

Texas School for the Blind and Visually Impaired

Course Guide 2025-2026



Empowering Students to Pursue Possibilities

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TSBVI Mission and Vision

Mission

We serve as a leading center of expertise and resources, working in partnership with schools, families, communities, and organizations to transform outcomes for students, ages birth to 22, who are blind, visually impaired, or deafblind.

Vision

All Texas students who are blind, visually impaired, or deafblind will be empowered to lead productive and fulfilling lives.



Purpose of the Guide

The TSBVI Course Guide contains important information for students, families, and district partners to promote student success in middle and high school. The guide highlights curriculum programming and graduation requirements that apply to secondary students enrolled at TSBVI. It also provides details about the courses offered, as well as information students and their support teams need to plan the courses they will take to graduate and to prepare for post-secondary success.

The guide includes information about the required academic curriculum for all students at the middle and high school levels, including English Language Arts and Reading, Mathematics, Science, and Social Studies. It also includes information about the Enrichment Curriculum available, including Fine Arts, PE, Health, Languages Other than English, Career and Technology, and Technology Applications, as well as the Expanded Core Curriculum (ECC).

TSBVI does not offer all courses every year. Check with your student's assigned assistant principal for availability of specific courses. Information in this guide is subject to change due to updates in local, state, or federal policies. The most up-to-date relevant policies can be found on our website at www.tsbvi.edu

Student Curriculum Program Definitions

TSBVI is a special education campus. All students enrolled have an Individualized Education Plan (IEP) that outlines specific goals, objectives, accommodations, and/or modifications needed to support their learning. The following definitions are intended to describe the three key curricular programs students may access while here at TSBVI. It is important to note that a student may access general curriculum content in one subject but access a modified curriculum in another. The Admission, Review, and Dismissal (ARD) committee is responsible for making the determination for when a student accesses which curriculum content. In addition, the ARD committee makes decisions related to what state-required standardized tests students are eligible to take.

General Curriculum

The general curriculum is based on grade-level standards established by the Texas Education Agency, known as the Texas Essential Knowledge and Skills (TEKS). Students accessing this curricular program may need accommodations to access content in academic subject or enrichment areas, but do not require modifications to academic content or an IEP goal in core academic subject or enrichment areas. Students accessing the general curriculum for any given academic subject or enrichment area will typically take the STAAR and End of Course exams.

Modified Curriculum

The modified curriculum is based on grade-level standards established by the Texas Education Agency, known as the Texas Essential Knowledge and Skills (TEKS). Students accessing this curricular program may need accommodations to access content in academic subject and enrichment areas, but also require modifications to content. Specific modifications, as well as goals for academic core subject and enrichment areas are individualized and determined by the ARD committee. Students accessing the modified curriculum for any given academic subject or enrichment area will typically take the STAAR and End of Course exams.

Alternate Curriculum

The alternate curriculum is based on vertically aligned prerequisites of the grade-level standards established by the Texas Education Agency, known as the Texas Essential Knowledge and Skills (TEKS). Students accessing this curricular program may need accommodations to access content in academic subject and enrichment areas, but also require significant modifications to content, primarily focusing on prerequisite skills. Specific modifications, as well as goals for academic core subject and enrichment areas are individualized and determined by the ARD committee. Students accessing the alternate curriculum will typically take the STAAR Alt2 exams.

For additional information regarding student programming, contact the student's assigned Assistant Principal:

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Expanded Core Curriculum (ECC)

The Expanded Core Curriculum (ECC) consists of nine skill domains that are specific to students who are blind or have low vision and are critical for their success. All students at TSBVI have access to instruction in the ECC. The student's ARD committee determines the areas of need and makes decisions related to how the ECC will be addressed. Sometimes, the ECC skills are infused with academic instruction, while other times, a specific ECC goal may be identified, and the student may receive explicit instruction to support growth in a given ECC skill area. The nine domains are listed and briefly summarized below.

Assistive Technology

Assistive Technology skills are used to support learning, communication, and access. Assistive Technology skills consist of the use of low-tech tools, such as an abacus, optical device, or braillewriter; Electronic equipment, such as switches, and note taking devices; and high-tech tools, such as mobile devices and computers with magnification, screen reading, and speech to text capability. Students are expected to:

- Know and use the steps to operate the various technology tools
- Consider what technology tool is best to use for a particular task
- Problem-solve when equipment is not working as it should

Career Education

Career Education provides the opportunity for students to learn about the possibility for employment, as well as the knowledge and skills necessary to be successful in the workforce. Students are expected to:

- Be responsible for themselves and their belongings
- Be punctual and manage their time
- Explore and identify interests, strengths, and areas for improvement
- Investigate and complete the process for various post-secondary education and training options

- Secure volunteer, part-time, or full-time work opportunities

Compensatory

Compensatory skills are skills that help a student access the academic curriculum. Students use these skills to:

- Access information—print, braille, auditory
- Communicate—listen and understand, as well as express thoughts, ideas, and feelings
- Build concepts, especially those that are difficult to access because of size or safety
- Complete tasks—works independently, organizes materials and time

Independent Living

Independent Living includes the skills that people perform to accomplish daily living tasks and contribute to the family structure. Students are expected to:

- Participate in household chores
- Complete personal care and hygiene tasks, such as grooming, bathing, and dressing
- Prepare food and practice eating skills
- Manage time, money, and personal belongings

Orientation and Mobility

Orientation and Mobility includes skills that enable a student to know where they are in space, as well as move safely, efficiently, and independently in the environment. Students are expected to:

- Build an awareness of space and their body in that space
- Understand and use directionality, including up, down, left, right, in front, behind
- Use landmarks and cues to support knowing where they are

Recreation and Leisure

Recreation and Leisure provides students opportunities to explore and participate in novel and familiar, high-interest activities. Students are expected to:

- Identify activities they enjoy doing during unstructured time
- Identify activities they are interested in trying
- Consider how activities can be adapted so that they can participate

Self-Determination

Self-Determination is the determining factor for students' post-secondary success. The skills include, self-awareness, responsible decision-making, problem-solving, and self-advocacy. Students are expected to:

- Make informed, responsible choices
- Set and evaluate goals
- Identify strengths and interests, and advocate for their needs
- Demonstrate agency and autonomy in situations of their lives

Sensory Efficiency

Sensory Efficiency provides opportunities for students to practice skills with all the senses. This also includes using the senses to help develop perception of the position and movement of the body in space, as well as sensory stimulation. Students are expected to:

- Use the senses to gather or access information
- Identify strategies to increase the efficiency of sensory discrimination
- Use the senses to be aware of personal body space, as well as move through the environment

Social Interaction

Social Interaction skills include verbal and non-verbal forms of communication with others, such as volume and tone of voice, facial expressions, posture, and gestures. It also includes the development of healthy interpersonal relationships. Students are expected to:

- Listen to or attend to others as they speak/communicate
- Express thoughts and ideas in conversation or presentation
- Communicate likes, dislikes, wants, and needs
- Set and respect boundaries of others

Many ECC skills overlap and can be integrated into activities to support proficiency and reinforce the application of skills across contexts. In short, meaningful opportunities for students integrate skills from multiple domains and give students the chance to practice and apply the skills in a variety of ways.

Austin Independent School District Partner Schools

TSBVI has partnerships with middle and high schools in the Austin Independent School District. When a student's ARD committee agrees that it is appropriate for them to access one or more classes at a traditional school campus while attending TSBVI, students may take courses offered at either Lamar Middle School or McCallum High School. These courses will be reflected on the student's transcript and Academic Achievement Record (AAR). For more information on the classes these schools have available, please visit the Austin Independent School District website at <https://www.austinisd.org/ssig>.

Middle School Information

TSBVI middle school students are enrolled in grades 6-8 and have access to a range of course offerings that meet the requirements set forth by the Texas Education Agency. The student, in collaboration with TSBVI, the local school district, and families, makes decisions related to the student's classes, and the team considers the student's academic needs, post-secondary goals, and personal interests. In order for students to be prepared for the high school curriculum, students are required to take courses in the core academic subject areas—English Language Arts and Reading, Mathematics, Science, and Social Studies. In addition, they must fulfill the requirements for Fine Arts and Physical Education, and access instruction in College and Career Readiness, Health, and Technology Applications. Unless otherwise stated, students are enrolled in courses for an entire school year.

Fine Arts Requirements

Each student must complete one Fine Arts course in either grade 6, 7, or 8. TSBVI has courses available in Music, Art, and Dance to fulfill this requirement. Fine Arts courses are sequential, so rather than being enrolled by grade-level, students are enrolled based on where they are in the sequence of a given Fine Arts area of study.

