



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: 2013-2014 Middle and High School Course Catalogs

SUBMITTED BY: Christina Uribe Flores, Director of Guidance and Counseling

OF: Curriculum & Instruction Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: _____

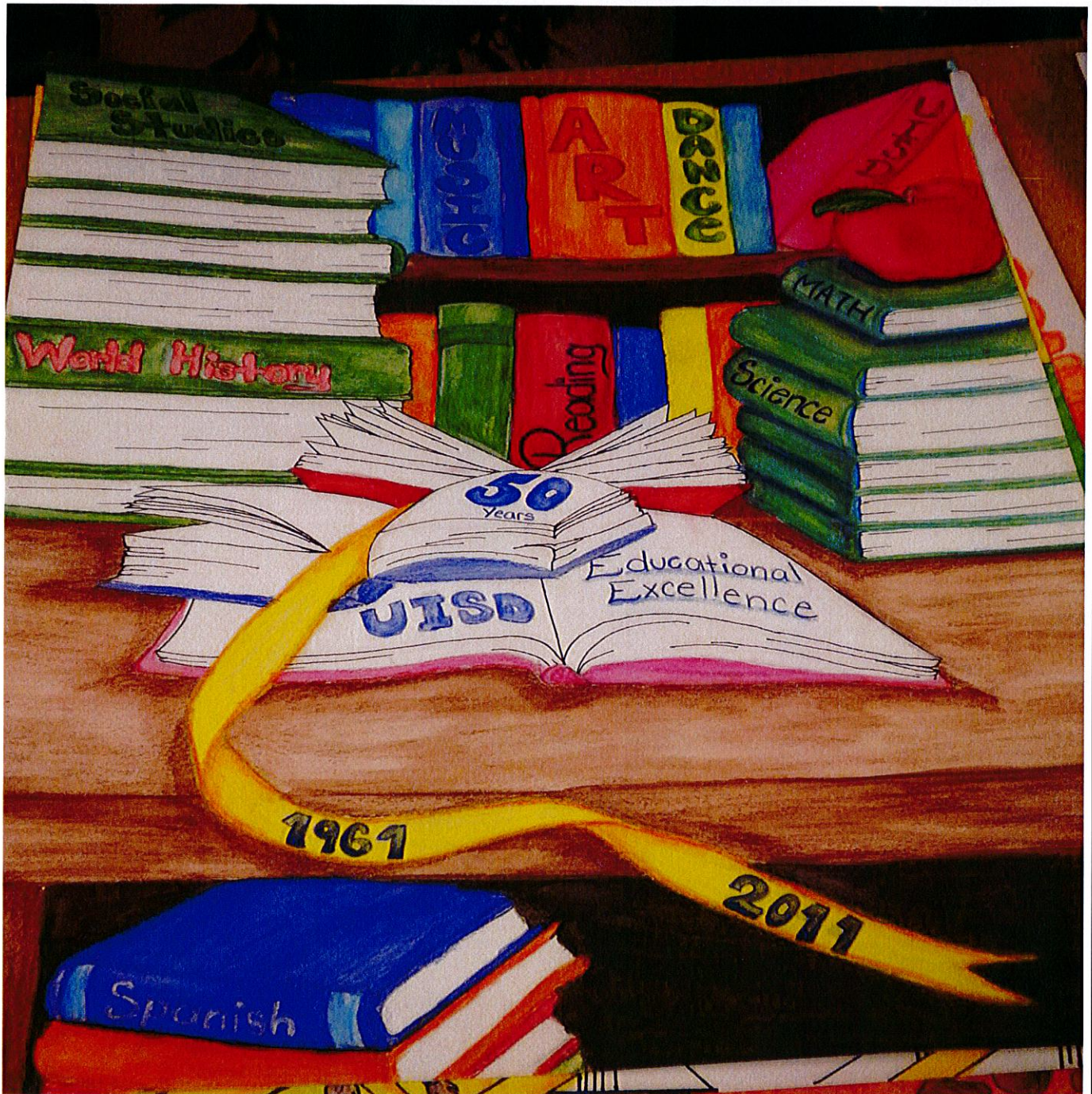
INFORMATIONAL REPORT:

2013-2014 Middle and High School Course Catalog overview.



Draft

United Independent School District 2013-2014 Middle School Course Catalog



Design Created by: Yulissa Ibarra from CMS
Stained Glass Window displayed at Bill Johnson Student Activity Complex

United Independent School District

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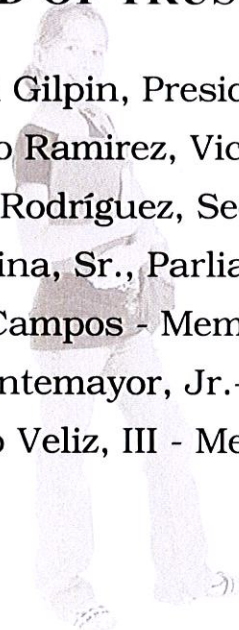
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United Independent School District



Antonio Gonzalez Middle School

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www.gms.unitedisd.org



Clark Middle School

500 Hillside Rd.
Laredo, TX 78041
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www.cms.unitedisd.org

JAGUARS



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5910 St. Luke Blvd.
Laredo, TX 78046
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4801 S. Ejido Rd.
Laredo, TX 78046
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www.loms.unitedisd.org



Salvador Garcia

499 Pena Dr.
Laredo, TX 78046
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Trautmann Middle School

8501 Curly Lane
Laredo, TX 78045
(956) 473-7400
www.tms.unitedisd.org

Trautmann Middle School 6th grade

900 E. Del Mar Blvd.
Laredo, TX 78045
(956) 473-1700
www.tms.unitedisd.org



United Middle School

700 E. Del Mar Blvd.
Laredo, TX 78045
(956) 473-7300



United South Middle

3707 Ave. Los Presidentes
Laredo, TX 78046

Washington Middle School

10306 Riverbank Dr.
Laredo, TX 78045
(956) 473-7600



MESSAGE TO STUDENTS AND PARENTS

The goal of United Independent School District is to prepare students for college and career opportunities that will provide them with a solid foundation which will lead them to a lifetime of learning. U.I.S.D. strives to provide a safe and nurturing environment for all students as well as to promote community partnerships and parental involvement.

This middle school course catalog is intended to explain the requirements of the middle school plan, help ensure a successful academic progression from sixth to eighth grade and also prepare the students to make a smooth transition into the high school program. The information contained in this catalog will assist students and their parents in planning for the middle school and high school programs in order to help them reach their academic goals.

Students are required to enroll in the same courses for each core content area in grades 6-8, but have options in choosing elective courses. Each campus may offer different elective courses due to individuality of student population and staff availability. If you have any questions regarding your child's educational goals, the teachers, counselors, and administrators are ready to provide you with this guidance. We are committed to students' success!

DISTRICT MISSION STATEMENT

UNITED, we inspire all students to become responsible world citizens by pursuing excellence through life-long learning.

GUIDANCE AND COUNSELING MISSION STATEMENT

The United Independent School District Guidance and Counseling department's mission is to implement a comprehensive school counseling program, to promote student success through academic achievement, promote prevention and intervention activities to provide a safe and nurturing environment, provide social/emotional and career development, and to increase student's admittance and success in institutions of higher learning.

United Independent School District's Guidance & Counseling program provides competencies to fully develop each student's academic, career, personal and social abilities in grades Pre-K through 12th grade. Our main goal is to help make the student's school experience a positive one so that their fullest potential can be reached; thus, become happy, healthy, contributing members of society. The Comprehensive School Counseling Program includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support. Students may see their counselor through a referral from: themselves, teachers, parents, administrators, and friends.

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INDIVIDUALIZED CREDIT OPPORTUNITIES

Credit by Examination without Prior Instruction

In accordance with local policy (EHDC), students in grades 6-8 may be given credit for an academic subject for whom he or she had no prior instruction. Students may take exams offered by Texas Tech University and must score a 90 or better on the exam in order to receive credit. Placement or high school credit granted based on the score obtained from the assessment shall be recorded on the permanent school record and computed in the student's GPA. Students are required to complete and submit an Application of Intent to Test (UISD form 872-012) 30 days prior to the testing date. Students planning on taking an examination must contact a counselor for registration dates and information.

Credit by Examination with Prior Instruction

Students in grades 6-8 may use credit-by-examination to demonstrate mastery in a subject or to earn or to regain credit in selected academic courses with the approval of the designated administrator. A student may attempt to earn credit by examination only one course at a time. A score of a 70 or better on the examination is needed to obtain credit. Passing scores earn on credit-by- examination shall be recorded in the student's academic achievement records as a "P" for passing. The actual grade will not be calculated in the students' GPA. (EHDB local).

GIFTED AND TALENTED PROGRAM

The GT program is designed to provide a comprehensive and developmentally appropriate differentiated TEKS-based curriculum for our gifted/talented K-12 population. It will provide student-centered learning experiences with greater depth and complexity by encouraging students to develop higher level thinking skills. In addition, the program integrates knowledge, influence and perspectives of a wide array of academic disciplines that inspire and motivate students to new heights in learning. Parents or students should contact a counselor for G/T referral, screening, and selection process.

Additionally, the G/T program recently implemented the *Texas Performance Standard Project* as part of the *Texas State Plan for Gifted and Talented Education* established in **TEC§39.236** to monitor and evaluate the effectiveness of G/T services. All G/T middle school students are required to create research-based projects through science or social studies, including interdisciplinary connections. Middle schools have implemented this program through distinct courses in grades 6 and 7.

MIDDLE SCHOOL PRE-ADVANCED PLACEMENT PROGRAM

The Pre-Advanced Placement Program entails academically rigorous curriculum designed to introduce concepts and assessment methods to prepare students for success when they take Advanced Placement courses in high school. Advanced Placement courses allow students in high school to participate in college-level course work and possibly earn college-level credit. United ISD offers Pre-AP Algebra I to 8th grade students who meet enrollment criteria.

BILINGUAL/ENGLISH AS A SECOND LANGUAGE PROGRAM

Bilingual education at United ISD is an educational approach that helps build knowledge and learning of academic subjects in a students' native language while learning English. The goal is to help students transition to an English-only classroom setting to instill self assurance, confidence and cultural pride. All middle schools are required to provide ESL/sheltered instructional strategies to students identified as Limited English Proficient (LEP). The purpose of the ESL Program is to enable LEP students to become competent in the comprehension, speaking, reading and composition of the English language through the integrated use of second language methods. Middle school ESL classes follow a uniform ESL plan that places students based on English proficiency levels and advances the students from one level to another based on student assessment data gathered from English language acquisition assessments. The state of Texas requires that every student who is identified as Limited English Proficient (LEP) be afforded a full opportunity to participate in a Bilingual/ESL Program. Parental permission is required and parents may deny service.

GRADING SYSTEM

The following grading scale is used to determine numeric values and letter grades:

100-90=A	89-80=B	79-70=C	69-60=D	59-below=F
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United ISD middle schools issue report cards every six weeks. Students also receive progress reports every third week after a six weeks grade report.

PROMOTION POLICY [EIE Local]

Promotion to the next grade level shall be based on the following criteria:

- Overall average of 70 for all subject areas:
And
- 70 or above in three of the following areas
 - Language Arts
 - Mathematics
 - Science
 - Social Studies

*Language Arts grade is determined by averaging the Reading class and Language Arts class grades.

*8th grader must meet passing standards in STAAR reading and math. Students not meeting STAAR standards shall be given two additional opportunities to retake STAAR on dates determined by Texas Education Agency. Promotion and retention decisions for students who fail to perform satisfactory on the third testing opportunities shall be determined by the Grade Placement Committee at the students' respective schools.

