerequisite/Comments: None**

Reading 1 is a one credit full year course which offers instruction in word decoding, vocabulary, fluency and comprehension strategies to ensure that students will begin reading with competence, confidence and understanding. Reading 30 minutes a night is recommended and rewarded with bonus points and students will also need to study for vocabulary and word parts tests on a weekly basis. It is the hope of the instructor that by using high interest, multicultural materials that are engaging to young adults, students will be motivated to become lifelong readers.

**LITERARY GENRES: INTRO TO WOMEN'S STUDIES**

**1438.H200.Y**

**Grade Placement: 9-12**

**Credit: 1.0**

**Prerequisite: None**

The purpose of this course is to introduce students to the unique discipline of Women's Studies. Women's Studies originally began as a course meant to offer the perspectives of women - something most disciplines (from literature to history to the sciences) did not do. Over time, Women's Studies has evolved into a unique discipline of its own. Through an interdisciplinary study of literature, nonfiction, and visual mediums (including film and art), students will become familiar with key concepts, issues, and debates in feminism.

This course requires critical reading and discussion of texts. All students are welcome in this course.

**CREATIVE WRITING I**

**1435.H000.Y**

**Grade Placement: 11-12**

**Credit: 1.0**

**Prerequisite/Comments: Eng II**

Creative writing is a workshop/seminar style course that provides a student the opportunity to write in multiple genres and through different viewpoints in an effort to allow him to define himself as a writer. Students engage in writing exercises that hone skills that are non-genre specific, such as voice, specific detail, and point of view. Additionally, students will engage in drafting as well as an editing and revision process designed to produce an increasingly sophisticated product suitable for publishing during the Spring semester. Students will examine examples of literature in relevant and various genres as models and subjects for discussion and creation. Students will collect and present literary discoveries from their own reading and writing and are expected to participate in classroom readings. Students in Creative Writing should prepare for one to three hours of homework each week.

**ANALYSIS OF VISUAL MEDIA** **1440.R000.X**  
**Grade Placement: 10-12** **Credit: 0.5**  
**Prerequisite/Comments: Eng II**

Visual Media students analyze the historical development of film as art by studying the different genres of film. The course includes evaluation of subject matter, choice of media, content, purpose, and effect. There is a writing component that may include criticism as well as analysis of film. Visual Media students should prepare for one to three hours of homework per week.

**LITERARY GENRES: THE ART OF STORYTELLING** **1438.H000.Y**  
**Grade Placement: 10-12** **Credit: 1.0**  
**Prerequisite/Comments: English I (Pre-AP recommended); weighted**

Students in Literary Genres analyze common themes in a variety of literary genres. The course focuses on one specific genre at a time ranging from adventure to horror to expose students to a variety of study; the emphasis of the elective at Austin High is on “The Art of Storytelling.” Students will become well versed on the characteristics of each genre through viewing a variety of films, reading short stories and novels, and writing creatively in the studied genre. Since this is a weighted elective, students should prepare for one to three hours of homework and outside reading each week.

## ***SOCIAL STUDIES ELECTIVES***

**SOCIOLOGY** **4931.R000.X**  
**Grade Placement: 10-12** **Credit: 0.5**  
**Prerequisite/Comments: None**

This one-semester class for upperclassmen offers a study of human behavior from a sociological point of view. Students will examine culture and socialization, as well as the effect of challenges from poverty, economic inequality, deviance, racism, ethnocentricity, and other social issues affecting US society today. Class time is used for completion of projects and activities to render a minimal amount of homework. Learning ventures include analysis and discussions of readings and analyzing films that illustrate social problems and issues. A final project explores existing subcultures and countercultures and the impact of these groups on society.

**PSYCHOLOGY** **4938.R000.X**  
**Grade Placement: 10-12** **Credit: 0.5**  
**Prerequisite/Comments: None**

Students explore major psychological theories. They learn about human behavior and development, perception and learning, memory and thought, motivation and emotion; personality theories; psychological disorders; and other

related topics. Students also practice the skills of observation and analysis used in modern social sciences.

**The American Experience through Music & Film (GL)**  
**Part A** **4932.R000.X**  
**Part B** **4935.R000.X**  
**Grade Placement: 10-12** **Credit: 0.5 each**  
**Prerequisite/Comments: Students can take Part A and/or Part B, in any order.**

This course is a semester-long, social studies elective. Students view classic American films and listen to and analyze different music genres (including rock, pop, hip-hop). Students examine America’s identity and culture by analyzing music, film, art, and television. The goal is for students to gain a greater appreciation and a better understanding of their society and culture by examining America’s cultural and social past. The course requirements include 3 group projects (1 each six weeks), in-class assignments and discussions, and approximately one hour of homework each week

**The American Experience through Music & Film (Honors)**  
**4932.H000.X Part A**  
**4932.H100.X Part B**

**Grade Placement: 10-12** **Credit: 0.5 each**  
**Prerequisite/Comments: Students can take Part A and/or Part B, in any order.**

This course is a semester-long, social studies elective. Students view classic American films and listen to and analyze different music genres (including rock, pop, hip-hop). Students examine America’s identity and culture by analyzing music, film, art, and television. The goal is for students to gain a greater appreciation and a better understanding of their society and culture by examining America’s cultural and social past. The course requirements include projects, readings, critical and analytical writings and commentary, discussions, in-class activities, and approximately three hours of homework each week.

**AFRICAN-AMERICAN HISTORY PT. 1** **4932.R100.X**  
**Grade Placement: 10-12** **Credit: 0.5**  
**Prerequisite/Comments: None**

African-American History Part 1 is a fall semester, half credit elective which will explore the inspiring history and culture of African-American people over the past four hundred years. Students will be asked to present one mini-lesson on a chosen topic, read an outside novel and write a paper on it, and make three musical presentations. Grades will be based on presentations, papers and tests. Some highlights include guest speakers, music every class, award winning films and a soul food brunch. Students are encouraged to also take Part 2 of this class in the spring semester, which will continue the course in more depth, but is not required.