Physical Education Requirements

Students in grades 6-8 are required to participate in moderate to vigorous physical activity for at least thirty minutes daily for at least four semesters. Students who are unable to participate due to illness or disability may be given an exemption.

College and Career Readiness Instructional Requirements

Students in grades 7 and 8 will have access to instruction related to College and Career Readiness which must include:

- The creation of a high school Personal Graduation Plan (PGP).
- College Readiness standards, and
- career choices and the educational requirements of those careers.

ECC Instruction

Students who need explicit, targeted instruction in one or more areas of the Expanded Core Curriculum (ECC) may be enrolled in a course to address these individual needs. This decision will be made by the ARD committee and will depend on the availability of the courses offered.

Accelerated Instruction

When determined to be appropriate by the student's ARD committee, a middle school student may take a course or courses designated as 9-12 course offerings.

For additional information on requirements or instructional opportunities, please refer to the school policy for the Basic Instructional Program at

<https://www.tsbvi.edu/administration/policies-and-procedures/e-policy-index-instruction/ehac-basic-instructional-program-required-instruction-secondary>

Middle School Courses at TSBVI

English Language Arts and Reading

ELAR, Grade 6

Course Number: 03200510

Course Description: The ELAR Texas Essential Knowledge and Skills (TEKS) are organized into seven strands that focus on listening, speaking, reading, writing, and thinking. Because the strands are interconnected and progressive, students in 6th grade apply their previous knowledge and skills of these strands with greater depth and increasingly complex texts as they become self-directed learners who are able to work collaboratively and independently to develop and use metacognitive and inquiry skills. Students are expected to think critically as both readers and writers, considering the intentional decisions an author makes for various purposes and audiences. Students will engage in discussions, reading, and writing on a daily basis.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

ELAR, Grade 7

Course Number: 03200520

Course Description: The ELAR Texas Essential Knowledge and Skills (TEKS) are organized into seven strands that focus on listening, speaking, reading, writing, and thinking. Because the strands are interconnected and progressive, students in 7th grade apply their previous knowledge and skills of these strands with greater depth and increasingly complex texts as they become self-directed learners who are able to work collaboratively and independently to develop and use metacognitive and inquiry skills. Students are expected to think critically as both readers and writers, considering and applying the intentional decisions an author makes for various purposes and audiences. Students will engage in discussions, reading, and writing on a daily basis.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

ELAR, Grade 8

Course Number: 03200530

Course Description: The ELAR Texas Essential Knowledge and Skills (TEKS) are organized into seven strands that focus on listening, speaking, reading, writing, and thinking. Because the strands are interconnected and progressive, students in 8th grade apply their previous knowledge and skills of these strands with greater depth and increasingly complex texts as they become self-directed learners who are able to work collaboratively and independently to develop and use metacognitive and inquiry skills. Students are expected to think critically as both readers and writers, considering and applying the intentional decisions an author makes for various purposes and audiences. Students will engage in discussions, reading, and writing on a daily basis.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Reading, Grades 6-8

Course numbers: 03273410 (Grade 6), 03273420 (Grade 7), 03273430 (Grade 8)

Course Description: This course provides additional time and support for students to strengthen reading skills. Students receive specific, targeted, intensive instruction in word recognition and phonemic awareness, reading fluency, vocabulary, and comprehension. Teachers for this course have been trained in supporting students with reading difficulties and use research-based reading intervention curricula such as Wilson or Basic Language Skills.

****Students will be enrolled in this course according to individual need and as determined by the ARD committee.****

Mathematics

Mathematics, Grade 6

Course Number: 02640060

Course Description: In 6th grade mathematics, the primary areas of focus include number and operations; proportionality; equations, expressions, and relationships; and measurement and data. Students use concepts and properties of rational numbers, as well as proportionality, to explore and communicate mathematical relationships. Students use algebraic thinking to describe numerical relationships, and they can use and create various representations (graphical, symbolic, numeric, and verbal) of these relationships. Additionally, students will apply mathematical process standards to support solving problems, as well as evaluating and justifying solutions. Students also continue to develop and apply their mathematical knowledge and skills to personal financial literacy.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Mathematics, Grade 7

Course Number: 03103000

Course Description: In 7th grade mathematics, the primary areas of focus include number and operations; proportionality; equations, expressions, and relationships; and measurement and data. Students continue to develop and use concepts and properties of rational numbers, as well as proportionality, to explore and communicate mathematical relationships. Students use algebraic thinking to describe increasingly complex numerical relationships, and they can use and create various representations (graphical, symbolic, numeric, and verbal) of these relationships. Additionally, students will apply mathematical process standards to support solving problems, as well as evaluating and justifying solutions. Students also continue to develop and apply their mathematical knowledge and skills to personal financial literacy.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Mathematics, Grade 8

Course Number: 03103100

Course Description: In 8th grade mathematics, the primary areas of focus include proportionality; equations, expressions, relationships, and foundations of functions; and measurement and data. Students extend concepts of proportionality to analyze numeric and geometric relationships and determine proportional and non-proportional situations. Students use algebraic thinking to describe increasingly complex relationships, and they can connect various representations (graphical, symbolic, numeric, and verbal) of these relationships, including equations and inequalities. Students begin developing an understanding of functional relationships. Additionally, students will apply mathematical process standards to support solving problems, as well as evaluating and justifying solutions. Students also continue to develop and apply their mathematical knowledge and skills to personal financial literacy.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Science

Science, Grade 6

Course Number: 03060600

Course Description: This course incorporates interdisciplinary science topics, with a focus on physical science. Students use scientific inquiry and processes to explore concepts related to properties of matter, force and motion, energy transformation, systems of earth and space, and classifying organisms. Students conduct investigations, following the scientific method, and analyze data to draw conclusions and make informed decisions.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Science, Grade 7

Course Number: 03060700

Course Description: This course incorporates interdisciplinary science topics, with a focus on organisms and the environment. Students use scientific inquiry and processes to explore concepts related to properties of matter, force, motion, and energy, natural events and human activities that impact earth, components of the solar system, ecology, structure and function of cells and the human body, and genetics. Students conduct investigations, following the scientific method, and analyze data to draw conclusions and make informed decisions.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Science, Grade 8

Course Number: 03060800

Course Description: This course incorporates interdisciplinary science topics, with a focus on earth and space science. Students use scientific inquiry and processes to explore concepts related to properties of matter, force and motion, relationships of the Earth, Sun, and Moon, characteristics of the universe, plate tectonics, earth and weather systems, interdependence of living systems, and environmental changes. Students conduct investigations, following the scientific method, and analyze data to draw conclusions and make informed decisions.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Social Studies

Social Studies, Grade 6—World Cultures

Course Number: 02660060

Course Description: In 6th grade, students study the people, places, and societies of the contemporary world. Students identify the locations and geographic characteristics of various societies and describe the influence of individuals and groups on historical and current events within those societies. Students also identify the different ways of organizing economic and governmental systems, describe the nature of citizenship in various civilizations, and compare institutions common to all societies, including government, education, and religion. Students explain the impact of technology and discuss points of view and perspective based on the concept of frame of reference. Primary and secondary sources are used to enhance student understanding of the strands within the course.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Social Studies, Grade 7—Texas History

Course Number: 03343000

Course Description: In 7th grade, students examine the full scope of Texas history from early times to the present. The focus of study for each historical era is on key individuals, events, and issues and their impact. Students also identify the regions of Texas and describe the structure and functions of municipal, county, and state governments. Students will examine the rights and responsibilities of Texas citizens, identify different racial and ethnic groups that contributed to Texas culture, and analyze the impact of science and technology on the industries of Texas. Primary and secondary sources are used to enhance student understanding of the strands within the course.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Social Studies, Grade 8—U.S. History

Course Number: 03343100

Course Description: In 8th grade, students study the history of the United States from the early colonial period through Reconstruction. The course focuses on the political economic, religions, social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, the challenges of the early Republic, the Age of Jackson, westward expansion, sectionalism, Civil War and Reconstruction. Students examine the physical characteristics of the United States and their influence on how and where Americans lived, the American beliefs and principles reflected in historical documents such as the U.S. Constitution, the effects of major Supreme Court cases and reform movements of the 19th century, and examine the rights and responsibilities of U.S. citizens, as well as the importance of effective leadership in a constitutional republic. Students also evaluate the impact of science and

technology on the development of the United States. Primary and secondary sources are used to enhance student understanding of the strands within the course.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Physical Education

Physical Education, Grades 6-8

Course Numbers: 02850000 (Grade 6), 03823000 (Grade 7/8)

Course Description: In 6th through 8th grades, students apply sports concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply safety practices and self-management; and understand the function of the body in greater detail. Students learn to use technology to assist in measuring and monitoring performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.

