

## English Language Arts

Course Name	Credits	Grade Levels	Recommended Prerequisites
English I	1	9	None
English I Honors	1	8-9	None
English II	1	10	English I
English II Honors	1	9-10	English I
English III	1	10-11	English II
English IV	1	11-12	English III
Sheltered English I/II/III/IV	1	9-12	Required Language Proficiency Test and/or LPAC recommendation
<b>Advanced English Courses</b>			
AP Language and Composition	1	10-12	English II Honors
AP Literature and Composition	1	10-12	English II Honors
Dual English III – TCC Composition I/II 1301 & 1302	1	10-11	Required TCC Admissions Standards
Dual English IV – TCC World Literature I/II 2332 & 2333	1	11-12	Required TCC Admissions Standards Dual English III
Debate III	1	11-12	Oral Interpretation I
Advanced Broadcast Journalism III	1	11-12	Advanced Broadcast Journalism II
Advanced Journalism: Yearbook III	1	11-12	Advanced Journalism Yearbook II
<b>English Electives</b>			
Photojournalism	.5	9-12	None
Debate I, II	1	10-12	Debate I
Oral Interpretation I, II	1	10-12	Debate I
Advanced Broadcast Journalism I, II	1	10-12	Contemporary Media
Advanced Journalism: Yearbook I, II	1	10-12	Contemporary Media
English Language Development and Acquisition (ELDA)	1	9-12	Newcomer
Independent Study in English: New Testament	1	9-12	None
Independent Study in English: Hebrew Scriptures	1	9-12	None
AP Seminar	1	10-11	English II Honors
AP Research	1	11-12	Required AP Seminar

College Preparatory English – TCC TSI Course	1	11-12	Has not met College Readiness indicator according to HB5
Contemporary Media	1	9-12	None
<b>Special Education English Courses</b>			
Basic English I	1	9	ARD Decision
Basic English II	1	10	ARD Decision
Basic English III	1	11	ARD Decision
Basic English IV	1	12	ARD Decision
Fundamentals of English I	1	9	ARD Decision
Fundamentals of English II	1	10	ARD Decision
Fundamentals of English III	1	11	ARD Decision
Fundamentals of English IV	1	12	ARD Decision
Fundamentals of Independent English IV	1	12	ARD Decision

<b><i>Recommended English Sequence</i></b>				
Students who entered 9 <sup>th</sup> Grade in 2014-2015 and beyond				
English Sequence	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Accelerated	English II Honors	AP Language or AP Literature or Dual English III	AP Language or AP Literature or Dual English IV	AP Seminar or Research and Technical Writing
Non-accelerated	English I or English I Honors	English II or English II Honors	AP Language or AP Literature or Dual English III	AP Language or AP Literature or Dual English IV

### **English I**

**TEDS:** 03220100



**KISD:** 1003/C1003

**Credit:** 1

**Grade:** 9

**Prerequisite:** None

English I is designed to follow the Texas Essential Knowledge and Skills (TEKS) for English language arts and reading emphasize the interconnected nature of listening, speaking, reading, writing, and thinking through seven integrated strands, including foundational language skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry and research. The goal is to ensure literacy in Keller ISD by focusing on oral expression, authentic reading, and reflective writing. These strands are integrated and progressive, helping students develop critical thinking skills and adapt to language and literacy changes. They cover language domains, accelerate language skill acquisition, foster social and academic language proficiency, and encourage daily academic

engagement, with text complexity increasing as students' progress, enabling them to apply earlier standards to more complex texts and become self-directed, critical learners.

### **English I Honors**

**TEDS:** 03220100  **KISD:** 1023

**Credit:** 1

**Grade:** 8-9

**Prerequisite:** None

In addition to the English I course expectations, students in English I Honors will build a foundation in additional skills in preparation for an Advanced English Courses such as AP Language, AP Literature, or Dual Credit. These additional skills may include analysis of a variety of literary and nonfiction texts with particular attention to the writer's style, diction, syntax, argumentation, and logic. Furthermore, these skills should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

### **English II**

**TEDS:** 03220200  **KISD:** 1033/C1033

**Credit:** 1

**Grade:** 10

**Prerequisite:** English I

English II is designed to build upon the skills of English I by applying the Texas Essential Knowledge and Skills (TEKS) for English language arts and reading emphasize the interconnected nature of listening, speaking, reading, writing, and thinking through seven integrated strands, including foundational language skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry and research. The goal is to ensure literacy in Keller ISD by focusing on oral expression, authentic reading, and reflective writing. These strands are integrated and progressive, helping students develop critical thinking skills and adapt to language and literacy changes. They cover language domains, accelerate language skill acquisition, foster social and academic language proficiency, and encourage daily academic engagement, with text complexity increasing as students' progress, enabling them to apply earlier standards to more complex texts and become self-directed, critical learners.