**AP PSYCHOLOGY (Part A)** 4938.P000.X  
**AP PSYCHOLOGY (Part B)** 4942.H000.X  
**Grade Placement: 10-12** **Credit: 1.0**  
**Prerequisite/Comments: Students must take both parts of the course.**

AP Psychology is a year-long college-level introduction to the concepts and methods of psychology. The course content is presented in depth and at an accelerated pace. Students learn the principal theories of psychology and study factors that affect human behavior and development, perception, learning, memory, thought, motivation, emotions and psychological disorders, and apply their knowledge through projects, labs and challenging exams. Homework of approximately 45-75 minutes per block is essential to success. AP students prepare to take the Advanced Placement examination in May for potential college credit.

**AP EUROPEAN HISTORY** 4635.P000.Y  
**Grade Placement: 11-12** **Credit: 1.0**  
**Prerequisite/Comments: None**

Open to students willing to dedicate to a college-level Liberal Arts course; students will be expected to do the reading and come to class prepared to participate. This yearlong class provides an introduction to the major cultural, political, economic, and social developments that have shaped Europe from 1450 to the present. If interested in the period of history when Europe emerged from the early Renaissance to the rise of Imperialism and Industrialism to become the ascendant region on the globe, and then plunge itself into destructive war, ideological battles, and ethnic terror, then this class is for you. In addition to a college level text, course materials will include art, music and literature. Students will have a book review, movie review, and project each semester. All tests are composed of multiple choice and essay-type questions similar to those on the AP exam. Students will use a sophisticated college text, write document-based essays on a regular basis, do group work, research historical events and interpretations. There will be approximately 4-6 hours of homework per week.

**ETHNIC STUDIES, PT. 1** 4932.H400.X  
**Grade Placement: 10-12** **Credit: 0.5**  
**Prerequisite/Comments: None**

The Ethnic Studies course introduces students to the concepts of identity and history through the lenses of race, ethnicity, nationality, class, gender, sexual orientation, indigeneity, and culture. Seeing themselves and their communities in historical context, students gain a deeper appreciation of the contributions and complex experiences of diverse groups. Students study the local, state, and national history from pre-colonization to the present with a critical focus on the movements and changes promoting equity and justice. This course emphasizes research skills, creativity, connectedness, collaboration, critical thinking,

and empathy to promote college and career readiness. Students will gain a thoughtful and critical perspective through this course, becoming powerful advocates for change. As this course is weighted, students can expect 30-60 minutes of homework per block.

**ETHNIC STUDIES PT. 2** 4932.H500.X  
**Grade Placement 10-12** **Credit: 0.5**  
**Prerequisite/Comments: Students must take Ethnic Studies Pt. 1 in order to take Pt. 2**

The Ethnic Studies course expands and deepens students' understanding of identity and history through the lenses of race, ethnicity, nationality, class, gender, sexual orientation, indigeneity, and culture. Seeing themselves and their communities in historical context, students gain a deeper appreciation of the contributions and complex experiences of diverse groups. Students study the local, state, and national history from pre-colonization to the present with a critical focus on the movements and changes promoting equity and justice. This course emphasizes research skills, creativity, connectedness, collaboration, critical thinking, and empathy to promote college and career readiness. Students will gain a thoughtful and critical perspective through this course, becoming powerful advocates for change. As this course is weighted, students can expect 30-60 minutes of homework per block.

**LOGIC 1** 4935.R100.X  
**Grade Placement: 9-12** **Credit: 0.5**  
**Prerequisite/Comments: None**

Logic 1 will provide content in informal logic, which includes logical fallacies, inductive reasoning, strong versus weak and fallacious arguments, and probability. It also offers content in formal logic, or the logic that pertains to pure reasoning in the abstract—deductive reasoning, valid or invalid arguments, and certainty.

**PERSONAL FINANCIAL LITERACY** 4675.R000.X  
**Grade Placement: 9-12** **Credit: 0.5**  
**Prerequisite/Comments: None**

The personal financial literacy course is designed to alert, inform, and educate students in concepts of personal finance and money management. ... Five broad topics will be the foundation of the course: college and career planning, money management, savings and investing, income, and spending.

## ***GENERAL ELECTIVES***

**MAPS** 9432.R000.X  
**Methodology for Academic and Personal Success**  
**Grade Placement: 9** **Credit: 0.5**

Course description: The **Methodology for Academic and Personal Success** courses focus on the skills and strategies necessary for students to make a successful transition into high school and an academic career. ... Students will develop the

specific strategies necessary to achieve their personal and professional goals.

**LINK CREW** **9361.R000.Y**  
**Grade Placement: 11-12** **Credit: 1.0**

**Prerequisite/Comments: By application**  
Link Crew Class is an opportunity for Link Leaders to heighten their skills in leadership, communication and organization while taking initiative to find ways to improve Austin High, mentor 9th graders and give support to new students. They will be trained in facilitating and motivating groups of 9th graders to improve their grades and attendance, and get involved in organizations. In addition, the Link Crew Class helps run the bigger Link Crew Organization by organizing events, meetings and communication with Link Leaders. This is a student led class where students create possibility and learn life-long skills.