HONOR ROLL

"A" Honor Roll: To be eligible for this distinction, a student must receive an A in all courses each six weeks.

"A/B" Honor Roll: To be eligible for this distinction, a student must receive an "A" in 3 out of the 5 core subjects (language arts, math, reading, science and social studies) with a "B" in all other courses each six week.

NON-ACCREDITED SCHOOLS/HOME SCHOOLED

Students enrolling in a United ISD middle school who were home schooled, attended a non-accredited school or studied in a foreign country will need to take an abbreviated state assessment test in the grade level the student was previously assigned to in order to determine placement. After completing the enrollment process, student will be temporary placed in a grade level determined by the principal until all assessments are graded and the appropriate grade level is assigned to the student.

STATE ASSESSMENTS

The **State of Texas Assessments of Academic Readiness (STAAR)** was implemented in the 2011-2012 school year. This new test design is more rigorous with an increase emphasis in college readiness standards. STAAR will also bring changes to graduation requirements in high school for student who begin 9th grade in 2011-2012 and **thereafter**.

Senate Bill 1031 mandates the development of End Of Course assessments to measure students' academic performance in high school core courses. Students will be required to take 12 End Of Course assessments in order to meet graduation requirements. [STAAR EOC scores will count as 15% of a student's final grade; however, the 15% requirement has been deferred as of December 2012 pending final decision]

STAAR will include assessments in the following grades and subjects:

- ❖ **6th grade:** Math and Reading
- ❖ **7th grade:** Math, Reading, and Writing
- ❖ **8th grade:** Math, Reading, Science, and Social Studies

Students who take Pre-AP Algebra I in 8th grade will be required to take the **EOC** for Algebra I.

For more information on the new STAAR program visit the TEA website @ www.tea.state.tx.us

COLLEGE CREDITS IN HIGH SCHOOL

House Bill 1 requires all school districts to implement a program in which a student may earn the equivalent of 12 hours of college credit while in high school. UISD in cooperation with TAMIU and LCC provides juniors and seniors this opportunity if the student meets the Institution of Higher Education (IHE) eligibility criteria (subject to change by the IHE). See the Dual Credit Initiative Guidelines listed in the UISD Guidance and Counseling website. Student may also choose to earn college credit through concurrent enrollment. Student must meet enrollment eligibility criteria and sign enrollment forms at the college they will attend. Additional opportunities for a student to earn college credit while in high school include; enrolling in College Board Advanced Placement Courses, and Career and Technical Education courses that offer articulation programs with colleges.

TOP TEN AUTOMATIC ADMISSION

In accordance with Texas Education Code (**TEC §51.803**), a Texas student is eligible for automatic admission to a public college or university as an undergraduate student if he/she meets the following criteria:

- Earn a grade point average in the **top 10 percent** of his/her high school graduating class
- Graduate from a Texas public or private high school
- Successfully completes the requirements for the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP) **or** ACT's College Readiness Benchmarks on the ACT college entrance exam or earn a score of at least 1,500 out of 2,400 on the SAT college entrance exam
- Apply for admission to a state college or university within the first two school years after graduation from high school

Students who meet the criteria for automatic admission must submit an application before the deadline set by the college or university to which they are applying. Students must also provide a high school transcript or diploma that indicates whether they have satisfied or are on scheduled to satisfy the requirements of the RHSP or DAP.

Senate Bill 175 allows The University of Texas at Austin to limit automatic admission to 75% of the enrollment capacity for first time resident undergraduate students. The University has determined that it will automatically admit all eligible 2013 summer/fall applicants who rank in the top 8% of their graduating class and the top 7% of eligible 2014 summer/fall freshman applicants with remaining spaces to be filled through holistic review. The percentage of students who qualify for automatic admissions to UT will vary on a yearly basis.

SCHEDULING

This course catalog includes course descriptions for all courses offered at United Independent School District. It also specifies grade level requirements for each course and prerequisites and enrollment criteria for certain courses. UISD requires that all students enroll in the required core area courses which include: English Language Arts, Reading, Math, Science and Social Studies. Students have an option in choosing electives during the pre-registration process. Elective choices are scheduled based on teacher and sections available for the current school year. If the student's first elective choice is not available, then the 2nd and 3rd choice elective will be scheduled in order of preference and course availability. Elective courses will be replaced with STAAR intervention courses in Reading, Math and Science if students meet the criteria for enrollment. During the pre-registration process the guidance counselor will assist the students with specific instructions in selecting the courses, but it is also important for parents and students to discuss course selections and career choices.

Schedule changes will be considered during the first **10 days of class only** if a student fails to satisfy the prerequisites and/or enrollment criteria, school error, or a scheduling conflict exist.

Student schedules will not be changed to select different teachers, lunch periods, and to drop a previously selected elective.

Schedule changes involving an extenuating circumstance will need final approval from the Principal.

COURSE SCHEDULING REQUIREMENTS

United ISD middle schools are on a 7th period day schedule and **electives** are on an **A day/ B/day** schedule throughout the school year. Students report to their assigned class's everyday with the exception of electives for 55 minutes each class period.

6th Grade Courses:

1. Language Arts
2. Math
3. Science
4. Social Studies
5. Reading
6. PE
7. Elective

7th Grade Courses:

1. Language Arts
2. Math
3. Science
4. Social Studies
5. Reading
6. PE/ Health
7. Elective

Physical Education Requirement

Texas Education Code (TEC), §28.002 as amended by Senate Bill (SB) 530 80th legislature requires 30 minutes a day of physical activity for grades 6-8 and may be offered at least 4 semesters during 6-8. Middle school students at UISD will enroll in PE during 6th and 7th grade to meet this requirement.

Health Education Requirement

As specified in 19 **Texas Administrative Code (TAC) §74.3(a)**, mandates a strengthened TEKS-based health education as a requirement for students in grades 6-8. School districts must provide health education instruction in the middle school as a part of a school district's required curriculum.

8th Grade Courses:

1. Language Arts
2. Math
3. Science
4. Social Studies
5. Reading
6. MSAT Prep/Data Entry
7. Elective

***English-Language Reading (ELAR) / English-College Academic Readiness Courses (ECAR)**

Students who met commended performance standards in 6th grade TAKS reading (797) **and** 4th grade TAKS Reading (2400) and writing (2400) will be placed in these courses.

***Science Intervention Course**

Students who score below a scale score of 2200 on their 5th grade Science TAKS Test will be placed in a Science Intervention course. Placement in this course is subject to staff availability at each campus.

*Eligibility for the 2013-2014 year school is subject to change as we transition to STAAR performance standards.

Fine Arts Requirement

As specified in **19 TAC §74.3**, *Description of a Required Secondary Curriculum*, middle schools must provide an enriched curriculum that includes fine arts. Beginning with students who enter Grade 6 in the 2010-2011 school year, each student must complete one Texas essential knowledge and skills-based fine arts course in Grade 6, Grade 7, or Grade 8.

HIGH SCHOOL CREDIT EARNED IN MIDDLE SCHOOL

8th graders who meet criteria may enroll in the following course for high school credit. Upon successful completion of this course, credit shall be applied towards graduation, posted on student's permanent Academic Achievement Record, and computed in student's GPA.

Course	Credit Earned	Graduation Requirement
Pre-AP Algebra I	1.0	Mathematics

High school credit shall be granted when a student satisfactorily completes both semesters for Pre-AP Algebra I with a final grade of 70 or better.

Students who are enrolled in Pre-AP Algebra I will take the EOC assessment to meet graduation requirements. [STAAR EOC score will account for 15 percent of a student's final grade in Pre-AP Algebra I; however, the 15 % requirement has been deferred as of December/2012 pending final decision]

DROPPING A COURSE FOR HIGH SCHOOL CREDIT

In middle school, students may request to drop a course and replace it with an approved course without any penalties within the **first 10 instructional days** of the school year. If a student drops a course after this time during the school year, the student will receive a **"WF"** on the report card and high school Academic Achievement Record. This alpha grade of **"WF"** will average as a 50 when computing grade point averages in middle and high school. This grade will also average as a 50 for class ranking purposes in high school.

English Language Arts

English Language Arts Grade 6

PEIMS # 02800000

The sixth grade students will employ prior knowledge and skills in grammar and usage to enhance their written and oral communications. The TEKS-based instruction focuses on vocabulary development, reading comprehension, writing, listening, speaking, and research. Students will use published pieces of literature as models for their own writing. A focus on listening, speaking, and research skills will enhance the students' overall experience in the class. Stress will be placed on the improvement of literary, expository, and narrative writing through learner-centered activities and research projects. Activities and assessments will require critical thinking, collaboration, and preparedness.

English Language Arts -GT

PEIMS # 02800000

Prerequisite: G/T Identified

The Gifted and Talented ELA classes will have the same focus and foundation as the regular ELA class except the curriculum, instruction, and assessment will be differentiated to include more depth and complexity as needed. Students enrolled in this course will receive preparation for the Pre-Advanced and Advanced Placement courses available in high school.

Creative/Imaginative Writing Grade 6-7

PEIMS # 82000ECW

This course allows students opportunities to write for themselves, for fun, and for campus publication. Teachers will use a variety of writing activities to reinforce language arts knowledge and skills. Emphasis is placed on personal, descriptive, and narrative writing.

English Language Arts Grade 7

PEIMS # 03200540

Through this course students will engage in a wide range of writing activities, correlated with reading content. Students will develop effective communication skills through listening, speaking, and writing lessons designed to strengthen vocabulary, improve grammar, and reinforce reading comprehension. Writing units will focus on narrative, expository, and persuasive formats. Students will be prepared for the state-mandated writing exam through extensive revising and editing practice and refinement of their narrative and expository writing skills. College and readiness is supported through intensive TEKS-based instruction at this level.

English Language Arts/Reading - (ELAR)

PEIMS # 03200550

Prerequisite: Meet course enrollment criteria

The objective of this course is to prepare students for Pre- Advanced Placement English I. This course will consist of analytical comprehension skills and effective writing opportunities through engaging in learner-centered activities and standards-based curriculum. The focus of this course will be an in-depth study of challenging literary selections and writing of expository and persuasive pieces. Students will produce short essays, literary analysis, and a research project incorporating the Modern Language Association (MLA) format. Outside readings of specified novels are a requirement.

English Language Arts - GT

PEIMS # 03200550

Prerequisite: G/T Identified

The Gifted and Talented ELA classes will have the same focus and foundation as the regular ELA class except the curriculum, instruction, and assessment will be differentiated to include more depth and complexity as needed. Students enrolled in this course will receive preparation for the Pre-Advanced and Advanced Placement courses available in high school.

ESL/ English Language Arts Grade 6-8

PEIMS # 02940000 - 6th

PEIMS # 03200400 - 7th

PEIMS # 03200500 - 8th

Beginners – Level A

The purpose of this course is to provide instruction that enables English language learners (ELL) to develop and strengthen language arts skills through grammar, usage, mechanics, and spelling. An explicit and systematic instructional approach ensures that students receive English language development appropriate to their proficiency levels within listening, speaking, reading and writing according to English Language Proficiency Standards (ELPS). Students develop critical thinking skills and literacy through multicultural reading perspectives and cross-curricular content connections. Individual student needs are determined by individual diagnostic assessment results, including state assessments, to monitor progress and advancement (Level B).