****Students will receive accommodations and modifications for this course as determined by the ARD committee.****

Fine Arts

Art, Middle School 1

Course Number: 03154110

Course Description: In this course, students study the foundations of art through four strands: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response. Students develop their observational literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity, and through art, students challenge their imagination, foster critical thinking, collaborate with others, and build reflective skills. Students also develop the lifelong ability to make informed judgements as they exercise meaningful problem-solving skills.

****Students will receive accommodations and modifications for this course as determined by the ARD committee.****

Art, Middle School 2

Course Number: 03154210

Course Description: To take this course, students must have taken Art, Middle School 1. In this course, students continue to study the foundations of art through four strands: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response. Students continue developing their observational literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity, and through art, students challenge their imagination, foster critical thinking, collaborate with others, and build reflective skills. Students also develop the lifelong ability to make informed judgements as they exercise meaningful problem-solving skills.

****Students will receive accommodations and modifications for this course as determined by the ARD committee.****

Art, Middle School 3

Course Number: 03154310

Course Description: To take this course, students must have taken Art, Middle School 1 and 2. In this course, students continue to study the foundations of art through four strands: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response. Students further their observational literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity, and through art, students continue to challenge their imagination, foster critical thinking, collaborate with others, and build reflective skills. Students also develop the lifelong ability to make informed judgements as they exercise meaningful problem-solving skills.

****Students will receive accommodations and modifications for this course as determined by the ARD committee.****

Music, Middle School 1—Choir

Course Number: 03154131

Course Description: In this course, students begin the study of the foundations of vocal performance through four strands: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response. Students gain basic music literacy skills through reading, writing, reproducing, and creating music. Through creative expression, students begin to apply music literacy and the critical-thinking skills of music, and students will explore the relevance of music to history and culture by experiencing different music periods and styles. Through critical listening, students analyze, evaluate, and respond to music, learning to develop criteria for making critical

judgements and informed choices. Students participate in several performances throughout the year.

****Students will receive accommodations and modifications for this course as determined by the ARD committee.****

Music, Middle School 2—Choir

Course Number: 03154231

Course Description: To take this course, students must have taken Music, Middle School 1—Choir. In this course, students continue the study of the foundations of vocal performance through four strands: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response. Students increase their music literacy skills through reading, writing, reproducing, and creating music. Through creative expression, students continue to apply music literacy and the critical-thinking skills of music, and students will explore the relevance of music to history and culture by experiencing different music periods and styles. Through critical listening, students analyze, evaluate, and respond to music, learning to develop criteria for making critical judgements and informed choices. Students participate in several performances throughout the year.

****Students will receive accommodations and modifications for this course as determined by the ARD committee.****

Music, Middle School 3—Choir

Course Number: 03154331

Course Description: To take this course, students must have taken Music, Middle School 1 and 2—Choir. In this course, students continue the study of the foundations of vocal performance through four strands: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response. Students continue to strengthen their music literacy skills through reading, writing, reproducing, and creating music. Through creative expression, students continue to apply music literacy and the

critical-thinking skills of music, and students explore the relevance of music to history and culture by experiencing different music periods and styles. Through critical listening, students analyze, evaluate, and respond to music, learning to develop criteria for making critical judgements and informed choices. Students participate in several performances throughout the year.

****Students will receive accommodations and modifications for this course as determined by the ARD committee.****

Music, Middle School 1—Instrumental Ensemble

Course Number: 03154133

Course Description: In this course, students begin the study of the foundations of instrumental ensemble performance through four strands: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response. Students gain basic music literacy skills through reading, writing, reproducing, and creating music. Through creative expression, students begin to apply music literacy and the critical-thinking skills of music, and students will explore the relevance of music to history and culture by experiencing different music periods and styles. Through critical listening, students analyze, evaluate, and respond to music, learning to develop criteria for making critical judgements and informed choices. Students participate in several performances throughout the year.

****Students will receive accommodations and modifications for this course as determined by the ARD committee.****

Music, Middle School 2—Instrumental Ensemble

Course Number: 03154233

Course Description: To take this course, students must have taken Music, Middle School 1—Instrumental Ensemble. In this course, students continue the study of the foundations of instrumental ensemble performance through four strands: music literacy; creative expression; historical and cultural relevance; and critical evaluation and

response. Students increase their music literacy skills through reading, writing, reproducing, and creating music. Through creative expression, students continue to apply music literacy and the critical-thinking skills of music, and students will explore the relevance of music to history and culture by experiencing different music periods and styles. Through critical listening, students analyze, evaluate, and respond to music, learning to develop criteria for making critical judgements and informed choices. Students participate in several performances throughout the year.

****Students will receive accommodations and modifications for this course as determined by the ARD committee.****

Music, Middle School 3—Instrumental Ensemble

Course Number: 03154333

Course Description: To take this course, students must have taken Music, Middle School 1 and 2—Instrumental Ensemble. In this course, students continue the study of the foundations of instrumental ensemble performance through four strands: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response. Students continue to strengthen their music literacy skills through reading, writing, reproducing, and creating music. Through creative expression, students continue to apply music literacy and the critical-thinking skills of music, and students explore the relevance of music to history and culture by experiencing different music periods and styles. Through critical listening, students analyze, evaluate, and respond to music, learning to develop criteria for making critical judgements and informed choices. Students participate in several performances throughout the year.

****Students will receive accommodations and modifications for this course as determined by the ARD committee.****

Health

Health, Grades 7-8

Course Number: 03813000

Course Description: In this course, students gain an understanding of health information and skills through six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health. Learning about body systems lays the foundation for personal health and hygiene and prepares students for lifelong health outcomes. Health literacy and preventative behaviors empower students to make informed choices to support self, family, and community. Students continue to develop knowledge and skills necessary to manage emotions, reactions, and relationships, which are essential to reaching one's full potential. Students gain knowledge about social and emotional health, including developing a healthy self-concept, understanding risk and protective factors, and identifying and managing mental health and wellness concerns. Students build on their fluency around emotions and self-regulation and understanding the relationship between feelings, thoughts, and behavior by learning and practicing appropriate ways to solve interpersonal conflicts, work to develop a positive self-image, and develop healthy self-management skills. Students apply critical-thinking and decision-making skills to make positive health choices and support a healthy lifestyle. Students learn about essential nutrients, food groups, portion control, government nutritional recommendations, and the health benefits of being physically active. Students evaluate the connection between physical activity and nutrition and the prevention of chronic diseases. Students learn to make decisions to ensure their safety and that of others through instruction in digital citizenship, bullying prevention, first aid, and identification of safe and unsafe situations. Students gain knowledge and skills to support safety and wellness at school, at home, online, and in the community. Students learn key concepts about alcohol, tobacco, and other drugs, including the use, misuse, and physiological effects; short- and long-term impacts on health; treatment; risk and protective factors; and prevention. These concepts introduce healthy alternatives and ways for students to ask for and seek out help from parents and other trusted adults. Students also learn about changes associated with adolescent development in the reproductive and sexual health strand.

and identify the purpose of these changes and their role in fertilization and reproduction. Students learn the characteristics of healthy and unhealthy relationships and how to use communication and refusal skills to set personal boundaries in dating/romantic relationships. Students also identify how to respond to sexual harassment and abuse.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Career Development

General Employability, Grades 6-8

Course Numbers: 82900GE6 (Grade 6), 82990GE7 (Grade 7), 83800GE8 (Grade 8)

Course Description: This course provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills.

Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is a part of the process of obtaining employability skills and abilities and is experiential learning that takes place over time.

****Students will receive accommodations and modifications for this course as determined by the ARD committee.****

Technology Applications

Tech Apps, Grades 6-8

Course Numbers: 02670060 (Grade 6), 03580100 (Grade 7), 03580120 (Grade 8)

Course Description: The six strands of technology applications include creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem-solving, and decision-making; digital citizenship; and technology operations and concepts. Students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing college and career readiness skills.

****Students will receive accommodations and modifications for this course as determined by the ARD committee.****

Expanded Core Curriculum

Braille, Grades 6-8

Course Numbers: 82900BR6 (Grade 6), 82990BR7 (Grade 7), 83800BR8 (Grade 8)

Course Description: This course will provide instruction in pre-braille skills, tactual discrimination, the reading and writing of the braille code, and the development of efficient braille reading including fluency and comprehension. The braille reading and writing course will emphasize the conventions and mechanics of braille. It will, therefore, facilitate and support tasks completed in all subject areas and work environments. This curriculum for this course, Braille FUNdamentals, has been updated to be compliant with the newly adopted braille code – Unified English Braille (UEB). This includes the elimination of nine braille contractions, and changes in several punctuation marks. The updated curriculum will reflect the eliminations and other changes in each cluster in which they are taught.