**COLLEGE READINESS AND STUDY SKILLS** **1334. R000.X**  
**Grade Placement: 11-12** **Credit: 0.5**

**PREREQUISITE:** None This course enhances the study skills of students who want additional strategies for learning from texts in all curriculum areas. Emphasis includes vocabulary, summarization, identifying key ideas, and drawing inferences and conclusions. Students will engage in test preparation activities for the TSI College Readiness Assessment

**SPORTS MEDICINE I** **8048.R000.Y**  
**Grade Placement: 10-12** **Credit: 1.0**

**Prerequisite/Comments: Trainer Approval/Application**

**SPORTS MEDICINE II** **8049.R000.Y**  
**Grade Placement: 11-12** **Credit: 1.0**

**Prerequisite/Comments: Sports Medicine I & Trainer Approval/Application**

Designed to introduce students to the profession of athletic training. Includes an analysis of the theories and practices in preventing, recognizing, and treating common athletic injuries. Class is based on hands-on experience with lecture lessons.

**PRAL I** **9343.R000.Y**  
**Grade Placement: 11-12** **Credit: 1.0**

**Prerequisite/Comments: Application Required**  
The PAL course is a peer-helping program in which selected high school students will be trained to work as peer facilitators with other students from feeder middle and elementary schools. Participants will be trained in a variety of helping skills such as dropout prevention, substance abuse prevention, suicide prevention, and low achievement, behavioral and attendance problems.

**PRAL II** **9353.R000.Y**  
**Grade Placement: 12** **Credit: 1.0**

**Prerequisite/Comments: PAL I and Application Req.**

All sections, descriptions and components of PAL I course apply to PAL II. PAL II students are expected to assume more leadership roles in helping first year PAL students. In addition, a variety of advanced peer assistance service delivery options are available, including peer mediation and community service/service learning projects for their class and local campus.

**AVID I** **9413.R000.Y**  
**Grade Placement: 9** **Credit: 1.0**

**Prerequisite/Comments: Application & Interview**  
AVID (Advancement Via Individual Determination) is offered as a four-year elective course that prepares students for entrance into four-year colleges. Acceptance into the class is based on written and oral interviews as well as test scores, grades, and teacher recommendations. Please see counselor for details.

**AVID II** **9415.R000.Y**  
**Grade Placement: 10** **Credit: 1.0**

**Prerequisite/Comments: AVID I or application**  
The AVID II class deepens students' skills in writing, reading, inquiry, research, and collaboration, focusing on timed writings, research methods, academic vocabulary, argument essays, and portfolio development. The AVID II students consider leadership skills and opportunities and begin building resumes as they investigate more thoroughly colleges, majors, and entrance requirements. Please see Eva Garza for details.

**AVID III** **9416.R000.Y**  
**Grade Placement: 11** **Credit: 1.0**

**Prerequisite/Comments: AVID II or application**  
The AVID III class continues to hone students' skills in writing, reading, inquiry, research, and collaboration, particularly preparing students for the college entrance exams they will take during their junior year. Students begin looking at the steps of the college application process and the options for college financing. Students continue to write for a variety of purposes, participate in collaborative activities, and increase the depth and complexity of their research. Please see Eva Garza for details.

**AVID IV** **9417.R000.Y**  
**Grade Placement: 12** **Credit: 1.0**

**Prerequisite/Comments: AVID III or application**  
The AVID IV class guides students through the process of college admission by focusing on admissions essays, college applications, letters of recommendation, financial aid applications, and scholarship applications. All the while, students continue to practice and strengthen their skills in writing, reading, inquiry, research, and collaboration by becoming familiar with academic writing and research, writing their own academic papers, and conducting Socratic seminars. Please see Eva Garza for details.

**SEL SENIOR SEMINAR** **8930.R000.X**  
**(College Transition & Employability Skills)**  
**Grade Placement: 11-12** **Credit: 0.5**  
**Prerequisite/Comments: Fall Semester Senior or Spring Semester Junior**

This class will give students real support in navigating the college application and scholarship process, while building life-long skills for the workplace and their personal lives. This course focuses on the skills and strategies necessary for students to make a successful transition from high school into college and the workplace. Social and Emotional skills for adulthood. The primary objective is to increase students: Self-Management, Self Awareness, Social Awareness, Relationship Skills and Decision Making. The course focuses on: goal setting, navigating the college process, job related skills, college success skills, self-understanding, proactive behavior, time management, dealing with stress and anxiety, and leadership skills. Students will explore the options available in higher education, and the professional world in order to establish both immediate and long-range personal goals. Emphasis is placed on collaborative learning, social skills, critical reading/writing skills and techniques for maximum student engagement. It is helpful for students to have had MAPS, but is not required. The main requirement is that the student is a Spring Junior or Fall Senior and is motivated. Part of the class is navigating the college process and that is why spring Seniors are not ideal for the class (most of that process would need to be done before then).

**AGS CAPSTONE CLASS** **1448.H100.X**  
**Grade Placement: 12** **Credit: 0.5**  
**Prerequisite/Comments: Required for AGS Endorsement**

## **COMPUTER SCIENCE**

**COMPUTER SCIENCE I** **3803.H000.Y**  
**Grade Placement: 9-12** **Credit: 1.0**  
**Prerequisite: Algebra I**

Computer Science provides students with an opportunity to study foundational technology applications. Students will practice the use of technology-related concepts and terms as well as data input strategies such as exploration of LAN and WAN networks, search terminology, and basic coding to make informed decisions about technologies and their applications. Students will work individually and collaboratively to evaluate information, apply technology as a tool for problem solving, and communicate information in different formats to a diverse group of audiences.

**COMPUTER SCIENCE II** **3804.H000.Y**  
**Grade Placement: 10-12** **Credit: 1.0**  
**Prerequisite: Computer Science I**

In Computer Science II students will continue their study of technological applications. Students will extend practice of the use of technology-related concepts and terms as well as data input strategies such as exploration of deeper algorithmic applications (e.g. greedy algorithms) and artificial intelligence/robotics. Students will work individually and collaboratively to evaluate information, apply technology as a tool for problem solving, and communicate information in different formats to a diverse group of audiences.