Reading Grade 6-8

PEIMS # 02810000 - 6th

PEIMS # 03273440 - 7th

PEIMS # 03273450 - 8th

This course is designed to help students build language and reading skills by reading and understanding a wide variety of literary and informational texts. Knowledge and skills include reading grade level text with fluency and comprehension, vocabulary development, and comprehension of literary texts. Reading and comprehension of literary texts entail making inferences and drawing conclusions about theme and genre, the structure and elements of poetry, drama, fiction, and nonfiction. Students also understand author's purpose, the use of sensory language, and literary elements. Students analyze, make inferences and draw conclusions about informational texts, including cultural, historical, and contemporary contexts, as well as expository, persuasive, and procedural texts, documents, and media. Students provide evidence from text and media to support their analysis and understanding.

English College Academic Readiness-ECAR Grade 8

PEIMS # 84000CAR

Prerequisite: Meet course enrollment criteria

English College Academic Readiness (ECAR) is an 8th grade English course with emphasis on college and academic readiness, including preparation for standardized college entrance assessments, advanced academic vocabulary, advanced academic writing, research, and critical thinking skills.

G/T Reading Grade 6-8

PEIMS # 02810000 - 6th

PEIMS # 03273440 - 7th

PEIMS # 03273450 - 8th

Prerequisite: G/T Identified

This course is designed to help students build language and reading skills by reading and understanding a wide variety of literary and informational texts with increased depth and complexity. Knowledge and skills include reading grade level and above grade level text with fluency and comprehension, vocabulary development, and comprehension of literary texts. Reading and comprehension of literary texts entail making inferences and drawing conclusions about theme and genre, the structure and elements of poetry, drama, fiction, and nonfiction. Students also understand author's purpose, the use of sensory language, and literary elements.

Students analyze, make inferences and draw conclusions about informational texts, including cultural, historical, and contemporary contexts, as well as expository, persuasive, and procedural texts, documents, and media. Students provide evidence from text and media to support their analysis and understanding. G/T reading instruction is characterized by increased rigor, Socratic-style questioning, and advanced textual and media literacy.

STAAR Reading Enrichment Grade 6-8

PEIMS # 82000ESR - 6th

PEIMS # 84000ESR - 7th

PEIMS # 84000ESR - 8th

Students are provided with a detailed and prescriptive curriculum plan based on their instructional needs. Interventions are aligned and designed to re-teach and supplement core curriculum instruction. These interventions support the readiness standards that will be assessed in the STAAR Test.

Read 180 Grade 6-8

PEIMS # 02810000 - 6th

PEIMS # 03273440 - 7th

PEIMS # 03273450 - 8th

READ 180 is a research-based reading intervention program designed to raise the reading levels and test scores of struggling readers. The components of the READ 180 program provide individual adjusted instruction for all students. READ 180 directly addresses students' individual needs using customized instructional software, high-interest fiction and nonfiction literature, and a systematic direct instruction approach in reading skills, vocabulary, writing, and grammar.

M-SAT PREP Grade 8

PEIMS # 84000MCP

This college readiness course is intended to reinforce and improve the student's basic foundational skills in ELA, Math and test preparation skills. The curriculum is aligned to TEKS and test taking skills this is backed by a rigorous research based pedagogy.

Mathematics

Mathematics Grade 6

PEIMS # 02820000

The primary focal points in Grade 6 mathematics are using ratios to describe direct proportional relationships involving number, geometry, measurement, probability, and adding and subtracting decimals and fractions. Throughout the course, students will consistently use problem-solving strategies, manipulatives, and technology to solve real-world situations.

Mathematics - GT

PEIMS # 02820000

Prerequisite: G/T Identified

The primary focal points in Grade 6 mathematics are using ratios to describe direct proportional relationships involving number, geometry, measurement, probability, and adding and subtracting decimals and fractions. Throughout the course, students will consistently use problem-solving strategies, manipulatives, and technology to solve real-world situations. Differentiation will be provided with an in-depth study of mathematical concepts to prepare students for future Advanced Placement Mathematics courses.

Pre- AP Algebra 1

PEIMS # 03100500

High School Credit-1

The primary focal points in Algebra are to provide a foundation for students to solve problems using functions, symbolic reasoning and mathematical modeling. Students will investigate real numbers, linear equations and inequalities as well as linear, quadratic and other non-linear functions. Students will use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices, and computers) to model mathematical situations to solve meaningful problems.

Science

Science Grade 6

PEIMS # 02830000

This course is interdisciplinary in nature; however, much of the content focus is on physical science. Instruction addresses the grade-level learning objectives as outlined by the Texas Education Agency (TEA) through the state curriculum standards known as the Texas Essential Knowledge and Skills (TEKS). The four reporting categories include: Matter and Energy, Force, Motion, and Energy, Earth and Space Science, and Organisms and Environments. The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices.

Advanced Science Grade 6

PEIMS # 02830000

Prerequisite: Must meet enrollment criteria

This course is interdisciplinary in nature; however, much of the content focus is on physical science. Instruction addresses the grade-level learning objectives as outlined by the Texas Education Agency (TEA) through the state curriculum standards known as the Texas Essential Knowledge and Skills (TEKS). The four reporting categories include: Matter and Energy, Force, Motion, and Energy, Earth and Space Science, and Organisms and Environments. The student, for at least 40% of instructional time, conducts complex laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices. This course will also focus on independent projects with product differentiation and scientific article analysis.

Exploring Science Grade 6-8

PEIMS # 03060800

Exploring Science is an elective that is interdisciplinary in nature. This course reinforces the state curriculum standards known as the Texas Essential Knowledge and Skills (TEKS). Investigations are used to learn about the natural world. All investigations require a research question, careful observations, data gathering, and analysis of the data to identify the patterns that will explain the findings. Students will experience and understand that different scientific research questions require different research designs.

Science Intervention Grade 7-8

PEIMS # 84800SI7- 7TH

PEIMS # 84800SI8 - 8TH

This course is an elective that is interdisciplinary in nature. The purpose of this course is to focus on scientific investigations designed to reinforce students' knowledge of 6th/7th grade TEKS that support the readiness standards which will be assessed in the 7th and 8th grade STAAR assessment. Students will conduct and use scientific inquiry methods during laboratory and field investigations. Through classroom experience, students will understand that different scientific research questions require different research design: experimental, comparative and descriptive.

Social Studies

Social Studies Grade 6

PEIMS # 02870000

Global Studies

Students study people, places and societies of the contemporary world. They also study the influence of individuals and groups on historical and contemporary events in those societies and identify locations, geographic characteristics, economies and their forms of government.

Advanced Social Studies Grade 6

PEIMS # 02870000

Prerequisite: Must meet enrollment criteria

Global Studies

This course allows students to analyze global patterns and processes over time. Students will be made aware of culturally diverse ideas and values while discovering human commonalities. This course will emphasize the analysis of primary sources and formulation of arguments based on evidence in order to aid students in understanding the diversity of interpretations of history. This rigorous course will also cultivate necessary habits of mind for success in future advanced courses. Students will be responsible for readings outside of class.

Physical Education

Physical Education Grade 6-7

PEIMS # 02850000 -6th

PEIMS # 03823000- 7th

This middle school physical education course was developed to help students further develop a healthy attitude toward physical activity. Units of study include: personal fitness, individual sports, team sports, and aerobic activities. During these units students will learn the history, strategies, and rules of various sport activities, as well as develop and refine their skills needed to successfully participate in the activity.

Boys' and Girls' Athletics Grade 8

PEIMS # 03823000

Middle school athletics consists of interschool competition governed by the University Interscholastic League (UIL). The primary purpose of this course is to condition and develop the skills of athletes in various individual and team sports, as well as teach the student-athlete strategies for successful participation in competition.

Health Education

Health Education Grade 7-8

PEIMS # 03813000

This course is designed to ensure that students acquire the health information and skills necessary to become healthy adults. The major areas of study are: emotional, mental, and physical health; the ill effects of alcohol, drugs, and tobacco on the body and environment; CPR/first aid/AED (automatic external defibrillator); Parenting and Paternity Awareness (PAPA); dating violence; the prevention of accidents; and infectious diseases.

Fine Arts

Art Grade 6

PEIMS # 02880000

Students will learn basic elements of art, art history, and art appreciation. Students will be expected to participate by drawing in class.

Art Grade 7

PEIMS # 02880000

Students continue to learn the basic elements of art through the use of various art media. Some activities may include but not limited to: drawing in black and white, color, and mixed media. Students will be required to submit works of art for displays and art competitions.

Art Grade 8

PEIMS # 03503002

Students continue to learn elements of art through the use of various art media. Activities may include but not limited to: drawing in black and white, color, mixed media and electronic media generated art. Students will be required to submit works of art for displays and art competitions.

Band Grade 6

PEIMS # 02910000

Beginners

Prerequisite: Director's approval

Students will be taught how to play a musical band instrument and the fundamentals of music theory (reading music, counting rhythms and musical terminology)

Band Grade 7

PEIMS # 03154101

Concert / Intermediate

Prerequisite: Director's approval

Students will continue their study of music fundamentals to further develop their performance skills on their musical instrument. Students are required to attend at least one before or after school practice per week, band performance events, UIL competitions, and public performances.

Band Grade 7

PEIMS # 03154101

Symphonic /Advanced

Prerequisite: Director's approval

Students will continue their study of music fundamentals to further develop their performance skills on their musical instrument. Students are required to attend at least one before or after school practice per week, band performance events, UIL competitions, and public performances.

Band Grade 8

PEIMS # 03154503

Concert

Prerequisite: Director's approval

Students will be assigned to band classes based on their musical performance ability on their instrument as determined by the band directors. Students will further develop their musical skills on their instrument and will be required to attend before or after school rehearsals, performances, events, UIL competitions and public performances.

SAMPLE NOT ALL COURSE INCLUSIVE

Orchestra Grade 6

PEIMS # 02930000

Beginners /Viola – United Middle School

Prerequisite: Director's approval

Students will learn to play the viola, and the fundamentals of music theory (reading music, counting rhythms and learn musical terminology).

Orchestra Grade 6

PEIMS # 02930000

Beginner /Cello and Bass – United Middle School

Prerequisite: Director's approval

Students will learn to play the Cello & Bass, and the fundamentals of music theory (reading music, counting rhythms and learn musical terminology).

Orchestra Grade 7

PEIMS # 03154201

Beginners/Violin - United Middle School

Prerequisite: Director's approval

Students will learn to play the violin, and the fundamentals of music theory (reading music, counting rhythms and learn musical terminology).

Orchestra Grade 7

PEIMS # 03154201

Beginner /Viola – United Middle School

Prerequisite: Director's approval

Students will learn to play the viola, and the fundamentals of music theory (reading music, counting rhythms and learn musical terminology).

Orchestra Grade 7

PEIMS # 03154201

Beginners /Cello and Bass – United Middle School

Prerequisite: Director's approval

Students will learn to play the Cello & Bass, and the fundamentals of music theory (reading music, counting rhythms and learn musical terminology).

Orchestra Grade 8

PEIMS # 03154505

Beginners – United Middle School

Prerequisite: Director's approval

Advanced orchestra students continue to learn how to play violin, viola, cello and bass and the fundamentals of music.

Orchestra Grade 8

PEIMS # 03154505

Intermediate – United Middle School

Prerequisite: Director's approval

Students will be assigned to orchestra classes based on their musical performance ability on their instrument as determined by the director. Students will further develop their musical skills on their instrument and will be required to attend before or after school rehearsals, performances, events, UIL competitions and concerts.