ECC Topics, Grades 6-8

Course Numbers: 82900ECC (Grade 6), 82990ECC (Grade 7), 83800ECC (Grade 8)

Course Description: This course is designed to provide students with explicit instruction in one or more highlighted ECC domains—Compensatory Skills (organizational and study skills), Self-Determination (self-awareness, self-management, goal setting, problem solving, and conflict resolution), Independent Living Skills (food, home, and money management), Social Interaction Skills (social awareness skills, social communication, and relationship skills), Recreation and Leisure Skills (exploring interests in recreation and leisure activities and possible adaptations for specific activities), and Sensory Efficiency (auditory, tactile and visual skills). The focus areas will be based on student needs and guided by goals in the Individualized Education Plan (IEP determined by the student's ARD committee).

High School Information

TSBVI high school students are enrolled in grades 9-12 and have access to a range of course offerings that meet the requirements set forth by the Texas Education Agency and the State Board of Education. The student, in collaboration with TSBVI, the local school district, and families, makes decisions related to the student's classes, as well as transition and graduation plans. The team considers the student's academic needs, post-secondary goals, and personal interests when planning and making decisions about life after high school.

Requirements for a TSBVI Diploma

A student must meet the following requirements to receive a high school diploma from TSBVI:

- Complete the required number of credits established by the state and any additional credits required by the school.
- Complete any locally required courses in addition to the courses mandated by the state.
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law.
- Demonstrate proficiency, as determined by the school, in the specific communication skills required by the State Board of Education.
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Students may either earn a diploma from TSBVI or from their local districts. If a student, in collaboration with their ARD committee, decides to earn their diploma from their local school district, TSBVI works closely with the district to determine the district's specific

graduation requirements for the student. At the student's annual ARD meeting, credits and courses should be discussed to ensure that the student is on track to earn their diploma from the designated institution--either TSBVI or the local district.

Testing Requirements for Graduation

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

If a student fails to perform satisfactorily on an EOC assessment, the school will provide remediation to the student in the content area for which the performance standard was not met. In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law (a student's ARD Committee), unanimously determines that the student is eligible to graduate.

Personal Graduation Plan

Each student, in collaboration with families and TSBVI staff, develops their plan for graduation. Some of this work begins in 8th grade, but the complete plan is developed in 9th grade and changed as needed in following years.

The Personal Graduation Plan (PGP) consists of the identified program the student will pursue for graduation, as well as all of the coursework students plan to complete during high school. The PGP should reflect a course of study that promotes college or workforce readiness, career placement and advancement, and facilitates the transition

to post-secondary success. TSBVI encourages all students to pursue a PGP that includes the completion of at least one endorsement and the requirements for the Distinguished Level of Achievement (DLA). However, after the student's sophomore year, the student and the student's parent/guardian may request that the student graduate without an endorsement.

Foundation High School Program

The Foundation High School Program (FHSP) consists of 22 required credits. The 22 credits include:

- English (4 credits)
- Mathematics (3 credits)
- Science (3 credits)
- Social Studies (3 credits)
- Languages Other than English (2 credits)
- Physical Education (1 credit)
- Fine Arts (1 credit)
- Electives (5 credits)

Endorsements and CTE Programs of Study

Endorsements

For students to graduate and be prepared for post-secondary success, it is recommended that students choose to earn an endorsement, which enables them to focus on a related series of courses. Endorsement paths include:

- Science, Technology, Engineering, and Mathematics (STEM),
- Business and Industry,
- Public Services,
- Arts and Humanities, and

- Multi-disciplinary Studies.

Beginning in 9th grade, a student must indicate an endorsement they intend to follow but may change or add an endorsement at any time. Students wishing to earn either a STEM or Public Service endorsement will pursue these through the LEA. All other endorsements may be earned at TSBVI. Students pursuing an endorsement will earn a total of 26 credits, and the title of the endorsement(s) will be reflected on the student's transcript.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent/guardian are advised of the specific benefits of graduating with an endorsement and submit written permission for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student's desired college or university.

CTE Programs of Study

Career and Technical Education (CTE) Programs of Study provide students the opportunity to enroll in a sequence of coherent and rigorous courses related to a particular career field. CTE content is aligned to academic standards and relevant technical knowledge needed to prepare for and succeed in current or emerging professions. Each program of study is associated with an endorsement. TSBVI offers three CTE Programs of Study with four possible career pathways for students. The table below shows the Programs of Study and their associated pathways, courses, and endorsements. The table below shows the Programs of Study and their associated pathways, courses, and endorsements.

CTE Program of Study	Career Pathway	Level I	Level II	Level III	Level IV	Endorsement
Arts, A/V Technology and Communications	Digital Communications	Professional Communications	AV Production I (+lab)	AV Production II (+lab)	Career Preparation General I	Business and Industry
Hospitality and Tourism	Lodging and Resort Management	Principles of Hospitality and Tourism	Travel and Tourism Management	Hospitality Services	Career Preparation General I	Business and Industry
Human Services	Family and Community Services	Principles of Human Services	Lifetime Nutrition and Wellness, Child Development, or Interpersonal Studies	Family and Community Services	Career Preparation General I	Public Service
Human Services	Health and Wellness	Principles of Human Services	Lifetime Nutrition and Wellness or Interpersonal Studies	Applied Nutrition and Dietetics	Career Preparation General I	Public Service

Distinguished Level of Achievement

A student may earn the Distinguished Level of Achievement (DLA) by completing at least one endorsement and Algebra II as one of the required advanced mathematics credits. This achievement will be reflected on a student's transcript. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

Table of Foundation High School Program Graduation Requirements for Students

Foundation Course Requirements	Foundation Plan	Foundation Plan w/ Endorsements	Distinguished Level of Achievement (DLA)
English Language Arts (ELA)	English I, II, III, & an Advanced English Course (4 credits)	English I, II, III, & an Advanced English Course (4 credits)	English I, II, III, & an Advanced English Course (4 credits)
Mathematics	Algebra I, Geometry, & an Advanced Math Course (3 credits)	Algebra I, Geometry, & two Advanced Math Courses (4 credits)	Algebra I, Geometry, Algebra II, & an additional Math Course (4 credits)
Science	Biology, IPC or an Advanced Science Course, & an Advanced Science Course (3 credits)	Biology, IPC or an Advanced Science Course, & two Advanced Science Courses (4 credits)	Biology, IPC or an Advanced Science Course, & two Advanced Science Courses (4 credits)
Social Studies	World Geography and/or World History, and a TSBVI approved Social Studies course, U.S. History, U.S. Government (.5 credit) & Economics (.5 credit) OR Personal Financial Literacy & Economics (.5 credit) (4 credits)	World Geography and/or World History, and a TSBVI approved Social Studies course, U.S. History, U.S. Government (.5 credit), & Economics (.5 credit) OR Personal Financial Literacy & Economics (.5 credit) (4 credits)	World Geography and/or World History, and a TSBVI approved Social Studies course, U.S. History, U.S. Government (.5 credit), & Economics (.5 credit) OR Personal Financial Literacy & Economics (.5 credit) (4 credits)
Languages Other Than English (LOTE)	LOTE (2 credits in the same language, computer programming language, or other allowable exceptions)	LOTE (2 credits in the same language, computer programming language, or other allowable exceptions)	LOTE (2 credits in the same language, computer programming language, or other allowable exceptions)
Fine Arts	Fine Arts (1 credit)	Fine Arts (1 credit)	Fine Arts (1 credit)
Physical Education	Physical Education (1 credit)	Physical Education (1 credit)	Physical Education (1 credit)
Electives	Electives (5 credits)	Electives (7 credits)	Electives (7 credits)
Endorsements A student may earn an endorsement by successfully completing: <ul style="list-style-type: none"> Curriculum requirements for the endorsement, Four credits in mathematics, Four credits in science, and Two additional elective credits. 	(No Endorsement)	See detailed resources on requirements for each endorsement. <ul style="list-style-type: none"> STEM (Science, Technology, Engineering, & Math) Business & Industry Arts & Humanities Public Service Multidisciplinary 	See detailed resources on requirements for each endorsement. <ul style="list-style-type: none"> STEM (Science, Technology, Engineering, & Math) Business & Industry Arts & Humanities Public Service Multidisciplinary
Total Credits Required	22	26	26

Performance Acknowledgements

Performance Acknowledgements are reflected on a student's transcript and are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the Assistant Principal can provide more information about these acknowledgments.