### **English II Honors**

**TEDS:** 03220200  **KISD:** 1053

**Credit:** 1

**Grade:** 10

**Prerequisite:** English I

In addition to the English II course expectations, students in English II Honors will build a foundation in additional skills in preparation for an Advanced English Courses such as AP Language, AP Literature, or Dual Credit. These additional skills may include analysis of a variety of literary and nonfiction texts with particular attention to the writer's style, diction, syntax, argumentation, and logic. Furthermore, these skills should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

### **English III**

**TEDS:** 03220300  **KISD:** 1063/C1063

**Credit:** 1

**Grade:** 11

**Prerequisite:** English II

English III is designed to build upon the skills of English II with a focus on American Literature by applying the Texas Essential Knowledge and Skills (TEKS) for English language arts and reading emphasize the interconnected nature of listening, speaking, reading, writing, and thinking through seven integrated strands, including foundational language skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry and research. The goal is to ensure literacy in Keller ISD by focusing on oral expression, authentic reading, and reflective writing. These strands are integrated and progressive, helping students develop critical thinking skills and adapt to language and literacy changes. They cover language domains, accelerate language skill acquisition, foster social and academic language proficiency, and encourage daily academic engagement, with text complexity increasing as students' progress, enabling them to apply earlier standards to more complex texts and become self-directed, critical learners.

### **AP Language and Composition**

**TEDS:** A3220100  **KISD:** 1083

**Credit:** 1

**Grade:** 10/11/12

**Prerequisite:** English II

AP Language and Composition emphasizes the analysis of a variety of literary and nonfiction texts with particular attention to the writer's style, diction, syntax, argumentation, and logic. Students reflect this analysis in compositions that use sophisticated syntax and vocabulary, effective use of proof, and control of the conventions of language. Emphasis is on wide reading and analytic response in timed essays in preparation for the Advanced Placement Exam in Language and Composition. A qualifying score on the AP test may enable students to be exempt from the composition class that many colleges require. **AP students prepare to take the Advanced Placement Exam in May for possible college credit.**

### **Dual English III**

*TCC English Composition 1301 & 1302*

**TEDS:** 03220300  **KISD:** 1065

**Credit:** 1

**Grade:** 10/11

**Prerequisite:** TCC Admission Standards

Students will receive both high school and college credit upon successful completion of the class. This is a college level class, which is designed for highly motivated students who are prepared to take a college course in high school. The course includes principles of composition and rhetorical skills necessary for clear, logical writing. Emphasis on writing as a process and an introduction to research will be covered. Students must purchase the books required for TCC – Composition I and II. Also, students must [register through Tarrant County College](#).

### **English IV**

**TEDS:** 03220400  **KISD:** 1093/C1093

**Credit:** 1

**Grade:** 12

**Prerequisite:** English III

English IV is designed to build upon the skills of English III with a focus on British Literature by applying the Texas Essential Knowledge and Skills (TEKS) for English language arts and reading emphasize the interconnected nature of listening, speaking, reading, writing, and thinking through seven integrated strands, including foundational language skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry and research. The goal is to ensure literacy in Keller ISD by focusing on oral expression, authentic reading, and reflective writing. These strands are integrated and progressive, helping students develop critical thinking skills and adapt to language and literacy changes. They cover language domains, accelerate language skill acquisition, foster social and academic language proficiency, and encourage daily academic engagement, with text complexity increasing as students' progress, enabling them to apply earlier standards to more complex texts and become self-directed, critical learners.