Orchestra Grade 8

PEIMS # 03154505

Advanced – United Middle School

Prerequisite: Director's approval

Students will be assigned to orchestra classes based on their musical performance ability on their instrument as determined by the director. Students will further develop their musical skills on their instrument and will be required to attend before or after school rehearsals, performances, events, UIL competitions and concerts.

Theatre Grade 6

PEIMS # 02900000

Students will explore the elements of drama, interpret characters, and use the voice and body expressively. This course may not be offered at all campuses or none.

Miscellaneous Electives

Principles of Human Services Grade 6-7

PEIMS # 12700410

This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services.



The United Independent School District offers Career and Technical Education programs in sixteen career clusters. Admission to these programs is based on interest and aptitude, age appropriateness, and program availability at the campuses.

It is the policy of the United Independent School District not to discriminate on the basis of race, religion, color, national origin, sex, or handicap in its educational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Rita Garner, at (956) 473-6284, 301 Lindenwood, and/or the Section 504 Coordinator, Emma Leza at (956) 473-5245, 4410 Texas Highway 359, Laredo, Texas.

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DRAFT



United ISD High School Course Catalog

2013-2014



Cover Designed by: Lucia Lerma from UHS
Stained Glass Window displayed at Bill Johnson Student Activity Complex

High School Course Catalog

United Independent School District

201 Lindenwood Dr. Laredo, Texas 78045
(956) 473-6201

The purpose of this course catalog is to help you develop an understanding of the secondary school programs and course offerings at each of the United Independent School District's High Schools.

The information provided in this publication is also designed to assist students and their parents in planning and making choices for the student's high school career. Based on graduation requirements and preliminary post high school plans, an individualized graduation plan is developed in a team effort by the student, parents, counselor and teachers. Students and parents should review the graduation plan and if they have any questions they may contact their respective guidance counselor at each high school:

J. B. Alexander High School (956) 473-5800

L. B. Johnson High School (956) 473-5100

United High School (956) 473-5600

United High School Annex (956) 473-2400

United South High School (956) 473-5400

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Note: At the time this document went to print the Texas State Board of Education and the Texas Education Agency had not made final decisions on all aspects of STAAR/End of Course (EOC) examination implementation. Information found in this catalog is subject to change.

MESSAGE TO PARENTS

Dear Parent:

The goal of United Independent School District is to prepare students for college and career opportunities that will provide them with a solid foundation which will lead them to a lifetime of learning. United Independent School District strives to provide a safe and nurturing environment for all students as well as to promote community partnerships and parental involvement.

This high school course catalog is intended to provide course descriptions and serve as a planning guide to begin developing educational goals for students. I ask that you take the time to review the catalog with your child to begin to develop a four-year plan of action for maximum impact on your child's educational future.

The course catalog includes important information concerning graduation requirements regarding the Recommended and Distinguished Achievement high school plans, required by the State of Texas and United Independent School District. Additionally, it includes information about class rank, dual credit, grade level classifications, the top ten percent rule, testing requirements and more.

I encourage students to get involved in extracurricular activities. We take pride in offering an array of activities that students may participate in such as athletics, band, cheerleading, dance, JROTC, One-Act Play and UIL academics. Furthermore, each high school offers a variety of clubs and organizations from which to choose.

Every year, I look forward to each school's graduation commencement ceremonies. It is United Independent School District's goal to have all of our students receive a high school diploma. However, in order for students to be able to participate or "walk" in the graduation ceremony, they must meet all graduation course requirements and meet the qualifying scores on the state assessments (Texas Assessment of Knowledge and Skills or State of Texas Assessment of Academic Readiness). Therefore, it is important for you and your child to keep in contact with school counseling staff in order to ensure your student's success in meeting graduation requirements.

The choices you and your child make with regards to the courses selected will have a great impact on your child's future. Please take the time to review graduation plans and courses offered as this plan will play a major role in determining your child's post-secondary experiences whether they be college, technical school, the armed forces or the workplace.

Sincerely,

Roberto J. Santos
Superintendent

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United Independent School District High Schools

John B. Alexander High School

3600 E. Del Mar Blvd
Laredo, TX 78041
(956-) 473-5800
www.ahs.unitedisd.org



Lyndon B. Johnson High School

5626 Cielito Lindo Blvd.
Laredo, TX 78046
(956) 473-5100
www.lbj.unitedisd.org



United High School Annex

9th Grade Campus
8800 McPherson Rd.
Laredo, TX 78045
(956) 473-2400
www.uhs.unitedisd.org



United High School

2811 United Avenue
Laredo, TX 78045
(956) 473-5600
ww.uhs.unitedisd.org



United South High School

4001 Ave. Los Presidentes
Laredo, TX 78046
(956) 473-5400
www.ushs.unitedisd.org



General Information (High School)

United I. S. D. Mission Statement

UNITED, we inspire all students to become responsible world citizens by pursuing excellence through life-long learning.

Planning Your High School Program

Welcome to high school! This guide is designed to help you select courses that you will take in high school. You have the opportunity to make some decisions that will impact your future. The planning of your high school program is an important transition in your life. The choices you make with regards to the courses you select will have a direct influence upon your future. At this time you may decide what career pathway you would like to begin. This process should not be overwhelming, but it should be taken seriously.

Gaining admission to college or any post-secondary educational institution or just getting a job is highly competitive. For that reason, it is important for you to plan as challenging a program as you can. Although it may appear tempting to take the easier program so that you can enjoy the many activities that high school has to offer this may have drastic and negative consequences for you in the long run. You should try to find courses that meet your needs and that prepare you for your potential career rather than just taking the courses that will allow you to graduate. At United ISD, you have many avenues that will help to prepare you for your future. There is a wide range of programs designed to prepare students for post-high school experiences such as: college, business or technical school, military service, fine arts, immediate employment and many others. These programs will allow you to choose the one that is best suited to meet your needs.

In the following pages you will see the graduation requirements and the graduation plans that are available to you. There is also information relating to career planning that will also be helpful to you. These pages should assist you in personalizing your plan. You will find a description of the courses offered along with any information on prerequisites or grade level placement. Please take some quality time to make a serious effort in planning YOUR future.

High schools in United ISD operate on an Accelerated Block schedule. Beginning with the 2012-2013 school year, students will take five classes per day during the fall semester and five additional classes per day during the spring semester for a maximum total of ten credits per school year. Each course is 75 minutes in length. Prior to 2012-2013, students were on an accelerated block schedule with four classes in the fall and four classes in the spring.

Pre-AP and AP Courses

Enrollment in any Pre-AP or Advanced Placement (AP) course is determined by the student's willingness to engage in a rigorous academic experience. Pre-AP and AP courses are more complex and abstract than regular curriculum.

AP places emphasis on implementing higher levels of cognitive skills: using processing skills independently; engaging in critical and creative skills regularly; interacting with broad-based issues, concepts and problems; and refining oral and written communication skills in a variety of formats. AP classes prepare students to take College Board Advanced Placement tests that may result in college credit. **All students enrolled in AP classes are strongly encouraged to take AP exams.**

Credits Earned in Middle School

8th grade students may have the opportunity to take Pre-AP Algebra I in Middle School and earn one credit. All grades earned in courses for high school credit will be calculated into the student's high school grade point average (GPA). Earning high school credits in the 8th grade requires that students commit to their studies since future educational opportunities will be dependent on a student's GPA.

Career and Technical Education

UISD offers **Career and Technical Education (CTE)** programs to interested students in 14 of the Achieve Texas career clusters. Student admission to these programs is based on interest and aptitude, age appropriateness, class space available and program availability at the campuses. Interested students can pre-register for CTE programs through their counselors, who will develop individualized four-year plans based on individual student interest. Four-year plans are reviewed yearly and revised based on student needs.

Decisions as to whether particular courses will be taught are based upon the number of students requesting the course and the availability of personnel. Furthermore, some courses are only offered at certain campuses due to their magnet schools.

Grade – Level Classifications

**[For purpose of classifying students]
[Beginning with students entering 9th grade in 2012-13 and thereafter]**

Students are classified by the number of academic credits they have earned prior to the first day of the school year:

- Freshman:** A student must have been promoted from the 8th grade (0– 6.5 credits)
- Sophomore:** A student must have satisfactorily completed 7 credits and one full academic year of high school.
- Junior:** A student must have satisfactorily completed 14 credits and two full academic years of high school.
- Senior:** A student must have satisfactorily completed 21 credits and three full academic years of high school or have completed 21 credits and have an Intent to Graduate Early Form on file.

Grade-Level Classifications
**[For purpose of classifying students]
[Beginning with students who entered 9th grade prior to 2012-2013]**

Students are classified by the number of academic credit they have earned at the beginning of the school year:

<u>Credits</u>	<u>Grade</u>
0-5.5	9th
6-11.5	10th
12-17.5	11th
18 and above	12th

Class Ranking-EIC Local

Beginning with the students who entered grade 8 in the 2008-09 school year, for the purpose of class rank, students shall be ranked using a weighted 4.0 scale.

Advanced courses shall earn weighted credit according to the chart below and shall include AP, Pre-AP, dual credit, and other Board approved courses. Advanced courses are those in which the TEKS are comprehensive and enriched, resulting in an academically rigorous curriculum.

Regular courses are those courses that provide a demanding curriculum in an array of offerings based on the TEKS.

Modified courses are those courses with a state course code that begins with the number nine and are designed to provide significant modifications to the TEKS through a student's individualized education program (IEP)

The following chart shall apply:

Numerical Grade	AP Test Score Of 3, 4, or 5	AP, Pre-AP, Dual Credit, or other Board approved courses	Regular Courses	Modified Courses
98-100	5.0	4.5	4.0	3.5
96-97	4.9	4.4	3.9	3.4
93-95	4.7	4.2	3.7	3.2
90-92	4.5	4.0	3.5	3.0
88-89	4.3	3.8	3.3	2.8
86-87	4.1	3.6	3.1	2.6
83-85	4.0	3.5	3.0	2.5
80-82	3.9	3.4	2.9	2.4
78-79	3.7	3.2	2.7	2.2
76-77	3.5	3.0	2.5	2.0
73-75	3.3	2.8	2.3	1.8
70-72	3.0	2.5	2.0	1.5
Below 70	0	0	0	0

Graduation Requirements

Incoming freshmen entering 2007-08 and thereafter, must have 26 credits to graduate under the Distinguished Achievement Program or Recommended Program. **For students who entered grade 9 in the 2012-13 school year and thereafter**, the District shall require completion of four credits in addition to those required by the state for graduation under the Recommended and Distinguished Achievement Program for a total of 30 credits. The additional credits shall be electives. (EIF local)

All incoming freshmen at UISD are expected to follow the Distinguished Achievement Program. The counselor should ensure that each student entering the 9th grade in the 2007-2008 school year and thereafter enroll in the courses necessary to complete the curriculum requirements identified by the State Board for the Distinguished Program. If for some reason the student is unable to complete the requirements under the Distinguished Program all efforts should be made to graduate the student under the Recommended Program.

A student must have satisfactorily met all state and local requirements, including course credits and passing scores on state-mandated assessment requirements, to receive a diploma. All juniors must pass TAKS exit-level tests in English/Language Arts, Math, Science, and Social Studies in order to graduate. Students may retake any of the failed state-mandated tests at the next regularly scheduled testing cycle.

If graduation requirements are not met by the beginning of a new school year, the diploma will not read the previous year even if the courses are finished in September.

A student **may not** participate in graduation commencement ceremonies if he/she has satisfactorily completed all course credits, but has failed to pass the required exit-level tests.