Graduation Coursework Considerations

Mathematics

In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.

Physical Education

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

Languages Other than English

Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Financial Aid Application Graduation Requirement

Before graduating from high school, each student must complete and apply for financial aid for post-secondary education. They must either complete and submit the Free Application for Federal Student Aid (FAFSA) or the Texas Application for state financial aid (TASFA). A student is not required to complete and submit the FASFA or the TASFA if:

- The student's parent/guardian submits a form, provided by the district, indicating that the parent/guardian authorizes the student to opt out,
- A student who is eighteen years of age or older or a legally independent minor submits a form, provided by the district, indicating that the student opts out, or
- A school counselor authorizes the student to opt out for good cause.

For additional information, please contact the school counselor.

Certificate of Coursework Completion

A certificate of coursework completion will be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Certificate of Attendance

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP, may participate in a graduation ceremony and receive a certificate of attendance. Even if the student participates in a graduation ceremony to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma. The student will only be allowed to participate in one graduation ceremony at TSBVI, even if they have or will participate in a graduation ceremony at the local school district.

Graduation Under the Provisions of an IEP

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a TSBVI student may be permitted to graduate under the provisions of their individualized education program (IEP) and in accordance with state rules.

ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

High School Courses at TSBVI

English Language Arts and Reading

English I, Grade 9

Course Number: 03220100

Semesters: 2

Course Credits: 1

Course Description: Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive, so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading on a daily basis with opportunities for cross-curricular content, close reading routines, independent, self-selected reading, and diverse texts.

****Students accessing the modified curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

English I-A, Grade 9

Course Number: 03220107

Semesters: 2

Course Credits: 1

Course Description: Students enrolled in this course access the alternative curriculum as determined by the ARD committee. Prerequisite concepts and content are aligned to the English I general curriculum standards and modified according to the student's Individual Education Plan (IEP).

English I (SOL), Grade 9

Course Number: 3200600

Semesters: 2

Course Credits: 1

Course Description: This course is intended to support multilingual students in applying the four domains of language (listening, speaking, reading, and writing) to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. As skills and knowledge are obtained in each of the eight TEKS strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. Students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. This course may be substituted for English I.

****Students accessing the modified curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

English II, Grade 10

Course Number: 03220200

Semesters: 2

Course Credits: 1

Course Description: Students will continue to apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive, so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading on a daily basis with opportunities

for cross-curricular content, close reading routines, independent, self-selected reading, and diverse texts.

****Students accessing the modified curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

English II-A, Grade 10

Course Number: 03220207

Semesters: 2

Course Credits: 1

Course Description: Students enrolled in this course access the alternative curriculum as determined by the ARD committee. Prerequisite concepts and content are aligned to the English II general curriculum standards and modified according to the student's Individual Education Plan (IEP).

English II (SOL), Grade 10

Course Number: 3200700

Semesters: 2

Course Credits: 1

Course Description: This course is intended to support multilingual students in applying the four domains of language (listening, speaking, reading, and writing) to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. As skills and knowledge are obtained in each of the eight TEKS strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. Students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. This course may be substituted for English II.

****Students accessing the modified curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

English III, Grade 11

Course Number: 03220300

Semesters: 2

Course Credits: 1

Course Description: Students will continue to apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive, so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading on a daily basis with opportunities for cross-curricular content, close reading routines, independent, self-selected reading, and diverse texts.

****Students accessing the modified curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

English III-A, Grade 11

Course Number: 03220300

Semesters: 2

Course Credits: 1

Course Description: Students enrolled in this course access the alternative curriculum as determined by the ARD committee. Prerequisite concepts and content are aligned to the English III general curriculum standards and modified according to the student's Individual Education Plan (IEP).

English IV, Grade 12

Course Number: 03220400

Semesters: 2

Course Credits: 1

Course Description: Students will continue to apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive, so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading on a daily basis with opportunities for cross-curricular content, close reading routines, independent, self-selected reading, and diverse texts.

****Students accessing the modified curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

English IV-A, Grade 12

Course Number: 03220400

Semesters: 2

Course Credits: 1

Course Description: Students enrolled in this course access the alternative curriculum as determined by the ARD committee. Prerequisite concepts and content are aligned to the English II general curriculum standards and modified according to the student's Individual Education Plan (IEP).

Independent Study in English, Grade 12

Course Number: 03221800

Semesters: 1-2

Course Credits: 0.5-1

Course Description: Students enrolled in Independent Study in English will focus on a specialized area of study such as the work of a particular author or genre. Students will read and write in multiple forms for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written compositions on a regular basis and carefully examine their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. If this course is being used to satisfy requirements for the Distinguished Achievement Program, a student research/product must be presented before a panel of professionals or approved by the student's mentor.

Reading I, Grades 9-12

Course Number: 03270700

Semesters: 1-2

Course Credits: 0.5-1

Course Description: This course offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Reading II, Grades 10-12

Course Number: 03270800

Semesters: 1-2

Course Credits: 0.5-1

Course Description: This course offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Reading III, Grades 11-12

Course Number: 03270900

Semesters: 1-2

Course Credits: 0.5-1

Course Description: This course offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

Reading IV, Grade 12

Course Number: 84000RDG

Semesters: 1-2

Course Credits: 0.5-1

Course Description: This course is for local credit only and offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Communication Applications, Grades 9-12

Course Number: 03241400

Semesters: 1

Course Credits: 0.5

Course Description: Students enrolled in this course will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem-solving processes.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Mathematics

Algebra I, Grade 9

Course Number: 03100500

Semesters: 2

Course Credits: 1

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

****Students accessing the modified curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Algebra I-A, Grade 9

Course Number: 03100507

Semesters: 2

Course Credits: 1

Course Description: Students enrolled in this course access the alternative curriculum as determined by the ARD committee. Prerequisite concepts and content are aligned to the Algebra I general curriculum standards and modified according to the student's Individual Education Plan (IEP).

Algebra II, Grades 9-12

Course Number: 03100600

Semesters: 1-2

Course Credits: 0.5-1

Course Description: To enroll in this course, students must have completed Algebra I. In Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

****Students accessing the modified curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Algebra II-A, Grade 10-12

Course Number: 03100600

Semesters: 1-2

Course Credits: 0.5-1

Course Description: To enroll in this course, students must have completed Algebra I. Students enrolled in this course access the alternative curriculum as determined by the ARD committee. Prerequisite concepts and content are aligned to the Algebra II general curriculum standards and modified according to the student's Individual Education Plan (IEP).

Geometry, Grades 9-12

Course Number: 03100700

Semesters: 2

Course Credits: 1

Course Description: To enroll in this course, students must have completed Algebra I. In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability.

****Students accessing the modified curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Geometry-A, Grades 9-12

Course Number: 03100700

Semesters: 2

Course Credits: 1

Course Description: To enroll in this course, students must have completed Algebra I. Students enrolled in this course access the alternative curriculum as determined by the ARD committee. Prerequisite concepts and content are aligned to the Geometry general curriculum standards and modified according to the student's Individual Education Plan (IEP).

Precalculus, Grades 10-12

Course Number: 03101100

Semesters: 1-2

Course Credits: 0.5-1

Course Description: Students enrolled in this course must have completed Algebra I, Geometry, and Algebra II. Precalculus is the preparation for calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used

when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems.

Mathematical Models, Grades 9-12

Course Number: 03102400

Semesters: 2

Course Credits: 1

Course Description: Students enrolled in this course must have completed Algebra I. Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. This mathematics course provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives; technology, including graphing calculators, data collection devices, and computers; and paper and pencil/braille and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems.

****Students accessing the modified curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Mathematical Models-A, Grades 9-12

Course Number: 03102400

Semesters: 2

Course Credits: 1

Course Description: Students enrolled in this course access the alternative curriculum as determined by the ARD committee. Prerequisite concepts and content are aligned to the Mathematical Models general curriculum standards and modified according to the student's Individual Education Plan (IEP).

Algebraic Reasoning, Grades 9-12

Course Number: 03102540

Semesters: 2

Course Credits: 1

Course Description: Students must have completed Algebra I to enroll in this course. In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Science

Biology, Grades 9-11

Course Number: 03010200

Semesters: 2

Course Credits: 1

Course Description: In Biology, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.

****Students accessing the modified curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Biology-A, Grades 9-11

Course Number: 03010207

Semesters: 2

Course Credits: 1

Course Description: Students enrolled in this course access the alternative curriculum as determined by the ARD committee. Prerequisite concepts and content are aligned to the Biology general curriculum standards and modified according to the student's Individual Education Plan (IEP).