**AP COMPUTER SCIENCE** **3803.P000.Y**  
**Grade Placement: 10-12** **Credit: 1.0**  
**Prerequisite: Computer Science 1** This course prepares students to design and implement solutions to problems by writing, running, and debugging computer programs. The course emphasizes programming methodology, procedural abstraction, and in-depth study of algorithms, data structures, and data abstractions. Students will code fluently in an object-oriented paradigm using Java.

**INDEPENDENT STUDY IN TECHNOLOGY APPLICATIONS** **8758.H000.Y**  
**Grade Placement: 11-12** **Credit: 1.0**  
**Prerequisite: Completion of a Computer Science Course.** Independent Study in Technology applications will allow students to study technology applications, foundations, such as technology-related terms, concepts, and data input strategies, in order to communicate information in different formats to diverse audiences using a variety of technologies. Students will practice making informed decisions in order to develop/produce original work appropriate to the selected profession or discipline, and publish the product in electronic media and print. Skill-building in search strategies will be utilized in order to access, analyze, and evaluate the acquired information. Individuals and groups will solve problems, select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. This course may be taken up to three times for state elective credit.

## **ENTREPRENEURSHIP**

*(Business and Industry Endorsement)*

**BUSINESS INFORMATION MANAGEMENT**  
**8322.HT0C.Y**  
**Grade Placement: 9-12** **Credit: 1.0**

**Prerequisite/Comments: None**  
 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. Articulated credit may be awarded upon successful completion of course requirements.

**PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE** **8318.HT1C.Y**

**Grade Placement: 10-12**

**Credit: 1.0**

**Prerequisite: None**

In Principles of Business, Marketing, and Finance, students study economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance. Articulated credit may be awarded upon successful completion of course requirements if course is completed for one credit.

**VIRTUAL BUSINESS**

**8338.RC0C.X**

**Grade Placement: 10-12**

**Credit: 0.5**

**Prerequisite: None**

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 will be able to identify steps needed to locate customers, set fees, and develop client contracts. Students will be able to 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. Articulated credit may be awarded upon successful completion of course requirements if course is completed for one credit.

**GLOBAL BUSINESS**

**8334.RC0C.X**

**Grade Placement: 10-12**

**Credit: 0.5**

**Prerequisite: None.**

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. Articulated credit may be awarded upon successful completion of course requirements if course is completed for one credit.

**ENTREPRENEURSHIP**

**8654.HT1C.Y**

**Grade Placement: 10-12**

**Credit: 1.0**

**PREREQUISITE: None**

Students will gain the knowledge and skills needed to become an entrepreneur. Students will 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. In addition, students understand the capital required, the return on investment desired, and the potential for profit.

**BUSINESS MANAGEMENT**

**8340.HT0C.Y**

**Grade Placement: 11-12**

**Credit: 1.0**

**Prerequisite: Virtual Bus., Global Bus. Or Principles of Business Mktg. & Finance and BIM 1**

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 incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate management decisions.

## **WEB DEVELOPMENT**

*(Business and Industry Endorsement)*

**BUSINESS INFORMATION MANAGEMENT**

**8322.HT0C.Y**

**Grade Placement: 9-12**

**Credit: 1.0**

**PREREQUISITE: Keyboarding, Touch System Data Entry, or Demonstrated Keyboarding Proficiency**

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. Articulated credit may be awarded upon successful completion of course requirements.

**WEB TECHNOLOGIES**

**8550.HT0C.Y**

**Grade Placement: 10-12**

**Credit: 1.0**

**Prerequisite/Comments: Digital & Interactive Media**

This course explores the impact of global telecommunications on business and society, the various types and uses of networks, networking protocols, and hierarchical storage structures. The components of effective web page creation, editing, and installation will be developed using HTML and Adobe Dreamweaver, Fireworks, and Flash. This course is weighted (honors credit) and satisfies the Technology Application graduation requirement.

## **GRAPHIC DESIGN**

*(Business and Industry Endorsement)*

**GRAPHIC DESIGN AND ILLUSTR. 1 8280.HT0C.Y**

**Grade Placement: 9-12**

**Credit: 1.0**

**Prerequisite/Comments: Keyboarding**

Prerequisite for all 2nd, 3rd, and 4th year classes in Visual Communications.

- Point and shoot cameras
- Adobe Photoshop skills
- Basic Principles & Elements of Graphic Design
- Includes possible Adobe Photoshop Certification
- ACC articulated course/weighted GPA/DAP advanced measure

**GRAPHIC DESIGN & ILLUSTR. 2**      **8281.HT0C.Y**  
**Grade Placement: 10-12**      **Credit: 1.0**  
**Prerequisite/Comments: Graphic Design and Illustration 1**

Students must submit an application to be accepted.

- Digital slr cameras (one grading period)
- Advanced principles & elements of graphic design
- Focus on Adobe Illustrator Vector Drawing and Layout Skills (building blocks of animation, flash, CAD, architecture or car design, game design, etc.)

**ANIMATION 1**      **8252.HT1C.Y**  
**Grade Placement: 10-12**      **Credit: 1.0**  
**Prerequisite: Graphic Design & Illustration 1**

Careers in animation span all aspects of motion graphics. 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 history and techniques of the animation industry. Articulated credit may be awarded upon successful completion of a sequence of courses.

**PRACTICUM IN GRAPHIC DESIGN & ILLUSTRATION (2 CREDITS)**      **8282.RC0C.Y**  
**Grade Placement: 11-12**      **Credit: 2.0**  
**Prerequisite: Graphic Design & Illustration 1 & 2 and 16years of age**

Careers in graphic design and illustration 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.