Students entering ninth grade in 2011-2012 and thereafter, under the state of Texas House Bill 3, will be required to successfully complete 12 End of Course (EOC) exams in order to graduate. The State of Texas Assessments of Academic Readiness (STAAR) will be administered in the core courses (Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, English I, English II, English III, World Geography, World History, and U.S. History) for which they are enrolled. All English EOC assessments include a reading and writing test.

Please see the plan for phase-out of High School TAKS and phase in of EOC assessments in the chart below:

Grade	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Grade 9	TAKS	EOC	EOC	EOC	EOC
Grade 10	TAKS	TAKS	EOC	EOC	EOC
Grade 11	TAKS	TAKS	TAKS	EOC	EOC
Grade 12	TAKS*	TAKS*	TAKS*	TAKS*	EOC OR TAKS*

*Out of school testers and 12th grade retesters.

Students graduating under the Recommended High School Program (RHSP) must take all twelve STAAR EOC assessments and meet the cumulative score requirement in each of the four foundation content areas. Additionally, these students must achieve Level II: Satisfactory Academic Performance on the Algebra II and English III assessments in order to receive a diploma under the RHSP.

Students graduating under the Distinguished Achievement Program (DAP) must take all twelve EOC assessments and meet the cumulative score requirement in each of the four foundation content areas. In addition, these students must meet Level III: Advanced Academic Performance, the postsecondary-readiness performance standard, on the Algebra II and English III assessments in order to receive a diploma under the DAP.

Graduating seniors (class of 2015 and beyond) must meet a required cumulative score that will be determined by the commissioner of education. In all four central areas, and pass the required course work in order to graduate. Additional information will be made available when a determination is made about EOC assessment scores that students will need to meet graduation requirement.

Scheduling Process

This catalog contains a brief description of every course offered in United Independent School District high schools. Elective courses are offered as a result of student interest. Students must carefully plan their course selections. Although students will receive specific instructions and assistance from school counselors during the preregistration process, the responsibility for selecting appropriate career and graduation choices rests with students and parents. It is very important that students and parents give careful consideration to selecting appropriate courses. The choices students make on the preregistration form determine the master schedule of course offerings available. The master schedule, though never perfect, is designed to maximize student opportunities and minimize scheduling conflict. Student schedules will not be changed to select different teachers or lunch periods.

Schedule Changes

A student may request to drop a course and replace it with an approved course without any penalties if done within the first 5 days for a 9 week course and within 10 instructional days for an 18 week course of the grading period.

If a student drops a course after this time in the semester, the student will receive a "WF" (withdrawn/failing) grade. The "WF" will be recorded on the student's report card for the remaining weeks period and on the student's permanent record for the semester. This grade averages as a 50 for class ranking purposes for the student's GPA.

A grade of "WF" will make the student ineligible for that grading period for participation in extracurricular activities in accordance with UIL rules. Dropping an advanced class (Pre-AP or AP), which is exempted from no-pass no-play, does not cause loss of eligibility at anytime unless full time status is affected or the school has adopted a more stringent policy.

Changes in a schedule or a course may only be made within an acceptable timeframe. Requests for schedule changes will be honored for the following reasons:

1. Error in scheduling
2. Student failed the prerequisite course
3. Change in program (athletics, band, dance, etc).
4. Level changes as recommended by teachers and counselor with principal approval.

Top Ten Percent Rule

In accordance with Texas Education Code (TEC), §51.803, a student is eligible for automatic admission to a college or university as an undergraduate student if the applicant earned a grade point average in the **top 10 percent** of the student's high school graduating class, or the **top 7 percent** of eligible 2014 summer/fall freshman applicants for admission to the University of Texas at Austin, and the applicant:

1. successfully completed the requirements for the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP); or
2. satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of a least 1,500 out of 2,400 or the equivalent.

To qualify for automatic admission an applicant must:

1. submit an application before the deadline established by the college or university to which the student seeks admission; and
2. provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the RHSP or DAP or the portion of the RHSP or DAP that was available to the student.

Other Learning Opportunities

High school counselors may provide information, answer questions, and possibly assist students enroll in courses outside the regular school day. The following options are available to United I.S.D. students:

OdysseyWare - Credit Recovery/Acceleration

OdysseyWare is an online curriculum program. Eligible students may be able to take a course via OdysseyWare either during zero-hour or during regular schedule for credit recovery purposes or for advancement. Students wanting to exercise this option must see their counselor to determine eligibility and for an application. These courses are approved by the Executive Director of Secondary Education.

Summer School

Remediation and EOC/TAKS Preparation courses are offered each summer at a secondary school in United I. S. D. depending on demand, courses are offered for remediation via OdysseyWare. Actual courses offered are determined by the number of students who enroll. Check with a school counselor for further details.

Credit- By-Exam without Prior Instruction

Credit- By- Exam will serve primarily as a means for students to be given credit for a course they have not yet formally taken. The student must earn a passing grade of 90 or better in order to obtain credit.

The passing grade and the credit earned on the credit-by-exam will be recorded on the student's academic achievement record and the grade will be computed in the student's grade point average unless the parent/guardian declines the credit in writing within 30 days of being notified of the score.

A student planning to take an examination for acceleration shall be required to register with the counselor or designee at least 30 days prior to the scheduled testing date. Each student is required to complete and submit an application of intent to test. The exams are scheduled once in the fall semester and once in the spring semester. The credit-by exams are ordered from Texas Tech University. (EHDC-Local)

Credit-By-Exam with Prior Instruction

Students in grade 6-12 may use credit-by-examination with prior instruction to demonstrate mastery to earn or to regain credit in selected academic courses with the prior approval of the appropriate administrator. Students who are eligible for this exam are the following:

1. Students who are transferring from a non-accredited school or have been homeschooled (see FD),
2. Students who are transferring from Mexico and did not receive a grade of 70 or better on their core subject areas;
3. Students who have failed a subject or course; or
4. Students who have earned a passing grade in a subject or course but has failed to earn credit because of excessive absences (see FEC).

Such examinations shall assess the student's mastery of the essential knowledge and skills and shall be administered according to established District procedures. To be eligible to earn credit-by-exam the counselor shall verify that the student has had prior instruction in the course; obtain written approval from the parent or guardian, counselor and principal; in order to gain credit by such examination.

To receive credit, a student must score at least 70 or above on the examination. Passing scores earned on credit-by-examination shall be recorded in the student's academic achievement record as "P" for passing, the actual grade received on the exam will not be calculated into the student's Grade Point Average (GPA).

The cost of taking the credit-by-exam with prior instruction to earn or regain credit shall be the students' or the parents responsibility, if the test is ordered from Texas Tech University. (EHDB-Local)

Dual High School/College Credit– House Bill I Initiative

United I. S. D. along with Laredo Community College and Texas A & M International University have entered into an agreement allowing students who meet specified criteria to earn both high school credit and college credit for certain high school courses.

Students with a 3.0 grade point average or better are selected at the end of their sophomore year to prepare and take the THEA (Texas Higher Education Assessment). Students who pass all three areas of the THEA and meet the college entrance requirements may enroll in the course for dual credit. The courses offered in the House Bill I Initiative are the following: U. S. History 1302, English 1301, English 1302 and College Math 1314.

Dual Credit Admissions Requirements

LCC Entrance Requirements with THEA

U. S. History 1302	Reading 230 and Writing 220 w/ a 5 on the Essay
English 1301 and 1302	Reading 230 and Writing 220 w/ a 5 on the Essay
Math 1314	Math 230

TAMIU Entrance Requirements with THEA

U. S. History 1302	Reading 230
English 1301 and 1302	Writing 240
Math 1314	Math 250

LCC Entrance Requirements with TCOMP

U. S. History 1302	Reading 81 and Writing 59 with a 6 on the essay
English 1301 and 1302	Reading 81 and Writing 59 with a 6 on the essay.
Math 1314	Math 39

TAMIU Entrance Requirements with TCOMP

U. S. History 1302	Reading 81
English 1301 and 1302	Writing 59 with a 6 on the essay
Math 1314	Math 45

Note: Criteria Subject to change as per Institution of Higher Education.

TXVSN

The Texas Virtual School Network (TXVSN) has been established as one method of distance learning. Students in grades 9-12 have the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation. Depending on the course in which a student enrolls, the course may be subject to the “no pass, no play” rules. For additional information and registration, consult your school counselor.

SAMPLE NOT ALL COURSE INCLUSIVE

Tech-Prep

Tech-Prep provides students the opportunity to pursue a pre-planned, coherent sequence of courses leading to occupational competence within a specific "career pathway." Course work starts formally in the ninth grade and ends after the second year of post-secondary training. Individual Tech-Prep plans have been developed between United ISD and Laredo Community College in specific Career Technical areas. See your counselor for details.

Articulation Agreements

Articulation agreements with community colleges (and some four year universities) make it possible for students to earn college credit for courses successfully completed in high school. These courses are designed to prepare students for the future and cover both the high school curriculum and the college curriculum. These credits are held in escrow until the student successfully completes the requirements of the articulating college/ university. The credits held in escrow are then placed in the student's college transcript when they enter the institution of higher learning that offers the articulated credit.

Early Graduation

A United Independent School District student may choose to graduate from high school in fewer than four years. To pursue early graduation, a student must complete the UISD Declaration of Intent for Early Graduation Form that may be obtained from the high school counseling office. Early Graduation requirements include parent approval, principal approval, and meeting with counselor to file a written early graduation plan.

Requirements for Graduation

As a district initiative, 8th grade students will be placed on the Distinguished Achievement Program (DAP) for graduation with the exception of those students with an individualized education plan. Annual reviews with grade level counselor for the progress toward earning measures will take place. The Recommended program will be the default plan for students not being able to successfully complete the required advanced measures or other necessary requirement under the DAP.

Graduation Programs

<u>Discipline</u>	<u>Recommended</u>	<u>Distinguished Achievement (DAP)</u>
English	4.0	4.0
Mathematics	4.0	4.0
Science	4.0	4.0
Social Studies	3.5	3.5
Economics	.5	.5
Language other than English	2.0	3.0
Physical Education **	1.0	1.0
Health *	.5	.5
Technology Applications*	1.0	1.0
Fine Arts	1.0	1.0
Communication Applications	.5	.5
State Approved Electives	4.0	3.0
Total Credits Required	26.0	26.0

*United ISD continues to require .5 credit in health, and 1 credit in technology applications beyond the state mandated course requirements for all graduation plans. House Bill 3 removed these course requirements and allowed local districts to decide to keep the requirements or not. UISD elected to keep the requirements.

Note: Students who entered 9th grade in 2012-2013 and thereafter are required to complete 30 credits for the Recommended and / or Distinguished Achievement Programs. The additional credits shall be electives.

SAMPLE NOT ALL COURSE INCLUSIVE

**Students may substitute certain physical activities for the one credit required for physical education. Such substitutions are cheerleading, dance, drill team, and marching band. Students may also earn credit for PE through participating in JROTC. The State Board of Education also changed the number of credits a student may earn toward graduation through participating in athletics. The student may now earn up to four credits by enrolling in athletic courses.

To graduate with the Distinguished Achievement Program a student must also achieve any combination of four of the following advanced measures. Original research/projects which may not be used for more than two of the four advanced measures, test data (a score of 3 or above on the College Board advanced placement examination; a score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies the student for recognition as a commended scholar or higher by the National Merit Scholarship Corporation), college academic courses and tech-prep articulated college courses with a grade of 3.0 (B) or better, and/or a science project that competed in the UISD Regional Science Fair which received a minimum score of 80. In addition, for students entering 9th grade in 2011-2012 and thereafter students must also score at a Level III in English III and Algebra II for the EOC.