Chemistry, Grades 10-12

Course Number: 03040000

Semesters: 2

Course Credits: 1

Course Description: Students are recommended to have completed at least one credit of high school science, as well as Algebra I to enroll in this course. In Chemistry,

students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Environmental Systems, Grades 11-12

Course Number: 03020000

Semesters: 2

Course Credits: 1

Course Description: 1 Students enrolled in the course are recommended to have taken one credit of high school life science and one credit of high school physical science. In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

****Students accessing the modified curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Environmental Systems-A, Grades 11-12

Course Number: 03020000

Semesters: 2

Course Credits: 1

Course Description: Students enrolled in this course access the alternative curriculum as determined by the ARD committee. Prerequisite concepts and content are aligned to the Environmental Systems general curriculum standards and modified according to the student's Individual Education Plan (IEP).

Integrated Physics and Chemistry, Grades 9-10

Course Number: 03060201

Semesters: 2

Course Credits: 1

Course Description: In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific practices during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

****Students accessing the modified curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Integrated Physics and Chemistry-A, Grades 9-10

Course Number: 03060201

Semesters: 2

Course Credits: 1

Course Description: Students enrolled in this course access the alternative curriculum as determined by the ARD committee. Prerequisite concepts and content are aligned to the Integrated Physics and Chemistry general curriculum standards and modified according to the student's Individual Education Plan (IEP).

Social Studies

Economics, Grade 12

Course Number: 03310300

Semesters: 1

Course Credits: 0.5

Course Description: Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles

concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.

****Students accessing the modified curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Economics-A, Grade 12

Course Number: 03310300

Semesters: 1

Course Credits: 0.5

Course Description: Students enrolled in this course access the alternative curriculum as determined by the ARD committee. Prerequisite concepts and content are aligned to the Economics general curriculum standards and modified according to the student's Individual Education Plan (IEP).

United States Government, Grades 9-12

Course Number: 03330100

Semesters: 1

Course Credits: 0.5

Course Description: In United States Government, the focus is on the principles and beliefs upon which the United States was founded and, on the structure, functions, and powers of government at the national, state, and local levels. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and

balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

****Students accessing the modified curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

United States Government-A, Grades 9-12

Course Number: 03330100

Semesters: 1

Course Credits: 0.5

Course Description: Students enrolled in this course access the alternative curriculum as determined by the ARD committee. Prerequisite concepts and content are aligned to the U.S. Government general curriculum standards and modified according to the student's Individual Education Plan (IEP).

United States History, Grades 9-12

Course Number: 03340100

Semesters: 2

Course Credits: 1

Course Description: In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of

geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

****Students accessing the modified curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

United States History-A, Grades 9-12

Course Number: 03340107

Semesters: 2

Course Credits: 1

Course Description: Students enrolled in this course access the alternative curriculum as determined by the ARD committee. Prerequisite concepts and content are aligned to the U.S. History general curriculum standards and modified according to the student's Individual Education Plan (IEP).

Personal Financial Literacy, Grades 10-12

Course Number: 03380082

Semesters: 1

Course Credits: 0.5

Course Description: Personal Financial Literacy is designed to be an interactive and research-based course. The course will teach students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training. There are many references to conducting a cost-benefit analysis for spending and investing decisions. Students evaluate the necessity of the purchase, the quality or value of the purchase or investment compared to other alternatives, and the total cost of acquisition, particularly in the context of financing options. Students also

understand the power of both compound growth on investments and compound interest on debt and how these concepts affect the ability to build wealth over time.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

World Geography Studies, Grade 9-12

Course Number: 03320100

Semesters: 2

Course Credits: 1

Course Description: In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

****Students accessing the modified curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

World Geography Studies-A, Grade 9-12

Course Number: 03320100

Semesters: 2

Course Credits: 1

Course Description: Students enrolled in this course access the alternative curriculum as determined by the ARD committee. Prerequisite concepts and content are aligned to the World Geography general curriculum standards and modified according to the student's Individual Education Plan (IEP).

World History Studies, Grade 9-12

Course Number: 03340400

Semesters: 2

Course Credits: 1

Course Description: World History Studies is a survey 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 western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

****Students accessing the modified curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

World History Studies-A, Grade 9-12

Course Number: 03340400

Semesters: 2

Course Credits: 1

Course Description: Students enrolled in this course access the alternative curriculum as determined by the ARD committee. Prerequisite concepts and content are aligned to the World History general curriculum standards and modified according to the student's Individual Education Plan (IEP).

Health Education

Health I, Grades 9-12

Course Number: 03810100

Semesters: 1

Course Credits: 0.5

Course Description: This course is intended to help students develop and sustain health-promoting behaviors throughout their lives. The understanding and application of health-related skills will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. Students will gain an understanding of health information and skills through six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health. There are essential skills that repeat throughout the six strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Health II, Grades 9-12

Course Number: 03820300

Semesters: 1

Course Credits: 0.5

Course Description: Students enrolled in this course must have completed Health I. Students continue developing and sustaining health-promoting behaviors they can apply throughout their lives. The understanding and application of health-related skills will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. Students will gain a deeper understanding of health information and skills through six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health. There are essential skills that repeat throughout the six strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Physical Education

Lifetime Fitness and Wellness Pursuits, Grades 9-12

Course Number: PES00051

Semesters: 2

Course Credits: 1

Course Description: This course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students in Lifetime Fitness and Wellness Pursuits will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Lifetime Recreation and Outdoor Pursuits, Grades 9-12

Course Number: PES00053

Semesters: 2

Course Credits: 1

Course Description: This course provides opportunities for students to develop competency in five or more lifelong recreational and outdoor pursuits for enjoyment and challenge. Students in Lifetime Recreation and Outdoor Pursuits participate in activities that promote physical literacy, respect for and connection to nature and the environment, and opportunities for enjoyment for a lifetime. Students will experience opportunities that enhance self-worth and support community engagement.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Skill-Based Lifetime Activities, Grades 9-12

Course Number: PES00056

Semesters: 2

Course Credits: 1

Course Description: This course offers students the opportunity to demonstrate mastery in basic sport skills, basic sport knowledge, and health and fitness principles. Students experience opportunities that promote physical literacy and lifetime wellness. Students in Skill-Based Lifetime Activities participate in a minimum of one lifelong activity from each of the following five categories during the course: target games, striking and fielding games, fitness activities, rhythmic activities, and innovative games and activities with international significance.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Athletics, Grades 9-12

Course Number: PES00000, PES00001, PES00002, PES00003

Semesters: 2

Course Credits: 1

Course Description: This course may be a substitute for a typical PE course if a student actively participates in a campus team sport. TSBVI currently has the following team sports available: swimming, cheerleading, goalball, wrestling, track and field, and tennis. Depending on how many years the student has participated in Athletics as a PE substitute will dictate if they are enrolled in Athletics I, II, III, or IV.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Fine Arts

Art I, Grades 9-12

Course Number: 03500100

Semesters: 2

Course Credits: 1

Course Description: This course is a prerequisite to all other art courses offered. Art I covers the four foundational strands that encompass the knowledge and skills students are expected to acquire including: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Art II, Grades 10-12

Course Number: 03500200

Semesters: 2

Course Credits: 1

Course Description: Students enrolled in this course must have completed Art I. Art II covers the four foundational strands that encompass the knowledge and skills students are expected to acquire including: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response. Students continue to rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Art III, Grades 11-12

Course Number: 03500300

Semesters: 2

Course Credits: 1

Course Description: Students enrolled in this course must have completed Art I and Art II. Art III encompasses the four foundational strands that encompass the knowledge and skills students are expected to acquire including: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response. Students rely continue to on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students increase their ability to communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective

skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Art IV, Grade 12

Course Number: 03500400

Semesters: 2

Course Credits: 1

Course Description: Students enrolled in this course must have completed Art I, Art II, and Art III. Art IV encompasses the four foundational strands of the knowledge and skills students are expected to acquire including: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response. Students continue to rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students increase their ability to communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Applied Music I, Grades 9-12

Course Number: 03152500

Semesters: 2

Course Credits: 1

Course Description: This course provides students with the opportunity to improve their technical skills in vocal performance or on a principal instrument. Students will

explore musical concepts and terminology, build skill in critical listening and perception, and develop their performance etiquette.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Applied Music II, Grades 10-12

Course Number: 03152600

Semesters: 2

Course Credits: 1

Course Description: Students enrolled in this course must have completed Applied Music I. This course provides students with the opportunity to continue improving their technical skills in vocal performance or on a principal instrument. Students will apply musical concepts and terminology, build skill in critical listening and perception, and develop their performance etiquette.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Applied Music III, Grades 11-12