## AP Literature and Composition

TEDS: A3220200  KISD: 1113

Credit: 1

Grade: 10/11/12

Prerequisite: English II Honors

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. **AP students prepare to take the Advanced Placement Exam in May for possible college credit.**

## Dual English IV

*TCC World Literature 2332 & 2333*

TEDS: 03220400  KISD: 1103

Credit: 1

Grade: 11/12

Prerequisite: TCC Admission Standards

Students will receive both high school and college credit upon successful completion of the class. This is a college level class, which is designed for highly motivated students who are prepared to take a college course in high school. A survey of world literature from the ancient world through the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Also, students must **register through Tarrant County College.**

## Creative Writing

TEDS: 03221200  KISD: 1163

Credit: 1

Grade: 10-12

Recommended prerequisite: English II

The study of creative writing allows high school students to earn one credit while developing versatility as a writer. Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers.

## Sheltered English I-IV

TEDS: 03220100 I  KISD: 1125

TEDS: 03220200 II  KISD: 1126

TEDS: 03220300 III  KISD: 1127

TEDS: 03220400 IV  KISD: 1128

Credit: 1

Grade: 9-12

Prerequisite: Language proficiency test and/or LPAC recommendation

Enrollment is limited to Emergent Bilingual students indicated as English learners in 9<sup>th</sup>-12<sup>th</sup> grades. Placement in Sheltered English I-IV will be determined through language proficiency tests and LPAC recommendations.

Sheltered English courses align with the state and district requirements for English I-IV. Sheltered classes may substitute for the required English credits.

### **Debate I-III**

**TEDS:** 03240600      I                      **KISD:** 1403

**TEDS:** 03240700      II                      **KISD:** 1413

**TEDS:** 03240800      III                    **KISD:** 1423

**Credit:** 1

**Grade:** 9-12

**Prerequisite:** Debate I

Controversial issues arise in aspects of personal, social public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues.

### **Advanced Journalism Yearbook I-III**

**TEDS:** 03230110      I                      **KISD:** 13531

**TEDS:** 03230120      II                      **KISD:** 13532

**TEDS:** 03230130      III                      **KISD:** 13533

**Credit:** 1

**Grade:** 10-12

**Prerequisite:** Contemporary Media

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

### **Advanced Broadcast Journalism I-III**

**TEDS:** 03231900      I                      **KISD:** 1313

**TEDS:** 03231901      II                      **KISD:** 13231

**TEDS:** 03231902      III                      **KISD:** 13232

**Credit:** 1

**Grade:** 10-12

**Prerequisite:** Contemporary Media

Students need to be critical viewers, consumers, and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product.

## **Oral Interpretation I-II**

**TEDS:** 03240200      I                      **KISD:** 1462

**TEDS:** 03240300      II                      **KISD:** 1471

**Credit:** 1

**Grade:** 10-12

**Prerequisite:** Debate I

Literature and its presentation are integral to understanding the cultural aspects of a society. Students in Oral Interpretation I-II will select, research, analyze, adapt, interpret, and perform literary texts as a communication art. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated. Competitive events are required.

## **Photojournalism**

**TEDS:** 03230800                              **KISD:** 1371

**Credit:** .5

**Grade:** 9-12

**Prerequisite:** None

In this semester course, students are expected to plan, interpret, and critique visual representation, carefully examining their product for publication. They will become analytical consumers of media and technology to enhance their communication skills. Students will study the laws and ethical considerations that impact photography. Published photos of professional photojournalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, and produce effective visual representations. Students will refine and enhance their journalistic skills and plan, prepare, and produce photographs for a journalistic publication, whether print, digital, or online media.

## **Independent Study in English I-III**

**TEDS:** 03221800      I                      **KISD:** 1133

**TEDS:** 03221810      II                      **KISD:** 1134

**TEDS:** 03221820      III                      **KISD:** 1135

**Credit:** 1

**Grade:** 9-11

**Prerequisite:** Language proficiency test and/or LPAC recommendation.

Enrollment is limited to Emergent Bilingual students indicated as English learners in 9-11<sup>th</sup> grades that are at the Beginner-Advanced High language proficiency levels in language acquisition. The course provides additional language arts support for limited English proficient students. Placement will be determined through language proficiency tests and LPAC recommendations.

## **Independent Study in English:**

### **Hebrew Scriptures**

**TEDS:** 03221830                              **KISD:** 1161

**Credit:** 1

**Grade:** 9-12

**Prerequisite:** None

This elective English course will follow federal law maintaining religious neutrality and will consider the Hebrew scripture in a secular and academic context. Students will study biblical content and narratives that are prerequisites to understanding their impact on contemporary society and culture, including literature, art, music, tradition, morals,

laws, history, and government. The course will be objective and academic in nature, requiring students to use their analytical abilities. It will compare religion and the literature of religion for the purposes of literary and/or historical qualities.