Graduation Requirements for Students in Special Education

Graduation requirements for students in special education are determined by the student's admission, review, and dismissal (ARD) committee. Beginning with the Class of 2015 and beyond, special education students in 9th and 10th grade will take STAAR, STAAR M, and STAAR ALT or may be exempt from this requirements as determined by the ARD committee. Special education students in the 11th grade (Class of 2014) will take TAKS, TAKS Accommodated, TAKS Modified, and STAAR ALT or may be exempt from this requirement as determined by the ARD committee.

Note: Graduation requirements may be subject to change pending the decisions of the 83rd Legislature.



UISD RECOMMENDED PLAN

(For students who entered 9th grade Prior to 2012-2013)

Courses	Credits	
English Language Arts	4 Credits	
Substitute ESOL I and II for ENG I and II for recent immigrant and arrival students who are at the beginning or intermediate level on TELPAS 1 1 (B) or 2 (I) or/ Oral language Proficiency Test Levels I - III	English I	
	English II	
	English III	
	English IV	
Mathematics	4 Credits	
*Math Models must be successfully completed prior to Algebra II	Algebra I	Algebra I
	Geometry	Geometry
	Algebra II	Math Models*
	Pre Calculus/AQR	Algebra II
Science	4 Credits	
Prerequisite for Chemistry I is Algebra I *IPC must be successfully completed prior to Chemistry and Physics	Biology	Biology
	Chemistry	IPC*
	Physics	Chemistry
	4th Science	Physics
Social Studies	4 Credits	
	World Geography	
	World History	
	U.S. History	
	U.S. Government & Economics	
Foreign Language	2 Credits	
Must consist of 2 credits in the same Language	Spanish	
	French	
	Other	
Physical Education	1 Credit	
Student may choose from these courses to equal 1 credit	Foundations of Fitness ½	
	Aerobics ½	
May substitute through participation in:	Adventures/Outdoor Ed. ½	
Athletics 4 Credits	Individual Sports ½	
ROTC 1 Credit		
Dance Team 1 Credit		
Cheerleading 1 Credit		
Marching Band 1 Credit		
Health	½ Credit	
Or Principles Health Science Technology (one Credit)		
Technology Applications	1 Credit	
	BIM I	
Fine Arts	1 Credit	
	Music, Theatre, Art, Choir, or Other	
Speech	½ Credit	
	Communication Applications	
Electives	4 Credits	
TOTAL:	26 credits	



UISD RECOMMENDED PLAN

(For students entering 9th grade 2012-2013 and thereafter)

Courses	Credits	
English Language Arts	4 Credits	
Substitute ESOL I and II for ENG I and II for recent immigrant and arrival students who are at the beginning or intermediate level on TELPAS 1 1 (B) or 2 (I) or/ Oral language Proficiency Test Levels I - III	English I	
	English II	
	English III	
	English IV	
Mathematics	4 Credits	
*Math Models must be successfully completed prior to Algebra II	Algebra I	Algebra I
	Geometry	Geometry
	Algebra II	Math Models*
	Pre Calculus/AQR	Algebra II
Science	4 Credits	
Prerequisite for Chemistry I is Algebra I *IPC must be successfully completed prior to Chemistry and Physics	Biology	Biology
	Chemistry	IPC*
	Physics	Chemistry
	4th Science	Physics
Social Studies	4 Credits	
	World Geography	
	World History	
	U.S. History	
	U.S. Government & Economics	
Foreign Language	2 Credits	
Must consist of 2 credits in the same Language	Spanish	
	French	
	Other	
Physical Education	1 Credit	
Student may choose from these courses to equal 1 credit	Foundations of Fitness ½	
	Aerobics ½	
May substitute through participation in:	Adventures/Outdoor Ed. ½	
Athletics	4 Credits	Individual Sports ½
ROTC	1 Credit	
Dance Team	1 Credit	
Cheerleading	1 Credit	
Marching Band	1 Credit	
Health	½ Credit	
Or Principles Health Science Technology (one Credit)		
Technology Applications	1 Credit	
	BIM I	
Fine Arts	1 Credit	
	Music, Theatre, Art, Choir, or Other	
Speech	½ Credit	
	Communication Applications	
Electives	7 Credits	
TOTAL:	30 credits	



NOT ALL COURSES ARE REQUIRED

UISD DISTINGUISHED PLAN

(For students who entered 9th grade prior to 2012-2013)

Courses	Credits
English Language Arts	4 Credits
Substitute ESOL I and II for ENG I and II for recent immigrant and arrival students who are at the beginning or intermediate level on TELPAS - 1 (B) or 2 (I) or/ Oral Language Proficiency Test Levels I -III	English I
	English II
	English III
	English IV
Mathematics	4 Credits
The fourth Math credit must be completed after successful completion of Algebra I, Geometry, and Algebra II.	Algebra I
	Geometry
	Algebra II
	Pre Calculus or AQR
Science	4 Credits
Prerequisite for Chemistry I is Algebra I *After successful completion of biology, chemistry and Physics, the 4th credit may be selected from a laboratory based course.	Biology
	Chemistry
	Physics
	4th Science*
Social Studies	4 Credits
	World Geography
	World History
	U.S. History
	U. S. Government and Economics
Foreign Language	3 Credits
Must consist of 3 credits in the same language.	Spanish
	French
	Other
Physical Education	1 Credit
Student may choose from these courses to equal 1 credit.	Foundations of Fitness ½
	Aerobics ½
May substitute through participation in:	Adventures/Outdoor Ed. ½
Athletics 4 Credits	Individual Sports ½
ROTC 1 Credit	
Dance Team 1 Credit	
Cheerleading 1 Credit	
Marching Band 1 Credit	
Health	½ Credit
Or Principles of Health Science (one credit)	
Technology Applications	1 Credit
	BIM I
Fine Arts	1 Credit
	Music, Theatre, Art, Choir, or Other
Speech	½ Credit
	Communication Applications
Electives	3 Credits
TOTAL:	26 credits

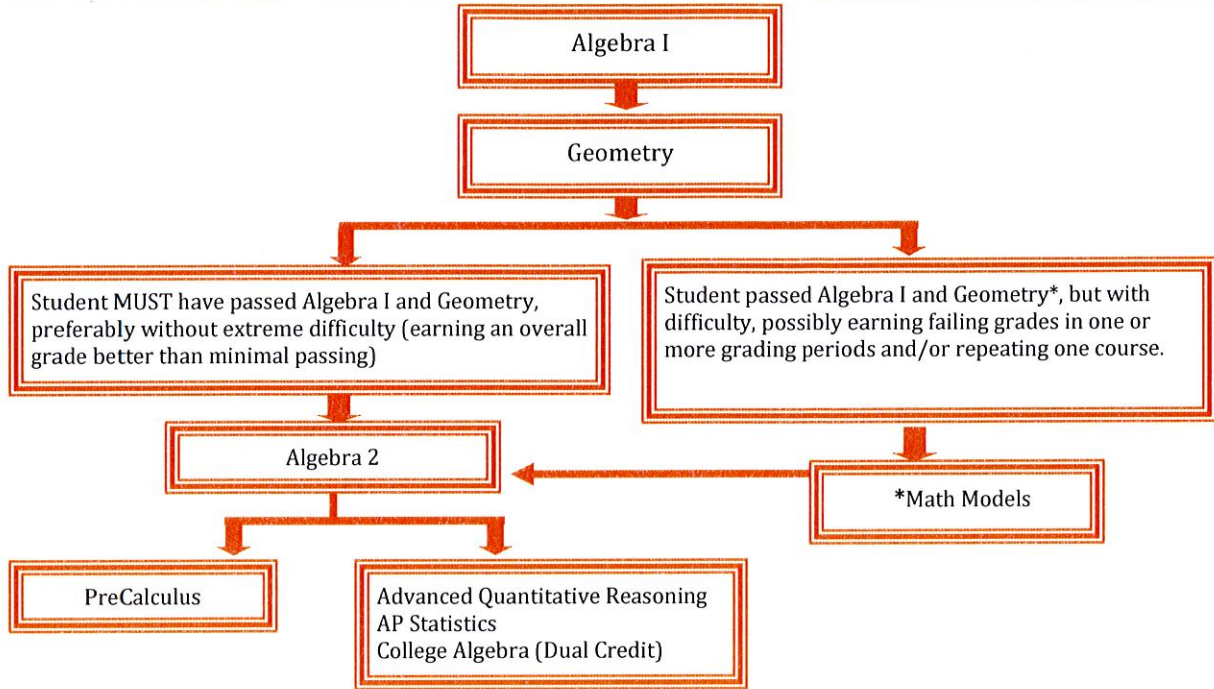


UISD DISTINGUISHED PLAN

(For students entering 9th grade 2012-2013 and thereafter)

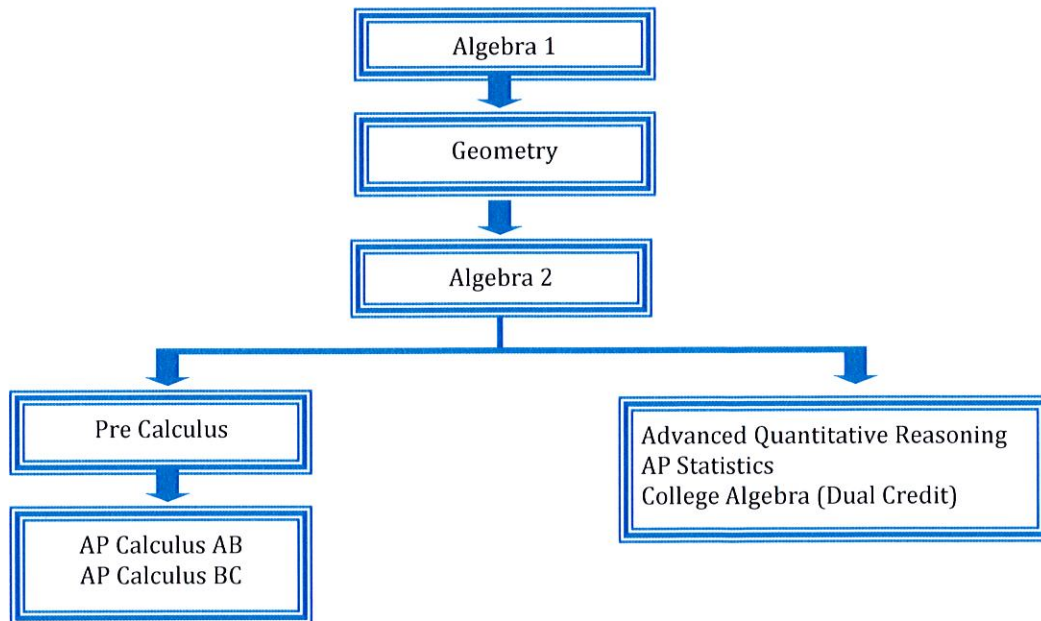
Courses	Credits
English Language Arts	4 Credits
Substitute ESOL I and II for ENG I and II for recent immigrant and arrival students who are at the beginning or intermediate level on TELPAS - 1 (B) or 2 (I) or/ Oral Language Proficiency Test Levels I -III	English I
	English II
	English III
	English IV
Mathematics	4 Credits
The fourth Math credit must be completed after successful completion of Algebra I, Geometry, and Algebra II.	Algebra I
	Geometry
	Algebra II
	Pre Calculus or AQR
Science	4 Credits
Prerequisite for Chemistry I is Algebra I * CTE Science courses must be taken after successful completion of biology, chemistry and either after completion of physics or concurrently with physics.	Biology
	Chemistry
	Physics
	4th Science*
Social Studies	4 Credits
	World Geography
	World History
	U.S. History
	U. S. Government and Economics
Foreign Language	3 Credits
Must consist of 3 credits in the same language.	Spanish
	French
	Other
Physical Education	1 Credit
Student may choose from these courses to equal 1 credit.	Foundations of Fitness ½
	Aerobics ½
May substitute through participation in:	Adventures/Outdoor Ed. ½
Athletics 4 Credits	Individual Sports ½
ROTC 1 Credit	
Dance Team 1 Credit	
Cheerleading 1 Credit	
Marching Band 1 Credit	
Health	½ Credit
Or Principles of Health Science (one credit)	
Technology Applications	1 Credit
	BIM I
Fine Arts	1 Credit
	Music, Theatre, Art, Choir, or Other
Speech	½ Credit
	Communication Applications
Electives	7 Credits
TOTAL:	30 credits

Recommended Plan-Math



*Math Models may NOT be taken concurrently with Algebra II. However, the prerequisite for Math Models is Algebra I, so Math Models could be taken concurrently with Geometry. Math Models must be taken and passed prior to taking Algebra 2. As long as a student has NOT earned credit for Algebra 2, Math Models may be taken and counted as one math credit for graduation on the 4 x 4.