## **COMMERCIAL PHOTOGRAPHY**

*(Business and Industry Endorsement)*

**GRAPHIC DESIGN AND ILLUSTR. 1**      **8280.HT0C.Y**  
**Grade Placement: 9-12**      **Credit: 1.0**

**Prerequisite/Comments: Keyboarding**

Prerequisite for all 2nd, 3rd, and 4th year classes in Visual Communications.

- Point and shoot cameras
- Adobe Photoshop skills
- Basic Principles & Elements of Graphic Design
- Includes possible Adobe Photoshop Certification
- ACC articulated course/weighted GPA/DAP advanced measure

**COMMERCIAL PHOTOGRAPHY 1**      **8286.HT1C.Y**  
**Grade Placement: 10-12**      **Credit: 1.0**

**Prerequisite: Graphic Design & Illustration**

Students must submit an application to be accepted

- Digital SLR cameras advanced techniques
- Flash photography
- Studio photography
- Real world applications
- TSTC articulated course/weighted GPA/DAP measure

**COMMERCIAL PHOTOGRAPHY 2**      **8292.HC0C.Y**  
**Grade Placement: 11-12**      **Credit: 1.0**

**Prerequisite/Comments: Commercial Photography—By Application Only**

The emphasis in this class is continuing to build a portfolio of commercial photographic work. The student will focus on producing, promoting and presenting professional quality photographs. The student will be expected to create photographs that solve real world visual communication problems. Students will develop interpersonal skills working with clients on creating photographs for defined purposes.

**PRACTICUM IN COMMERCIAL PHOTOGRAPHY**  
**8290.RC0C.Y**

**GRADE: 11-12**      **CREDIT: 2**

**PREREQUISITE: Commercial Photograpay 2 By Application Only**

Students will continue to learn advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster. Students will be expected to develop a more advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

## **AUDIO/VIDEO PRODUCTION**

*(Business and Industry Endorsement)*  
*(KAHS News)*

**PRINCIPLES OF ART-A/V TECH AND COMMUNICATIONS**      **8250.RC0C.Y**  
**Grade Placement: 9-12**      **Credit: 1.0**

**Prerequisite: None**

Careers in the Arts, Audio/Video Technology, and Communications Career Cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Students will be provided an opportunity to develop an understanding of the various and

multifaceted career opportunities in this cluster and the knowledge skills, and educational requirements for those opportunities. This course allows students to develop knowledge and skills related to information management, presentation, animation, video technology, printing and desktop publishing.

**AUDIO/VIDEO PRODUCTION 1**                      **8262.HT0C.Y**  
**Grade Placement: 10-11**                      **Credit: 1.0**  
**Prerequisite/Comments: Principles of Arts, A/V Tech. & Comm.**

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 Art; 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.

**AUDIO/VIDEO PRODUCTION 2**                      **8269.HT1C.Y**  
**Grade Placement: 11-12)**                      **Credit 1.0**  
**Prerequisite/Comments: A/V Production 1**

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.

**PRACTICUM IN A/V PROD.**                      **8274.RC0C.Y**  
**Grade Placement: -12**                      **Credit: 2.0**  
**PREREQUISITE: Audio Video Production 2 and 16 years of age.**

Building upon the concepts taught in Audio/Video Production 2, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communicatins Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

## ***ANIMATION***

***(Business and Industry Endorsement)***

**GRAPHIC DESIGN AND ILLUSTR. 1**                      **8280.HT0C.Y**  
**Grade Placement: 9-12**                      **Credit: 1.0**  
**Prerequisite/Comments: Keyboarding**

Prerequisite for all 2nd, 3rd, and 4th year classes in Visual Communications.

- Point and shoot cameras
- Adobe Photoshop skills
- Basic Principles & Elements of Graphic Design
- Includes possible Adobe Photoshop Certification
- ACC articulated course/weighted GPA/DAP advanced measure

**GRAPHIC DESIGN & ILLUSTR. 2**                      **8281.HT0C.Y**  
**GRADE: 10-12**                      **Credit: 1.0**  
**Prerequisite/Comments: Graphic Design and Illustration1**

Students must submit an application to be accepted.

- Digital slr cameras (one grading period)
- Advanced principles & elements of graphic design
- Focus on Adobe Illustrator Vector Drawing and Layout Skills (building blocks of animation, flash, CAD, architecture or car design, game design, etc.)
- ACC articulated course/weighted GPA/DAP advanced measure.

**ANIMATION 1**                      **8252.HT1C.Y**  
**GRADE: 10-12**                      **Credit: 1.0**  
**Prerequisite: Graphic Design**

Careers in animation span all aspects of motion graphics. 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 history and techniques of the animation industry. Articulated credit may be awarded upon successful completion of a sequence of courses.

**COMMERCIAL PHOTOGRAPHY 1**                      **8286.HT1C.Y**  
**Grade Placement: 10-12**                      **Credit: 1.0**  
**Prerequisite: Graphic Design & Illustration**

Students must submit an application to be accepted

- Digital SLR cameras advanced techniques
- Flash photography
- Studio photography
- Real world applications
- TSTC articulated course/weighted GPA/DAP measure

**ANIMATION 2**                      **8259.HT1C.Y**  
**Grade Placement 11-12**                      **Credit: 1.0**  
**Prerequisite: Animation 1**

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-nd three-dimensional animations. The instruction also assists students seeking careers in the animation industry.

# **CULINARY ARTS**

*(Business and Industry Endorsement)*

## **BUSINESS INFORMATION MANAGEMENT**

**8322.HT0C.Y**

**Grade Placement: 9-12**

**Credit: 1.0**

**PREREQUISITE: Keyboarding, Touch System Data Entry, or Demonstrated Keyboarding Proficiency**

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. Articulated credit may be awarded upon successful completion of course requirements.