### **Independent Study in English:**

#### **New Testament**

**TEDS:** 03221840

**KISD:** 1162

**Credit:** 1

**Grade:** 9-12

**Prerequisite:** None

This elective English course will follow federal law maintaining religious neutrality and will consider the New Testament scripture in a secular and academic context. Students will study biblical content and narratives that are prerequisites to understanding their impact on contemporary society and culture, including literature, art, music, tradition, morals, laws, history, and government. The course will be objective and academic in nature, requiring students to use their analytical abilities. It will compare religion and the literature of religion for the purposes of literary and/or historical qualities.

#### **AP Seminar**

**TEDS:** N1130026

**KISD:** 1067

**Credit:** 1

**Grade:** 10-11

**Prerequisite:** A previous Honors course is strongly recommended for success

AP Seminar is a foundational course that engages students in cross-curricular conversations where they can explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. They synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision so they can craft and communicate evidence-based arguments. Exploring different points of view and making connections across disciplines are fundamental components of the AP Seminar experience. Students consider one topic or issue from multiple perspectives, many of which are divergent or competing. Analyzing topics through multiple lenses aids in interdisciplinary understanding and gives students a rich appreciation for the intricacy of important issues. *This course will count as the student's 21<sup>st</sup> century skill requirement for graduation.*

#### **AP Research**

**TEDS:** N1100014

**KISD:** 1068

**Credit:** 1

**Grade:** 11-12

**Prerequisite:** AP Seminar

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong investigation to address a research question. In the AP Research course, students further develop the skills acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio.

## **College Preparatory English**

*TCC TSI Course*

**TEDS:** CP110100

**KISD:** 1176

**Credit:** 1

**Grade:** 11-12

**Prerequisite:** Students who have not met a College Readiness indicator as identified by HB 5.

The goal of this course is to support students in meeting TSI requirements for English and to enter college and career coursework. Students will take the TSI at the conclusion of this course.

## **Contemporary Media**

**TEDS:** 03241401

**KISD:** 1365

**Credit:** 1

**Grade:** 9-12

**Prerequisite:** None

In this course, students will learn to identify the history and evolution of media used for mass communication, specifically how media influences tastes, behavior, purchasing, and voting decisions. Students who are media literate understand television, radio, film, and other visual images and auditory messages. They will learn to recognize the types and functions of mass media, such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music. They will identify and analyze regulations that govern media and interpret the influence of that media. They will also analyze, create, and evaluate visual and auditory messages, including developing skills for organizing, writing, and designing media messages for specific purposes and effects. *This course can fulfill the 21<sup>st</sup> century skill requirement for students in the broadcast journalism, yearbook, or newspaper pathways only.*

## **Basic English I**

**TEDS:** 03220100

**KISD:** M1003

**Credit:** 1

**Grade:** 9

**Prerequisite:** ARD Decision

This course uses modified English I content to meet the individual learning requirements of students. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and view representing. Students will integrate correct language skills within the reading and writing processes; plan, draft, and complete written compositions from all writing forms on a regular basis; read and respond to multiple genres from world literature translated into English from various cultures; understand basic literary concepts. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

## **Basic English II**

**TEDS:** 03220200

**KISD:** M1033

**Credit:** 1

**Grade:** 10

**Prerequisite:** ARD Decision

This course uses modified English II content to meet the individual learning requirements of students. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing representing. Students increase and refine their communication skills; plan, draft, and complete written compositions with emphasis on persuasive forms; read extensively in multiple genres from world literature translated to English from various

cultures. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual needs of the students.

### **Basic English III**

**TEDS:** 03220300

**KISD:** M1063

**Credit:** 1

**Grade:** 11

**Prerequisite:** ARD Decision

This course uses modified English III content to meet the individual learning requirements of students. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students continue to increase and refine communication skills; plan, draft, and complete written compositions with emphasis on business forms on a regular basis. American literature and other world literature provide the source for critical thinking and literary essays. Students' present and critique oral communications and Graphic Design & Illustration products. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

### **Basic English IV**

**TEDS:** 03220400

**KISD:** M1093

**Credit:** 1

**Grade:** 12

**Prerequisite:** ARD Decision

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skill for the grade level English I TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students will integrate correct language skill within the reading and writing processes; plan, draft, and complete written compositions from all writing forms on a regular basis; read and respond to multiple genres from world literature translated into English from various cultures; understand basic literary concepts. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