Distinguished Plan Options— Math



Fourth credit must have Algebra 2 as a prerequisite.

English I*PEIMS: 03220100*

This course is comprised of varied literary genres that stem from world literature and Greek mythology to multi-culture narratives and novels. Elements of the short story, characterization, and literary elements are emphasized to examine and interpret facets of given selections. Writing, revising, and editing are integral parts of this course. Students write to persuade, support thesis, and to describe. Students continue with extensive grammar and vocabulary study to further foster their writing skills.

*Credit: 1***(Pre-AP) English I***PEIMS: 03220100*

This course is comprised of varied literary genres that stem from world literature and Greek mythology to multi-cultural narratives and novels. Students will focus on the College Board AP reading list. Novel chapter summaries and discussions will lead to analytical writing. Elements of the short story, characterization, and literary elements are emphasized to examine and interpret facets of given selections. Writing, revising, and editing are integral parts of this course. Students will produce a variety of compositions including documented research and literary analysis with the use of technology to aid revising, editing, and research. Students continue with extensive grammar and vocabulary study to further foster their writing skills.

*Credit: 1***STAAR English I***PEIMS: 84000E01*

This course provides students with intense instruction on the English I TEKS (Texas Essential Knowledge and Skills) from the Texas Education Agency's Assessed Curriculum. The genres covered focus on literacy non-fiction, poetry, and drama. Students write expository and literary essays with a concentration on the revising and editing aspects of the writing. Grammar conventions, usage, and vocabulary are emphasized. The reading component of the course provides students with the opportunities to read with confidence through comprehension activities. This course is designed to be covered over 18 weeks.

*Credit: 1 (Local)***English II***PEIMS: 03220200*

This course emphasizes reflective and persuasive forms of communication. Students use the writing process to produce effective arguments that include information from primary and secondary sources. Communication will demonstrate complex syntax, advanced vocabulary, and increasingly accurate use of the conventions of written language. Students will also read widely and critically, analyzing and responding to a variety of literature including American, Shakespearean, and world selections.

*Credit: 1***(Pre-AP) English II***PEIMS: 03220200*

This course includes advanced mechanics, syntax, usage and vocabulary in preparation for the AP examination taken in English III AP. Students focus on critical thinking skills to aid in the analyzation of discourse in persuasive and informative texts as well as the short documented essay. This course requires critical reading of classical and contemporary selections found in both the literature book and novels from the AP reading list. Compositions emphasize writer's style and purpose. They require the use of technology to produce error-free essays and documented research papers.

*Credit: 1***STAAR English II***PEIMS: 84000E02*

This course provides students with intense instruction on the English II TEKS (Texas Essential Knowledge and Skills) from the Texas Education Agency's Assessed Curriculum. A variety of informational texts will be read and persuasive and expository writings will be practiced by the students. The course also includes the practice of short answer open-ended questions and responses. The reading component of the course provides student with the opportunities to read with confidence through comprehension activities. This course is designed to be covered over 18 weeks.

Credit: 1 (Local)

Communication Applications

PEIMS: 03241400

This course affords students the opportunity to practice and improve their communication skills in professional and social forums. Students design and present oral communications wherein effective communication skills are practiced. Students work independently, interpersonally, and collaboratively to prepare and present informative, persuasive, and motivational speeches. The Communication Applications course is a high school graduation requirement and provides one half credit.

Credit: ½

College Readiness and Study Skills

PEIMS: 03270100

Students acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. This course is designed for 11th grade students to aid in preparing them for the ACT.

Credit: ½

PSAT/SAT Preparatory Strategies

PEIMS:

This one-semester elective course is open to eleventh- and twelfth-grade students who are enrolled in on-level or above-grade level courses. This course is designed to provide students with strategies to meet the academic requirements and demands of post-high school studies and to prepare students to successfully take college entrance exams. Units of study include preparing for college entrance exams such as the PSAT and SAT, vocabulary expansion, objective test-taking skills, research and critical thinking, attitudes, goal setting, and time management. Strategies necessary for successfully reading, comprehending, and studying advanced-level content textbooks both in high school and in college will also be addressed. Fall term includes PSAT and SAT Prep while Spring term includes only SAT Prep.

Credit: 1

Advanced Journalism: Yearbook I, II, III

PEIMS: 03230110, 03230120, 03230130

Students enrolled in Advanced Journalism: Yearbook I, II, III communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Advanced Journalism: Yearbook I, II, III students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Advanced Journalism: Yearbook I, II, III will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project (s) in one or more forms of media.

Credit: 1

Journalism

PEIMS: 03230100

Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Published work of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write and produce effective communications. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.

Credit: 1

Pre-AP Physics

PEIMS: 03050000

This course 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 experience and research component are included.

Prerequisite: Completion of or concurrent enrollment Pre-calculus

Credit: 1

STAAR Physics

PEIMS: 84800PHY

Students who did not meet the level II requirement in the STAAR EOC Physics will be enrolled in the STAAR Intervention course. This course will prepare students to retake the EOC exam. This course is designed to be covered over 18 weeks.

Credit: 1 (Local)

AP Physics B

PEIMS: A3050001

AP Physics B is a college-level study of mechanics; including forces and energy, conservation laws, oscillating motion; wave and particle phenomena including light and sound, quantum theory; electricity and magnetism and associated fields, circuits and measuring devices. It emphasizes mathematical quantification, statistical evaluation of data and independent investigative skills. 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.

Prerequisite: Physics and concurrent enrollment in Pre-calculus

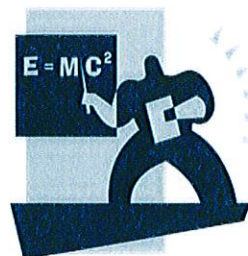
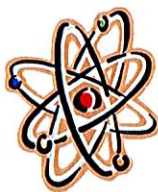
Credit: 1

AP Physics C

PEIMS: A3050002

AP Physics C Mechanics course utilizes guided inquiry and student centered learning to foster the development of critical thinking skills. Introductory differential and integral calculus is used throughout the course. Physics C Mechanics provides instruction in kinematics; Newton's laws of motion; work; energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Coursework components include hands-on laboratory and completed lab notebook or portfolio of lab reports.

Credit: 1



Social Studies

World Geography

PEIMS: 03320100

This course includes physical, political, cultural, and historical perspectives of the world examining the physical and human aspects of our world and people and their cultures. Students are introduced to the scientific methods of geographers by asking questions, gathering and organizing data and drawing conclusions that help them understand our complex world. The themes of location, place, human/environmental interaction, movement, and regions provide the framework for studying and researching the contemporary world.

Credit: 1

Pre-AP World Geography

PEIMS: 03320100

This course includes the same broad topics of study as World Geography Studies. The emphasis is on reading and evaluating literature, journal articles, and current events and preparing research projects. The skills taught in this course prepare students for success in AP courses.

Credit: 1

STAAR World Geography

PEIMS: 84400WDG

This is an intervention course developed for students who have already taken the regular World Geography course, but who did not achieve a Level II on the EOC. This course covers the study of the earth's surface and how certain characteristics such as climate, physical features, and the resources of a place impact people. In addition, processes that affect the physical geography of the earth and its impact on communities are also covered. Other topics to be covered regarding human geography are history, government, culture, and economics. This course is designed to be covered over 18 weeks.

Credit: 1 (Local)

World History

PEIMS: 03340400

This course provides students with an overview of the history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in World History are identified as students analyze important events and issues in civilization.

Credit: 1

Pre-AP World History

PEIMS: 03340400

The purpose of this course is to foster a greater understanding of the evolution of global developments and interactions. It focuses on the nature of change in international frameworks including their causes and consequences and builds on an understanding of cultural, institutional, and technological elements. Students are expected to master important analytical skills as well as specific factual information.

Credit: 1

STAAR World History

PEIMS: 84400WDH

This is an intervention course developed for students who have already taken the regular World History course, but who did not achieve a Level II on the EOC. This course provides students with an overview of major turning points, events, and issues in history from 8000 BC to the present. This course is designed to be covered over 18 weeks.

Credit: 1 (Local)

Band IV

PEIMS: 03150400

Students will develop advanced musical skills, read and write music notation, and perform at events and competitions. During the fall, students will coordinate physical movement (marching) with their instrumental performance. Students are required to attend football games. After marching season, students will concentrate on developing their musical knowledge and skills in a concert setting. This course will require that students attend summer band rehearsals, practice before and after school normal hours, and participate in performances and competitions.

Credit: 1

Instrumental Ensemble I

PEIMS: 03151700

Instrumental Ensemble I is a course for students seeking to perform literature designed for specific instrumentation as well as literature designed for each solo instrument. Groups such as mariachi and medium ensembles have an opportunity to work together to learn advanced musical literature. Instrumentation is to be determined by the director.

Credit: 1

Instrumental Ensemble II

PEIMS: 03151800

Instrumental Ensemble II is for students seeking to continue performing literature designed for a specific instrumentation as well as literature designed for each solo instrument. Groups such as mariachi and medium ensembles have an opportunity to work together to learn advanced musical literature. Instrumentation is to be determined by the director.

Credit: 1

Instrumental Ensemble III

PEIMS: 03151900

Instrumental Ensemble III is for students that seek to continue performing advanced literature designed for a specific instrumentation as well as literature designed for each solo instrument. Groups such as mariachi and medium ensembles have an opportunity to work together to learn advanced musical literature. Instrumentation is to be determined by the director.

Credit: 1

Instrumental Ensemble IV

PEIMS: 03152000

Instrumental Ensemble IV is for advanced students that wish to continue performing literature designed for a specific instrumentation as well as literature designed for each solo instrument. Groups such as mariachi and medium ensembles have an opportunity to work together to learn advanced musical literature. Instrumentation is to be determined by the director.

Credit: 1

Choir

PEIMS: 03150900

Students perform a varied repertoire of music as they develop their skills in vocal training, reading and writing music/ music notation, learning music theory and participating in performances/competitions. This course will require additional rehearsals beyond regular school hours.