Course Number: 03152601

Semesters: 2

Course Credits: 1

Course Description: Students enrolled in this course must have completed Applied Music I and II. This course provides students with the opportunity to refine their technical skills in vocal performance or on a principal instrument. Students will apply musical concepts and terminology, continue to build skill in critical listening and perception, and hone their performance etiquette.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Applied Music IV, Grade 12

Course Number: 03152602

Semesters: 2

Course Credits: 1

Course Description: Students enrolled in this course must have completed Applied Music I, II, and III. This course provides students with the opportunity to continue to refine their technical skills in vocal performance or on a principal instrument. Students will apply musical concepts and terminology, continue to build skill in critical listening and perception, and hone their performance etiquette.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Choir I, Grades 9-12

Course Number: 03150900

Semesters: 2

Course Credits: 1

Course Description: Students develop the foundational skills of musicianship including vocal techniques, music reading, ear training and listening, and music history through performance. They will develop individual vocal skills, as well as increase their skills singing with others.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Choir II, Grades 10-12

Course Number: 03151000

Semesters: 2

Course Credits: 1

Course Description: To enroll in this course, students must have completed Choir I. Students continue to develop the foundational skills of musicianship including vocal techniques, music reading, ear training and listening, and music history through performance. They will continue to develop individual vocal skills, as well as increase their skills singing with others.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Choir III, Grades 11-12

Course Number: 03151100

Semesters: 2

Course Credits: 1

Course Description: To enroll in this course, students must have completed Choir I and II. Students apply the foundational skills of musicianship including vocal techniques, music reading, ear training and listening, and music history through performance. They will continue to develop individual vocal skills, as well as increase their skills singing with others.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Choir IV, Grade 12

Course Number: 03151200

Semesters: 2

Course Credits: 1

Course Description: To enroll in this course, students must have completed Choir I, II, and III. Students apply advanced skills of musicianship including vocal techniques, music reading, ear training and listening, and music history through performance. They will refine their individual vocal skills, as well as increase their skills singing with others.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Guitar I, Grades 9-12

Course Number: 03154600

Semesters: 2

Course Credits: 1

Course Description: Students build the foundational skills of musicianship through learning to play the guitar. They will develop playing techniques, music reading, listening skills, and music history through performance.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Guitar II, Grades 10-12

Course Number: 03154700

Semesters: 2

Course Credits: 1

Course Description: To enroll in this course, students must have completed Guitar I. Students continue to build the foundational skills of musicianship through playing the guitar. They will refine playing techniques, music reading, listening skills, and music history through performance.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Guitar III, Grades 11-12

Course Number: 03154800

Semesters: 2

Course Credits: 1

Course Description: To enroll in this course, students must have completed Guitar I and II. Students apply the skills of musicianship through playing the guitar. They will hone playing techniques, music reading, listening skills, and music history through performance.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Guitar IV, Grade 12

Course Number: 03154900

Semesters: 2

Course Credits: 1

Course Description: To enroll in this course, students must have completed Guitar I, II, and III. Students apply the skills of musicianship through playing the guitar. They will continue to hone playing techniques, music reading, listening skills, and music history through performance.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Instrumental Ensemble I, Grades 9-12

Course Number: 03151700

Semesters: 2

Course Credits: 1

Course Description: Students develop the foundational skills of musicianship including playing techniques, music reading, listening skills, and music history through performance. They will increase their skills playing together as a group.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Instrumental Ensemble II, Grades 10-12

Course Number: 03151800

Semesters: 2

Course Credits: 1

Course Description: To enroll in this course, students must have completed Instrumental Ensemble I. Students continue to develop the foundational skills of musicianship including playing techniques, music reading, listening skills, and music history through performance. They will continue to increase their skills playing together as a group.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Instrumental Ensemble III, Grades 11-12

Course Number: 03151900

Semesters: 2

Course Credits: 1

Course Description: To enroll in this course, students must have completed Instrumental Ensemble I and II. Students apply the skills of musicianship including playing techniques, music reading, listening skills, and music history through performance. They will refine their skills playing together as a group.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Instrumental Ensemble IV, Grade 12

Course Number: 03152000

Semesters: 2

Course Credits: 1

Course Description: To enroll in this course, students must have completed Instrumental Ensemble I, II, and III. Students apply advanced skills of musicianship including playing techniques, music reading, listening skills, and music history through performance. They will hone their skills playing together as a group.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Jazz Ensemble I, Grades 9-12

Course Number: 03151300

Semesters: 2

Course Credits: 1

Course Description: Students develop the foundational skills of musicianship including playing jazz techniques, music reading, listening skills, and music history through performance. They will increase their skills playing together as a group.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Jazz Ensemble II, Grades 10-12

Course Number: 03151400

Semesters: 2

Course Credits: 1

Course Description: To enroll in this course, students must have completed Jazz Ensemble I. Students continue to develop the foundational skills of musicianship including playing jazz techniques, music reading, listening skills, and music history through performance. They will continue to increase their skills playing together as a group.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Jazz Ensemble III, Grades 11-12

Course Number: 03151500

Semesters: 2

Course Credits: 1

Course Description: To enroll in this course, students must have completed Jazz Ensemble I and II. Students apply the skills of musicianship including playing jazz techniques, music reading, listening skills, and music history through performance. They will refine their skills playing together as a group.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Jazz Ensemble IV, Grade 12

Course Number: 03151600

Semesters: 2

Course Credits: 1

Course Description: To enroll in this course, students must have completed Jazz Ensemble I, II, and III. Students apply advanced skills of musicianship including playing jazz techniques, music reading, listening skills, and music history through performance. They will hone their skills playing together as a group.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Theatre Arts I, Grades 9-12

Course Number: 03250100

Semesters: 2

Course Credits: 1

Course Description: Students explore basic acting techniques, technical theatre and interpretation of dramatic literature, stage movement, mime, voice and diction, improvisation, and develop audience appreciation skills.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Theatre Arts II, Grades 10-12

Course Number: 03250200

Semesters: 2

Course Credits: 1

Course Description: To enroll in this course, students must have completed Theatre Arts I. Students extend their exploration of acting techniques, technical theatre and

interpretation of dramatic literature, stage movement, mime, voice and diction, improvisation, and continue to develop audience appreciation skills.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Theatre Arts III, Grades 11-12

Course Number: 03250300

Semesters: 2

Course Credits: 1

Course Description: To enroll in this course, students must have completed Theatre Arts I and II. Students apply acting techniques, technical theatre and interpretation of dramatic literature, stage movement, mime, voice and diction, improvisation, and audience appreciation skills.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Theatre Arts IV, Grade 12

Course Number: 03250400

Semesters: 2

Course Credits: 1

Course Description: To enroll in this course, students must have completed Theatre Arts I, II, and III. Students apply acting techniques, technical theatre and interpretation of dramatic literature, stage movement, mime, voice and diction, improvisation, and audience appreciation skills.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Technical Theatre I, Grades 9-12

Course Number: 03250500

Semesters: 2

Course Credits: 1

Course Description: Students learn stagecraft, design, theatre safety, scenery, properties, lighting, sound, costumes, makeup, public relations, and career opportunities and evaluate live performances.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Career Development and Career and Technical Education (CTE)

Audio/Video Production I, Grades 9-12

Course Number: 13008500

Semesters: 2

Course Credits: 1

Course Description: Students are recommended to be enrolled concurrently in Audio/Visual lab I. The Audio/Video Production I course and its co-requisite lab are part of the Arts, A/V Technology, and Communications Program of Study. In addition to developing the technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and postproduction audio and video products.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Audio/Video Production I (Lab), Grades 10-12

Course Number: 13008510

Semesters: 2

Course Credits: 1

Course Description: Students are recommended to be enrolled concurrently in Audio/Visual Production I. This co-requisite lab provides students with practical experience in audio and video production using industry-standard equipment and software.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Audio/Video Production II, Grades 10-12

Course Number: 13008600

Semesters: 2

Course Credits: 1

Course Description: The prerequisite to this course is Audio/Visual Production I, and students are recommended to be enrolled concurrently in Audio/Visual lab II. Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. This course may be implemented in an audio format or a format with both audio and video.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Audio/Video Production II (Lab), Grades 10-12

Course Number: 13008610

Semesters: 2

Course Credits: 1

Course Description: The prerequisite to this course is Audio/Visual Production I, and students are recommended to be enrolled concurrently in Audio/Visual Production II. This co-requisite lab builds on the knowledge and skills students learned in AV Production I and provides students with practical experience in audio and video production using industry-standard equipment and software.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Career Preparation General I, Grades 11-12