### **Fundamentals of English I**

**TEDS:** 03220107

**KISD:** T1003

**Credit:** 1

**Grade:** 9

**Prerequisite:** ARD Decision

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level English I TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students will integrate correct language skill within the reading and writing processes; plan, draft, and complete written compositions from all writing forms on a regular basis; read and respond to multiple genres from world literature translated to English from various cultures; understand basic literary concepts. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

### **Fundamentals of English II**

**TEDS:** 03220207

**KISD:** T1033

**Credit:** 1

**Grade:** 10

**Prerequisite:** ARD Decision

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level English II TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students increase and refine their communication skills; plan, draft, and complete written compositions with emphasis on persuasive forms; read extensively in multiple genres from world literature translated into English from various cultures. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

### **Fundamentals of English III**

**TEDS:** 03220300

**KISD:** T1063

**Credit:** 1

**Grade:** 11

**Prerequisite:** ARD Decision

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level English III TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students continue to increase and refine communication skills; plan, draft, and complete written compositions with emphasis on business forms on a regular basis. American literature and other world literature provide the source for critical thinking and literary essays. Students' present and critique oral communications and Graphic Design & Illustration products. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

### **Fundamentals of English IV**

**TEDS:** 03220400

**KISD:** T1093

**Credit:** 1

**Grade:** 12

**Prerequisite:** ARD Decision

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level English IV TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students continue to increase and refine communication skills; plan, draft, and complete written compositions with emphasis on business forms on a regular basis. American literature and other world literature provide the source for critical thinking and literary essays. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

### **Fundamentals of Independent English IV**

**TEDS:** 03221800

**KISD:** T1133

**Credit:** 1

**Grade:** 12

**Prerequisite:** ARD Decision

Independent English IV Alternate will assist students in developing skills in the areas of expressive, receptive, written, and representations of language. Attention is given to the ability to communicate effectively within the range of student's abilities. Students will integrate language in order to understand oral, written, and/or symbolic communication. Oral and written language will be used to express ideas, demands and needs, and to make inquiries. Communication will be examined in regard to social appropriateness, environmental cues and prompts understanding generalizations in real life context, the responsibilities of independent living and related skills.

**English Language Arts - Intervention**  
**Students are placed into these courses as needed by the campus administrator.**

**(1070) Reading I (1 Credit)**

Course Goal: To support students in meeting individual English goals necessary in achieving academic success; to support students in meeting English I EOC requirements.

Targeted students: Incoming freshmen who did not meet satisfactory performance on the 8<sup>th</sup> grade STAAR Reading Assessment, through multiple administrations.

Additional indicators: Unsatisfactory performance through a history of STAAR English assessments.

**(1071) Reading II (1 Credit)**

Course Goal: To support students in meeting individual English goals necessary in achieving academic success; to support students in meeting English II EOC requirements.

Targeted students: Incoming sophomores or juniors who have not met satisfactory performance on the English I or II EOC Assessment, through multiple administrations.

Additional indicators: Unsatisfactory performance through a history of STAAR English assessments and on the English I EOC Assessment.

**(1072) Reading III (1 Credit)**

Course Goal: To support students in meeting individual English goals necessary in achieving academic success; to support students in meeting English I and/or II EOC requirements.

Targeted students: Incoming juniors or seniors who have not met satisfactory performance on the English I or II EOC Assessment, through multiple administrations.

Additional indicators: Unsatisfactory performance on English I and/or English II EOC Assessment.

**(1075) College Readiness and Study Skills (.5 Credit)**

Course Goal: To support students in meeting individual English goals necessary in achieving academic success; to support students in meeting English I and II EOC requirements.

Targeted students: Incoming juniors or seniors who have not met satisfactory performance on the English I and/or II EOC Assessment, through multiple administrations.

Additional indicators: Unsatisfactory performance through a history of STAAR English assessments and on the English I and/or II EOC Assessment.

**English – College and Career Readiness Intervention**  
**(TCC-TSI Course)**

**(1176) College Preparatory English (1 Credit)**

Course Goal: To support students in meeting individual English goals necessary in achieving academic success on the TSI assessment.

Targeted students: Students who have not yet met a College Readiness indicator as identified by House Bill 5.