

### Prior-to-Secondary SCED Course Codes 2015-2016

| Course ID | Course Name                       | Course Description   | Course Subject Area             |
|-----------|-----------------------------------|--|---------------------------------|
| 51007     | IB Lang A (Eng),<br>Mid Yrs Prog  | International Baccalaureate (IB) Language A (English), Middle Years Program courses include instruction in the instrumental function of a language, emphasizing skills in listening, viewing, speaking, reading, and writing, as well as literature encompassing a variety of periods and genres.  | English Language and Literature |
| 51008     | English as a<br>Second Language   | English as a Second Language (ESL) courses are designed for the acquisition and rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. ESL courses usually begin with extensive listening and speaking practice, building on auditory and oral skills, and then move on to reading and writing. These courses provide an explanation of basic structures of the English language, enabling students to progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles and then to advance to "regular" English courses. ESL classes may also include an orientation to the customs and culture of the diverse population in the United States. | English Language and Literature |
| 51009     | Language Arts<br>Laboratory       | Language Arts Laboratory courses provide instruction in basic language skills, integrating reading, writing, speaking, and listening, while placing great emphasis on the progress of individual students. Course content depends upon students' abilities and may include vocabulary building, improving spelling and grammar, developing writing and composition skills, reading silently or aloud, and improving listening and comprehension abilities.   | English Language and Literature |
| 51026     | Language Arts<br>(early child ed) | Language Arts (early childhood education) courses develop students' readiness for language arts learning in reading, writing, listening, and speaking. Courses may include activities related to phonics, phonemic awareness, and vocabulary. Content is age appropriate and conforms to any existing state standards for early childhood education.   | English Language and Literature |
| 51027     | Language Arts (pre-<br>k)         | Language Arts (pre-kindergarten) courses develop students' readiness for language arts learning in reading, writing, listening, and speaking. Courses may include activities related to phonics, phonemic awareness, and vocabulary. Content is age appropriate and conforms to any existing state standards for pre-kindergarten education.   | English Language and Literature |
| 51028     | Language Arts<br>(kindergarten)   | Language Arts (kindergarten) courses engage students in activities to develop their language arts skills (reading, writing, listening, and speaking). Course content may emphasize storytelling or reading aloud and evoking a written, oral, or pictorial response. Specific content depends upon state standards for kindergarten.   | English Language and Literature |
| 51029     | Language Arts<br>(grade 1)        | Language Arts (grade 1) courses include the four aspects of language use: reading, writing, speaking, and listening. These courses may emphasize recognition of and response to various types of text, extension of vocabulary and writing skills, and the connection of language to the expression of ideas. Specific content depends upon state standards for grade 1.   | English Language and Literature |

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| 51030 | Language Arts<br>(grade 2) | Language Arts (grade 2) courses include the four aspects of language use: reading, writing, speaking, and listening. These courses may build students' skills in independent reading and writing by increasing reading and writing fluency, vocabulary, and recognition of word and language patterns. They may also introduce or reinforce the rules of grammar. Specific content depends upon state standards for grade 2.  | English Language and Literature |
| 51031 | Language Arts<br>(grade 3) | Language Arts (grade 3) courses include the four aspects of language use: reading, writing, speaking, and listening. These courses may emphasize independent reading and writing in a variety of assignments. Some emphasis may also be placed on presentation or oral communication skills. Specific content depends upon state standards for grade 3.   | English Language and Literature |
| 51032 | Language Arts<br>(grade 4) | Language Arts (grade 4) courses include the four aspects of language use: reading, writing, speaking, and listening. These courses may emphasize independent reading and writing in a variety of assignments and require students to respond to different material in different ways. Grammar and usage of the English language may also be emphasized. Specific content depends upon state standards for grade 4.  | English Language and Literature |
| 51033 | Language Arts<br>(grade 5) | Language Arts (grade 5) courses include the four aspects of language use: reading, writing, speaking, and listening. These courses may extend students' skills in composition, writing for particular purposes or audiences, distinguishing meaning and literary functions in texts, and fluency in reading. Specific content depends upon state standards for grade 5.   | English Language and Literature |
| 51034 | Language Arts<br>(grade 6) | Language Arts (grade 6) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and include the four aspects of language use: reading, writing, speaking, and listening. These courses may emphasize the use of language for different effects, in different contexts, and for different purposes. Specific content depends upon state standards for grade 6.  | English Language and Literature |
| 51035 | Language Arts<br>(grade 7) | Language Arts (grade 7) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and include the four aspects of language use: reading, writing, speaking, and listening. Beyond emphasizing different uses for language, these courses may also include using language (particularly written text) to construct meaning and connections. Specific content depends upon state standards for grade 7.          | English Language and Literature |
| 51036 | Language Arts<br>(grade 8) | Language Arts (grade 8) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses use various genres of literature to improve reading skills, and they link writing exercises for different purposes to those reading selections. Specific content depends upon state standards for grade 8. | English Language and Literature |