## **INTRO TO CULINARY ARTS 8450.RC0C.Y**

**Grade Placement: 10-11**

**Credit: 0.5**

**Prerequisite/Comments: Course fee of \$15 for the purchase of food and supplies for the kitchen laboratory. Students taking this course must also take “Dollars and Sense”**

**Students taking this course must also take “Dollars and Sense”**

The Facts:

- Students **MUST** take this course **BEFORE** they can apply for Culinary Arts.
- \$15.00 lab fee.

Who should take this class/what can students expect:

- Students who are interested in pursuing culinary arts
- Students who want to learn about nutrition, what they eat, what that does to their bodies, good/bad
- Cooking labs begin after the first six weeks.
- After we start cooking, we do not cook every day
- 

## **CULINARY ARTS**

**8454.HT0C.Y**

**Grade Placement: 11-12**

**Credit: 2.0**

**Prerequisite/Comments: Lifetime Nutrition and Wellness and Application Process**

The Facts:

- Prerequisite: Lifetime Nutrition and Wellness
- Application process for admission to class
- Students will obtain a ServSafe Certification, Food Handlers Permit and TABC certificate during the course of the class.
- Articulated credit awarded upon successful completion of the class.

## **PRACTICUM IN CULINARY ARTS 8456.HT0C.Y**

**Grade Placement: 12**

**Credit: 2.0**

**Prerequisite/Comments: Culinary Arts and Application Process**

This course is a continuation of Culinary Arts. This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with laboratory-based actual business and industry career

experiences. Articulated credit may be awarded upon successful completion of a sequence of courses.

# **EDUCATION**

*(Public Services Endorsement)*

## **HUMAN GROWTH & DEVELOPMENT 8352.HT0C.Y**

**Grade Placement: 10-12**

**Credit: 1.0**

**Prerequisite/Comments: None**

This course is a study of the development of the individual from conception through adulthood. ... The focus is on biological, social, emotional, and intellectual aspects across the lifespan, and individual application is emphasized.

# **BIOMEDICAL**

*(PROJECT LEAD THE WAY)*

*(Public Services Endorsement)*

## **PRINCIPLES OF BIOMEDICAL SCIENCE**

**8434.HT0C.Y**

**Credit: 1.0**

**Grade Placement: 9-12**

**Prerequisites/Comments: None**

Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts including: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease are embedded in the curriculum. Engineering principles including: the design process, feedback loops, fluid dynamics, and the relationship of structure to function are incorporated in the curriculum where appropriate. The course is designed to provide an overview of all the courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses. A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

## **HUMAN BODY SYSTEMS**

**8436.HT0C.Y**

**Grade Placement: 10-12**

**Credit: 1.0**

**Prerequisites: Biology, Chemistry (may be concurrent) and Principles of Biomedical Science**

Students engage in the study of the processes, structures, and interactions of the human body systems. Important concepts in the course include: communication, transport

of substances, locomotion, metabolic processes, defense, and protection. The central theme is how the body systems work together to maintain homeostasis and good health. The systems are studied as “parts of a whole,” working together to keep the amazing human machine functioning at an optimal level. Students design experiments, investigate the structures and functions of body systems, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Students work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries. A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

**MEDICAL INTERVENTIONS** **8438.HT0C.Y**  
**Grade Placement: 11-12** **Credit: 1**  
**Prerequisites/Comments: Human Body Systems**

Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body as students explore how to prevent and fight infection, how to screen and evaluate the code in human DNA, how to prevent, diagnose and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario introduces multiple types of interventions and reinforces concepts learned in the previous two courses, as well as presenting new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions are showcased across the generations of the family and provide a look at the past, present and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future. A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

**BIOMEDICAL INNOVATION**  
**8440.HT0C.Y**  
**Grade Placement: 12** **Credit: 1.0**  
**PREREQUISITE: Medical Interventions**

This capstone course allows students to apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as

they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

***ENGINEERING***  
***(PROJECT LEAD THE WAY)***  
***(STEM Endorsement)***

**INTRODUCTION TO ENGINEERING DESIGN**  
**8760.HT0C.Y** **CREDIT: 1.0**  
**Grade Placement: 9-10**  
**Prerequisite/Comments: Algebra 1 or middle school PLTW course**

Introduction to Engineering Design is an introductory course, which develops student problem solving skills, with emphasis placed upon the concept of developing a 3-D model or solid rendering of an object. Students focus on the application of visualization processes. The course will emphasize the design development process of a product and how a model of that product is produced, analyzed and evaluated, using a Computer Aided Design System. Various design applications will be explored with discussion of possible career opportunities. A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

**PRINCIPLES OF ENGINEERING** **8762.HT0C.Y**  
**Grade Placement: 10-12** **CREDIT: 1.0**  
**Prerequisite: Intro to Engineering Design**

Principles of engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in post-secondary education programs and engineering careers. They will explore various engineering systems and manufacturing processes. They will also learn how engineers address concerns about the social and political consequences of technological change. The main purpose of this course is to experience through theory and hands-on problem solving activities what engineering is all about to answer the question, “Is a career in engineering or engineering technology for me?” A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

**CIVIL ENGINEERING & ARCHITECTURE**  
**8768.HT0C.Y** **CREDIT: 1.0**

**Grade Placement: 11-12**

**PREREQUISITES: Introduction to Engineering Design, and Principles of Engineering**

This course provides an overview of the fields of civil engineering and architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real work problems and communicate solutions to hands-on projects and activities. A student may be awarded articulated credit upon successful completion of the college level end of course exam.