Credit: 1

Other Electives

College Level Academic Readiness (CLAR)

PEIMS;

The CLAR AP course is to emphasize course specific learning objectives in order to prepare students for the content specific advanced placement exam that is used to assess college level expectations to qualify students for credit or advanced placement upon entering college.

Each AP course has a corresponding CLAR AP course that students may take in the spring term after the completion of the AP course in the fall.

Credit: 1 (Local)

College Prep

PEIMS: 85000CPC

The College Prep course is an 18 week course designed for seniors. It allows the students to explore college/universities and career choices. Students are required to research different colleges/universities and careers and present their findings to the class. In addition, the students are also required to fill out college applications such as ApplyTexas and the Common Application. Students also work on personal essays that are required for scholarship applications. Furthermore, students begin their financial aid process.

Credit: 1 (Local)

High School 101

PEIMS: N1290050

High school 101 is a new 9th grade course which is required for all 9th— grade students beginning with the 2013-2014 school year. This one semester course is designed to assist students in the transition from middle school to high school and to build skills that will support them in future transitions to career, college, adulthood, and independence. High School 101 will link relevant concepts so that students understand the “big picture” in preparing for life after high school while in high school. Within each of these areas of explorations, students will seek answers to three questions:

1. Who am I?
2. Who do I want to be?
3. How do I get there?

Students will also cover other topics such as bullying that will be embedded to assist students in the transition from middle school to high school.

Credit: 1

Peer Assistance Leadership I and II

PEIMS: N1290005, N1290006

Peer Assistance and Leadership courses utilize the potential of youth to make a difference in their lives, schools and communities. PAL® nurtures and builds capacities to help youth develop protective factors, helping them to achieve school and social successes which lead to a productive life.

Credits: 1



Principles of Architecture and Construction

PEIMS: 13004200

Overview to fields in architecture, interior design, construction science and construction technology. Information technology applications include systems, safety, health, and environmental; leadership and teamwork; ethics and legal responsibilities; employability and career development; technical skills; introduction to hand tools; introduction to power tools; basic rigging; and reading technical drawings.

Credit: 1

Principles of Agriculture, Food and Natural Resources

PEIMS: 13000200

To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

Credit: ½-1

Wildlife Fisheries and Ecology Management

PEIMS: 13001500

This course examines the management of game and non-game wildlife species, fish, aqua crops and their ecological needs as related to current agricultural practices.

Credit: ½-1

New in 2013-14!



Principles of Oil and Gas Production Systems

PEIMS: N1300253

This course will introduce students to Oil and Gas professions including the distinction between the different career opportunities and the required certification and degree for each. Students will study the history, current, and future significance of the petroleum industry and the applications of associated tools, equipment, technologies and governing authorities. This course is recommended for students in grades 9-12.

Credits: 1

Oil and Gas Production Systems I

PEIMS: N1300254

Students enrolled in this course will identify specific career opportunities, skills, abilities, tools, certification and safety measures associated with each career. Development of enhancing critical thinking skills and understanding components, systems, equipment, and production and safety regulations associated with oil and gas well production and maintenance. This course is recommended for students in grades 10-12.

Credits: 1

Oil and Gas Production Systems II

PEIMS: N1300255

This course will provide an overview of specific requirements for entry into post-secondary education and employment in the oil industry. Students will research and discuss petroleum economics, modes of transportation, environmental, health and safety concerns, and different energy sources. This course will prepare students for industry certification and is recommended for students in grades 10-12.

Credits: 2



Culinary Arts I

PEIMS: 13022600

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification, a Texas culinary specialist certification, or any other appropriate industry certification.

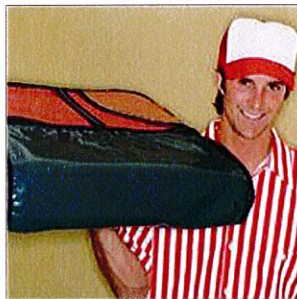
Credit: 1

Practicum in Culinary Arts

PEIMS: 13022700

Recommended Prerequisites: Restaurant Management, Lifetime Nutrition and Wellness, or Principles of Hospitality and Tourism Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Advanced students participate in actual career experiences. Students can pursue a national sanitation certification, a Texas culinary specialist certification or any other appropriate industry certification.

Credits: 2





Child Development

PEIMS: 13024700

This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. Students are encouraged to participate in extended-learning experiences such as Career and Technical Student Organizations (CTSOs) and other leadership and extracurricular organizations

Credit: ½-1

Lifetime Nutrition and Wellness

PEIMS: 13024500

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

Students are encouraged to participate in extended learning experience such as career and technical student organizations and other leadership or extracurricular organizations.

Credit: ½-1



Advanced Computer Programming

PEIMS: 13027700

Focuses on structured programming and analytical problem-solving skills; develops advanced programming skills, with emphasis on methodologies, algorithms, and data structures; investigates programming languages and operating systems; analyzes computer systems through programming applications; and examines confidentiality and security of information as well as employment opportunities in various business environments.

Credit (s): 2

Computer Maintenance

PEIMS: 13027300

First-year instruction is designed to provide job-specific training for entry-level employment in the rapidly expanding computer maintenance field. Instruction includes electricity/electronic theory, computer systems, data-communications, digital electronics, installations, inspections, adjustments, and repair and maintenance. Second-year instruction is designed to enhance the job-specific training for entry-level employment.

Credit: 1-2

Computer Programming

PEIMS: 13027600

Students acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as it relates to computer programming. Students apply technical skills to address business applications of emerging technologies.

Credit: 1

Computer Technician

PEIMS: 13027500

Students gain knowledge and skills in the area of computer technologies, including advanced knowledge of electrical and electronic theory, computer principles, and components related to the installation, diagnosis, service, and repair of computer-based technology systems. Students will reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems. Proper use of analytical skills and application of information technology concepts and standards are essential to prepare students for success in a technology-driven society. The critical thinking, information technology experience, and product development may be conducted either in a classroom setting with an instructor, with an industry mentor, or both.

Credit: 2

Digital and Interactive Media

PEIMS: 13027800

Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem.

Recommended Prerequisite: Keyboarding, ½ credit or equivalent

Credit: 1

Internetworking Technologies I (CISCO)

PEIMS: N1302803

Students who participate in CISCO Networking Academy earn academic credit while being trained on designing, installing and maintaining practical, cost-effective networks. Students will learn the information needed to prepare them with recognized industry-standard training. CISCO addresses the nation-wide shortage of Information Technology employees.

Credits: 2

Internetworking Technologies II (CISCO)

PEIMS: N1302804

This course is the second of two courses leading to the Cisco 640-821 Intro. Exam. CISCO 2 provides students with skills to network a small to medium business or an Internet Service Provider (ISP). In addition, the course provides instruction and training in planning, designing, installing, operating, and troubleshooting networks

Credits: 2

Principles of Information Technology

PEIMS: 13027200

Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

Credit: 1

**The Naval JROTC Program is offered at
Lyndon B. Johnson High School**



NAVAL SCIENCE 1 (JROTC)

PEIMS: PES00004

Course Content: Includes introduction to the NJROTC program; introduction to Leadership, Citizenship and the American Government; Introduction to Wellness, Fitness, and First Aid to include diet, exercise and drug awareness, Introduction to Geography, Orienteering, Survival and Map Reading Skills; Financial Skills and Introduction to the U. S. Navy.

Credit: 1 (May suffice for P.E.)

NAVAL SCIENCE 2 (JROTC)

PEIMS: 03160200

Course Content: Includes ongoing instruction into Leadership; Introduction to Maritime History, including the American Revolution, Civil War, the rise of the U.S. to world power status, World Wars I and II, the Cold War Era and the 1990s and Beyond; Introduction to Nautical Sciences to include Maritime Geography, Oceanography, Meteorology, Astronomy, and Physical Sciences.

Credit: 1

NAVAL SCIENCE 3 (JROTC)

PEIMS: 03160300

Course Content: Includes instruction in Sea Power and National Security, Naval Operations and Support Functions, Military law, and International Law and the Sea. Provides Introduction to Ship Construction and Damage Control, Shipboard Organization and Watch Standing, Basic Seamanship, Marine Navigation, and Naval Weapons and Aircraft. Ongoing instruction in leadership, citizenship and discipline.

Credit: 1

NAVAL SCIENCE 4 (JROTC)

PEIMS: 03130400

Course Content: Includes instruction in theoretical and applies aspects of leadership, training, and evaluation of performance. Students will become aware of the techniques used to create motivation, develop goals and activities for a work group, and the proper ways to set a leadership example. Students are provided access to ACT/SAT prep courses, guidance in selecting a college and pursuing available scholarships, and mentoring in establishing long range life goals.

Credit: 1

**Marine Corps Junior Reserve Training Corps (MCJROTC)
Offered at United South High School**



All MCJROTC Leadership Education is divided into five (5) categories: Leadership, Citizenship, Personal Growth and Responsibility, Public Service, and General Military Subjects. Each year the curriculum builds on the previous year.

Leadership Education I (LE I) JROTC I

PEIMS: PES00004

Leadership: Introduction, leadership traits, ethics, morals, and values. Citizenship: Introduction, patriotism, rights, responsibilities and privileges of citizenship. Personal Growth and Responsibilities: physical fitness, health, hygiene, nutrition, social skills, written and oral communications. Public Service: Introduction to career preparation. General Military Subjects: JROTC administration, drill, uniforms and equipment, customs and courtesies, Marine rank structure, Marine chain of command, military history, first aid, and fire-arms safety.

Credit: 1 (May suffice for P.E)

Leadership Education II (LEII) JROTC II

PEIMS: 03160200

Leadership: leadership objectives, leadership principles, responsibility and accountability, esprit de corps, team training. Citizenship: freedom documents, civic responsibilities, government. Personal Growth and Responsibilities: physical fitness, health, hygiene, nutrition, social skills, written and oral communications. Public Service: job applications, interviews. General Military Subjects: drill, uniforms and equipment, customs and courtesies, Navy rank structure, Marine posts and stations, military history, interior guard, basic rifle marksmanship, land navigation (map reading), military law and justice.

Credit: 1

Leadership Education III (LE III) JROTC III

PEIMS: 03160300

Leadership: inspections, evaluating performance, leadership styles. Citizenship: plan and conduct special events, national defense. Personal Growth and Responsibilities: physical fitness, service etiquette, speech presentation, personal finance. Public Service: college prep, workplace behavior, opportunities in public service, ASVAB test. General Military Subjects: drill, Army and Air Force rank structure, Marine Corps organization, military history, rifle marksmanship, land navigation (lensatic compass).

Credit: 1

Leadership Education IV (LE IV) JROTC IV

PEIMS: 03160400

Leadership: resolving conflict, equal opportunity, sexual harassment, fraternization. Citizenship: portraits of patriots, great Americans, civic responsibilities. Personal Growth and Responsibilities: physical fitness, teaching a lesson, writing a research paper. Public Service: resume writing. General Military Subjects: drill, personnel inspections, mess night, Marine Air-Ground Task Force, military history, competitive marksmanship, orienteering, mock trial.

Credit: 1



The United Independent School District offers Career and Technical Education programs in sixteen career clusters. Admission to these programs is based on interest and aptitude, age appropriateness, and program availability at the campuses.

It is the policy of the United Independent School District not to discriminate on the basis of race, religion, color, national origin, sex, or handicap in its educational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Rita Garner, at (956) 473-6284, 301 Lindenwood, and/or the Section 504 Coordinator, Emma Leza at (956) 473-5245, 4410 Texas Highway 359, Laredo, Texas.