Course Number: 12701111

Semesters: 2 (two class blocks)

Course Credits: 2

Course Description: Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for post-secondary success.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Child Development, Grades 10-12

Course Number: 13024700

Semesters: 2

Course Credits: 1

Course Description: Principles of Human Services is the prerequisite to this course. Child Development is a course that addresses knowledge and skills related to child growth and development from prenatal through school-age children. 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 accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Computer Science I, Grades 9-12

Course Number: 03580200

Semesters: 2

Course Credits: 1

Course Description: Students enrolled in this course must have completed or be concurrently enrolled in Algebra I. Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through computational thinking and data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws, regulations, and best practices and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Family and Community Service, Grades 10-12

Course Number: 13024900

Semesters: 2

Course Credits: 1

Course Description: Principles of Human Services is the recommended prerequisite to this course. Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service-learning experiences. Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Fundamentals of Computer Science, Grades 9-12

Course Number: 03580140

Semesters: 2

Course Credits: 1

Course Description: Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn computational thinking, problem-solving, and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws, regulations, and best practices and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Hospitality Services, Grades 11-12

Course Number: 13022800

Semesters: 2 (two class blocks)

Course Credits: 2

Course Description: To enroll in this course, students must have completed Principles of Hospitality and Tourism. Hospitality Services provides students with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. The knowledge and skills are acquired within a sequential, standards-based program that integrates hands-on and project-based instruction. Standards included in the Hospitality Services course are designed to prepare students for nationally recognized industry certifications, postsecondary education, and entry-level careers. In addition, Hospitality Services is designed so that performance standards meet employer expectations, enhancing the employability of students. Instruction may

be delivered through laboratory training or through internships, mentoring, or job shadowing.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Interpersonal Studies, Grade 9-12

Course Number: 13024400

Semesters: 1

Course Credits: 0.5

Course Description: It is recommended that students taking this course have completed either Principles of Human Services or Principles of Hospitality and Tourism. Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Lifetime Nutrition and Wellness, Grade 9-12

Course Number: 13024500

Semesters: 1

Course Credits: 0.5

Course Description: It is recommended that students taking this course have completed either Principles of Human Services or Principles of Hospitality and Tourism. Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Principles of Hospitality and Tourism, Grades 9-11

Course Number: 13022200

Semesters: 2

Course Credits: 1

Course Description: Principles of Hospitality and Tourism introduces students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Principles of Human Services, Grades 9-11

Course Number: 13024200

Semesters: 2

Course Credits: 1

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

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Professional Communications, Grades 9-11

Course Number: 13009900

Semesters: 1

Course Credits: 0.5

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

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Travel and Tourism Management, Grades 10-12

Course Number: 13022500

Semesters: 2

Course Credits: 1

Course Description: **The recommended prerequisite for this course is Principles of Travel and Tourism.** Travel and Tourism Management incorporates management principles and procedures of the travel and tourism industry as well as destination geography, airlines, international travel, cruising, travel by rail, lodging, recreation, amusements, attractions, and resorts. Employment qualifications and opportunities are also included in this course.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

CTE Innovative Courses

Applied Nutrition and Dietetics, Grades 10-12

Course Number: N1302541

Semesters: 2

Course Credits: 1

Course Description: Principles of Human Services and Lifetime Nutrition and Wellness are recommended prerequisites to this course. The Applied Nutrition and Dietetics course builds on the fundamental nutritional knowledge gained from the Lifetime Nutrition and Wellness course by reinforcing professional standards, food safety and sanitation, food service and management, and nutrition care for individuals and groups at a deeper level. The course also introduces and applies career-focused and real-world topics related to nutrition such as the nutrition care process, types of nutrition education and counseling, development of nutrition programs, and nutrition industry-related research. Students will research the requirements necessary to become a professional in the nutrition and dietetics field such as a registered dietitian, licensed nutritionist, or clinical dietitian.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

General Employability Skills, Grades 9-12

Course Number: N1270153

Semesters: 2

Course Credits: 1

Course Description: This course provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is a part of the process of obtaining employability skills and abilities and is experiential learning that takes place over time. This course may be used as a LOTE substitution.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Student to Industry Connection, Grades 11-12

Course Number: N1270154

Semesters: 2

Course Credits: 1

Course Description: The Student to Industry Connection course provides students with the opportunity to develop professional relationships with experienced individuals within the student's chosen program of study and to demonstrate necessary skills for an online virtual workplace. Students will learn acceptable virtual etiquette and professionalism for a teleworking environment. The central focus of this course is to prepare students to be 21st century career ready through interaction with a seasoned workplace mentor. The course may include a work-based learning component. Instruction will support students with marketable skills attainment. The course is recommended for students 16 years of age or older. This course may be used as a LOTE substitution.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

College and Career Readiness Local Credits

College and Post-Secondary Training Prep, Grades 9-12

Course Number: 85000CTP

Semesters: 2

Credits: 1

Course Description: This course will support students in gaining a variety of skills needed to succeed in college or another type of post-secondary training program. Students will learn the expectations of college and training courses, apply technology skills, develop organizational and note-taking skills, and build self-determination and communication skills to be better able to advocate for themselves. Additionally, students will explore the various processes and systems involved in applying for and attending college or other post-secondary training programs.

Work Exploration, Grades 9-12

Course Number: 85000WEX

Semesters: 2

Course Credits: 1

Course Description: Students may take this course for local credit only. This course is designed to offer students a variety of on campus work experiences. General employability skills will be emphasized and reinforced. From the work experienced in these rotations, students will be able to determine if they would like to pursue further work in one of these areas.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Work Training, Grades 9-12

Course Number: 85000WTE

Semesters: 2

Course Credits: 1

Course Description: Students may take this course for local credit only. Students are placed in job settings, both on and off campus. Individual job coaches provide support

to the student at the job site. The students develop and apply the skills necessary to be successful in a work setting. The student works with the job coach and other TSBVI staff to transfer job skills to their local community.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Expanded Core Curriculum and Other Electives

Braille, Grades 9-12

Course Number: N1100505

Semesters: 2

Course Credits: 1

Course Description: This course will provide instruction in pre-braille skills, tactual discrimination, the reading and writing of the braille code, and the development of efficient braille reading including fluency and comprehension. The braille reading and writing course will emphasize the conventions and mechanics of braille. It will, therefore, facilitate and support tasks completed in all subject areas and work environments.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

College Transition, Grades 9-12

Course Number: N1290050

Semesters: 2

Course Credits: 1

Course Description: College Transition is designed to equip students with knowledge, skills, and abilities necessary to be active and successful learners, both in high school and in college. Students enrolled in this course examine research-based learning strategies (e.g. goal setting, notetaking, effective time and stress management, active reading, research methods, and test-taking strategies) that are proven to lead to academic success. Students will research financial scholarships and grant opportunities, complete applications, and explore technical schools, colleges, and universities.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

ECC Topics, Grades 9-12

Course Number: 85000ECC

Semesters:1-2

Course Credits: 0.5-1

Course Description: Students may take this course for local credit only. This course is designed to provide students with explicit instruction in one or more highlighted ECC domains—Compensatory Skills (organizational and study skills), Self-Determination (self-awareness, self-management, goal setting, problem solving, and conflict resolution), Independent Living Skills (food, home, and money management), Social Interaction Skills (social awareness skills, social communication, and relationship skills), Recreation and Leisure Skills (exploring interests in recreation and leisure activities and possible adaptations for specific activities), and Sensory Efficiency (auditory, tactile and visual skills). The focus areas will be based on student needs and guided by goals in the Individualized Education Plan (IEP determined by the student's ARD committee.

****Students accessing the modified or alternate curriculum will receive accommodations and modifications for this course as determined by the ARD committee.****

Glossary of Important Terms

Academic Achievement Record (AAR): An official and permanent record of a student's academic performance in high school and, in some cases, of high school courses completed prior to high school.

Distinguished Level of Achievement (DLA): A distinction on a student's transcript that indicates they have earned at least one endorsement and completed Algebra II as one of the required advanced math courses.

Endorsement: A required sequence of related courses (for a total of 26 credits) that a student can pursue for graduation. After their sophomore year, a student and their parent/guardian must submit a permission form if the student will not be seeking an endorsement.

Foundation High School Program (FHSP): The minimum required 22 hours of coursework for a student to graduate in the state of Texas.

Performance Acknowledgements: A designation on a student's transcript that indicates that the student has earned an acknowledgement for outstanding performance in one or more of the areas identified in the Texas Education Code.

Personal Graduation Plan (PGP): An individualized plan for graduation that consists of the specific graduation program a student will pursue and the coursework to be completed during high school. The plan is started in 8th grade and completed during 9th grade.