**DIGITAL ELECTRONICS** **8764.HT0C.Y**  
**Grade Placement: 10-12** **Credit 1.0**

**Prerequisite: Introduction to Engineering Design**

Digital electronics is a course of study in applied digital logic. The course is patterned after the first semester course in Digital Electronics taught in two and four year colleges. Students will study the application of electronic logic circuits and devices and apply Boolean logic to the solution of problems. Such circuits are found in watches, calculators, video games, computers, and thousands of other devices. The use of smart circuits is present in virtually all aspects of our lives and its use is increasing rapidly, making digital electronics an important course of study for a student exploring a career in engineering/engineering technology using Electronics Workbench (EWB), the industry standard. Students will test and analyze simple and complex digital circuitry. Students will design circuits, using EWB, export their designs to a printed circuit auto routing program that generates printed circuit boards and construct the design using chips and other components.

**ENGINEERING DESIGN & DEVELOPMENT**  
**8772.HT0C.Y** **CREDIT: 1.0**

**GRADE: 11-12**

**Prerequisites: Intro to Engineering Design and Principles of Engineering, plus one additional PLTW course**

In this course, students will work in teams of two to four to design and construct the solution to an engineering problem, applying the principles developed in the preceding four courses. The problem may be selected from a database of engineering problems, be a recognized national challenge or be an original engineering problem identified by the team and approved by the teacher. The problems will involve a wide range of engineering applications (e.g. a school robot, automated solar water heater, remote control hovercraft). Students will maintain a journal as part of a portfolio that will be invaluable as the students apply to college.

**LOCALLY DEVELOPED COURSES**  
**SERVING STUDENTS WITH**  
**DISABILITIES**

**READING IMPROVEMENT I** **1313.V000.Y**

**Grade Placement: 9-12** **Credit: 1.0**

**Prerequisite/Comments: Placement by ARD**

**READING IMPROVEMENT II** **1323.V000.Y**

**Grade Placement: 10-12** **Credit: 1.0**

**Prerequisite/Comments: Placement by ARD**

**READING IMPROVEMENT III** **1333.V000.Y**

**Grade Placement: 11-12** **Credit: 1.0**

**Prerequisite/Comments: Placement by ARD**

**READING IMPROVEMENT IV** **1343.V000.Y**

**Grade Placement: 11-12** **Credit: 1.0**

**Prerequisite/Comments: Placement by ARD**

Basic Reading Improvement classes are courses designed to serve those students with learning disabilities in basic reading and/or reading comprehension, including but not limited to students with dyslexia. Students complete a series of reading diagnostics to determine placement in one of two sections: section one--phonemic awareness and rapid naming and section two--reading comprehension and fluency. Students in section one participate in systematic, scientifically-based reading interventions in order to review phonics, gain phonemic awareness, and build rapid naming abilities (thus improving rate and accuracy). Students in section two work toward building their literacy skills in comprehension, vocabulary knowledge, word analysis, retention of read material, and enjoyment of great literature. Interventions used by both sections include SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words), REWARDS, Great Leaps, and Timed Readings, along with passages from a variety of literary sources.

**BASIC ENGLISH I** **1013.V000.Y**

**Grade Placement: 9-12** **Credit: 1.0**

**Prerequisite/Comments: Placement by ARD**

Basic English I focuses on the strengthening of students' analytical abilities in quality pieces of literature from a variety of genres. Students work toward building literacy skills in comprehension, vocabulary, word analysis, retention, and enjoyment of great literature. In addition, class activities focus on building student-writing abilities in a variety of formats, namely persuasive essays, expository writing, and personal narratives. The course incorporates two intervention programs--Multi-sensory Grammar & Scientific Spelling--into the curriculum in order to improve student grammar and spelling skills. EOC Tested Subject

**BASIC ENGLISH II** **1023.V000.Y**

**Grade Placement: 10-12** **Credit: 1.0**

**Prerequisite/Comments: Placement by ARD**

Basic English II is a survey of World Literature. Students will practice close reading and analysis of a variety of great literary

works, classic as well as contemporary. A major focus will be the development of writing skills.

Students will focus on analyzing and interpreting a variety of texts, identifying and explaining an author's strategies, techniques and purpose. They will also demonstrate understanding and mastery of the conventions of standard written English. Students will expand vocabulary and be able to move effectively through the stages of the writing process, drafting, revising and editing as students write for a variety of purposes. EOC Tested Subject

**BASIC ENGLISH III 1033.V000.Y**

**Grade Placement: 11-12 Credit: 1.0**

**Prerequisite/Comments: Placement by ARD**

Basic English 3 is a survey of American Literature. Students will practice close reading and analysis of a variety of great literary works. A major focus will be the development of your writing skills. Students will focus on analyzing and interpreting a variety of texts, identifying and explaining an author's strategies, techniques and purpose. They will also demonstrate understanding and mastery of the conventions of standard written English. Students will expand vocabulary and be able to move effectively through the stages of the writing process, drafting, revising and editing as students write for a variety of purposes.

**BASIC ENGLISH IV 1043.V000.Y**

**Grade Placement: 12 Credit: 1.0**

**Prerequisite/Comments: Placement by ARD**

Basic English 4 involves the reading of a wide variety of literature. Students present and critique oral communications that include visuals and other media. Students will 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 inquires.

**BASIC IPC 4321.V000.Y**

**Grade Placement: 9-12 Credit: 1.0**

**Prerequisite/Comments: Placement by ARD**

This class is designed to help students develop an understanding of physics and chemistry. Concepts that are learned will include Newton's Laws, structure of atoms, differences between elements and compounds, rules of sound and light, and how magnets work.

**BASIC BIOLOGY 4123.V000.Y**

**Grade Placement: 10-12 Credit: 1.0**

**Prerequisite/Comments: Placement by ARD**

Basic Biology is a course designed to help students learn conceptual knowledge of basic biology. An emphasis is placed on giving students a basis for making informed decisions on biological topics in the world today. A strong

emphasis is also placed on field and laboratory experiences, as well as classroom organization and self-management skills. A research component is also included in the second semester. EOC Tested Subject

**BASIC ENVIRONMENTAL SYSTEMS 4230.V000.Y**

**Grade Placement: 11-12 Credit: 1.0**

**Recommended Prerequisite: One unit high school life science and one unit of high school physical science.**

In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study 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. Texas law requires at least 40% lab and field work.

**BASIC WORLD GEOGRAPHY 4513.V000.Y**

**Grade Placement: 9-12 Credit: 1.0**

**Prerequisite/Comments: Placement by ARD**

Basic World Geography is a course designed to educate learners in their study of world geography, and to make further sense of our complex world. The study of global locations, places, maps, physical features and historical impact of past peoples and events will be the main focus of this year. We investigate the continents, as well as individual nations, cities, islands and world landmarks. Students will gain a better appreciation for their world by interacting with maps and stories of far-off places, while obtaining research data and discovery via the Internet.

**BASIC WORLD HISTORY 4623.V000.Y**

**Grade Placement: 10-12 Credit: 1.0**

**Prerequisite/Comments: Placement by ARD**

Basic World History is a course designed to study the different Eras, places, maps, and historical impact of past peoples and events. Students will gain a better appreciation for their world by interacting with maps and stories of far-off places, while obtaining research data and discovery via the Internet.

**BASIC US HISTORY 4733.V000.Y**

**Grade Placement: 11-12 Credit: 1.0**

**Prerequisite/Comments: Placement by ARD**

Basic US History is a course designed to help students explore the beginning of the United States from the Declaration of Independence and the American Revolution to the present. The students will use research and projects to identify America's role as a world leader and how we gained that role. EOC Tested Subject

**BASIC GOVERNMENT 4841.V000.X**

**Grade Placement: 12 Credit: 1.0**

**Prerequisite/Comments: Placement by ARD**

Basic Government is a course designed to explore the writing of the U.S. Constitution and how it affects American's everyday life. The students will identify the rights we have under the Bill of Rights and our responsibilities as citizens. Through discussions of current issues, students will examine the impact of government policies in the lives of US citizens.

**BASIC ECONOMICS 4939.V000.X**

**Grade Placement: 12 Credit: 1.0**

**Prerequisite/Comments: Placement by ARD**

Basic Economics is a course designed to study what economics is and the type of economic system used in the United States. Students will develop an understanding of the America monetary system. Students will examine the free enterprise system and consumer responsibility.

**BASIC MATH LAB 3333.V000.X**

**Grade Placement: 9-12 Credit: 0.5**

**Prerequisite/Comments: Placement by ARD**

This class is designed to review the fundamental skills of arithmetic and to introduce the basic language of Algebra. It focuses on basic math skills to prepare students for Algebra.

Year-long class but only .5 credit

**BASIC ALGEBRA 1 3313.V000.Y**

**Grade Placement: 10-12 Credit: 1.0**

**Prerequisite/Comments: Placement by ARD**

This class is designed to review the fundamental skills of arithmetic and to introduce the basic language of Algebra. It focuses on using the four operations and properties of real numbers to simplify numerical and algebraic expressions, and develop algebraic methods of solving equations. Students will also be using functions to determine one quantity from another, to represent and model problem situations, and to analyze and interpret relationships. EOC Tested Subject

**BASIC GEOMETRY 3413.V000.Y**

**Grade Placement: 11-12 Credit: 1.0**

**Prerequisite/Comments: Placement by ARD**

This course will mainly focus on plane geometry and solid geometry. Students will learn about geometric figures in a plane, like squares, triangles, and circles and study solid figures like cubes, prisms, and spheres.

**BASIC MATH MODELING 3503.V000.Y**

**Grade Placement: 11-12 Credit: 1.0**

**Prerequisite/Comments: Placement by ARD**

This course focuses on math that is functional for the real world. Students will review whole numbers, decimals, fractions, proportions and percents through doing math related to personal income banking, credit investments, insurance, income tax, purchasing, and budgeting.

**VOCATIONAL EXPERIENCE 9936.V000.Y**

**Grade Placement: 10-12 (at least 16)**

**Credit: 1.0**

**Prerequisite/Comments: Placement by ARD**

This vocational experience class is developed in order to assist students in making a smooth transition from academic pursuits to employment. Students will learn the application and interview processes; understanding the job experience; quality employability; job performance evaluations; job training; employment policies; procedures, rights, and responsibilities; positive, productive work experiences; work ethic and job attitudes; co-worker, supervisor and customer relationships; safety; decision making; fiscal responsibility; corrective feedback or criticism; and teamwork and collaboration. Students will also learn to apply personal skills through successful employment. Self-discipline is explored in the context of interpersonal skill development and self-awareness. Self-initiative, follow through, and best efforts are skills applied in the process of a positive work experience.

**OCCUPATIONAL PREPARATION I 9941.V000.Y**

**Grade Placement: 11-12 Credit: 1.0**

**Prerequisite/Comments: Placement by ARD**

This Occupational Preparation course prepares students to enter the job market through a study of employment issues. The course also teaches application and interview processes, identifying barriers to employment, individual attributes that enhance employability, ways to locate available jobs, using community services/resources to aid employment, and maintain a successful job experience.

**OCCUPATIONAL PREPARATION II 9942.V000.Y**

**Grade Placement: 12 Credit: 1.0**

**Prerequisite/Comments: Placement by ARD**

This class introduces students to a variety of topics that include: safety, understanding job responsibilities, time requirements and management, relationships, task commitment, accepting feedback from an authority figure, leaving a job appropriately, organizational skills, performance and evaluation, conduct, working with customers, and acceptance of job requirements. Job specific skills are introduced in the areas of newspaper skills, telephone, placement assistance, multiple tasks and priority task awareness. Students explore a variety of jobs and the activities that comprise the responsibilities and routines of employment.