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| 51037 | Language Arts (no grade diff) | Language Arts—General courses involve content that is not grade differentiated and may apply to a range of consecutive grades (e.g., "by third grade, students should know and be able to do..."). These courses include content that may be applicable to states or localities that do not employ grade-level content standards. [These courses provide broad content that is not organized as described elsewhere (i.e., Language Arts, early childhood education through grade 8).] | English Language and Literature |
| 51038 | Reading (early child ed)      | Reading (early childhood education) courses develop students' readiness for language arts, particularly focusing on reading skills. Courses may include activities related to phonics, phonemic awareness, and vocabulary. Content is age-appropriate and conforms to any existing state standards for early childhood education.  | English Language and Literature |
| 51039 | Reading (pre-kindergarten)    | Reading (pre-kindergarten) courses develop students' readiness for language arts, particularly focusing on reading skills. Courses may include activities related to phonics, phonemic awareness, and vocabulary. Content is age-appropriate and conforms to any existing state standards for pre-kindergarten education.  | English Language and Literature |
| 51040 | Reading (kindergarten)        | Reading (kindergarten) courses engage students in activities to develop their reading skills. Course content may emphasize storytelling or reading aloud and evoking a written, oral, or pictorial response. Specific content depends upon state standards for kindergarten.   | English Language and Literature |
| 51041 | Reading (grade 1)             | Reading (grade 1) courses focus on reading skills and may emphasize recognition of and response to various types of text; extension of vocabulary; and the connection of language to the expression of ideas. Specific content depends upon state standards for grade 1.   | English Language and Literature |
| 51042 | Reading (grade 2)             | Reading (grade 2) courses focus on reading skills and may build students' skills in independent reading by increasing reading fluency, vocabulary, and recognition of word and language patterns. Specific content depends upon state standards for grade 2.   | English Language and Literature |
| 51043 | Reading (grade 3)             | Reading (grade 3) courses focus on reading skills and may emphasize independent reading in a variety of assignments. Some emphasis may also be placed on presentation skills. Specific content depends upon state standards for grade 3.   | English Language and Literature |
| 51044 | Reading (grade 4)             | Reading (grade 4) courses focus on reading skills and may emphasize independent reading in a variety of assignments and require students to respond to different material in different ways. Specific content depends upon state standards for grade 4.  | English Language and Literature |
| 51045 | Reading (grade 5)             | Reading (grade 5) courses focus on reading skills and may extend students' skills in distinguishing meaning and literary functions in texts, and fluency in reading. Specific content depends upon state standards for grade 5.  | English Language and Literature |
| 51046 | Reading (grade 6)             | Reading (grade 6) courses build upon students' prior knowledge and skill in reading and may emphasize the use of language for different effects, in different contexts, and for different purposes. Specific content depends upon state standards for grade 6.   | English Language and Literature |
| 51047 | Reading (grade 7)             | Reading (grade 7) courses build upon students' prior knowledge and skill in reading and may emphasize the use of language for different effects, in different contexts, and for different purposes. Specific content depends upon state standards for grade 7.   | English Language and Literature |

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| 51048 | Reading (grade 8)            | Reading (grade 8) courses build upon students' prior knowledge and skill in reading. Typically, these courses use various genres of literature to improve reading skills, and link exercises for different purposes to those reading selections. Specific content depends upon state standards for grade 8.   | English Language and Literature |
| 51049 | Reading (no grade diff)      | Reading—General courses involve content that is not grade differentiated and may apply to a range of consecutive grades (e.g., "by third grade, students should know and be able to do..."). These courses include content that may be applicable to states or localities that do not employ grade-level content standards. [These courses provide broad content that is not organized as described elsewhere (i.e., Reading, early childhood education through grade 8.)]  | English Language and Literature |
| 51053 | Literature                   | Literature courses offer the opportunity for students to study and reflect upon the themes presented in the body of literature being presented. Students improve their critical-thinking skills as they determine the underlying assumptions and values within the reading selection and as they understand how the work reflects society's problems and culture. Oral discussion is an integral part of literature courses, and written compositions are often required. Literature courses may survey representative works, reflect a particular genre or a specific theme, or survey works of a particular time or people. | English Language and Literature |
| 51066 | Strategic Reading            | Strategic Reading courses are intended to improve a student's vocabulary, critical-thinking and analysis skills, or reading rate and comprehension level. Although these courses typically emphasize works of fiction, they may also include works of nonfiction (including textbooks). Strategic Reading courses often have a time-management focus, offering strategies for note-taking or for understanding and evaluating the important points of a text.   | English Language and Literature |
| 51067 | Assisted Reading             | Assisted Reading courses offer students the opportunity to focus on their reading skills. Assistance is targeted to students' particular weaknesses and is designed to bring students' reading comprehension up to the desired level or to develop strategies to read more efficiently.   | English Language and Literature |
| 51068 | Corrective Reading           | Corrective Reading courses offer diagnostic and remedial activities designed to correct reading difficulties and habits that interfere with students' progress in developing reading skills and understandings. Activities are chosen to increase or improve students' reading comprehension, reading technique, and general literacy skills.   | English Language and Literature |
| 51097 | Literature—Independent Study | Courses in Literature—Independent Study, often conducted with instructors as mentors, enable students to explore topics of interest related to literature. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.  | English Language and Literature |
| 51099 | Literature—Other             | Other Literature courses.   | English Language and Literature |

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| 51103 | Composition                | Composition courses focus on students' writing skills and develop their ability to compose different types of papers for a range of purposes and audiences. These courses enable students to explore and practice descriptive, narrative, persuasive, or expository styles as they write paragraphs, essays, letters, applications, formal documented papers, or technical reports. Although composition courses may present some opportunities for creative writing, their focus usually remains on nonfiction, scholarly, or formal writing. | English Language and Literature |
| 51104 | Creative Writing           | Creative Writing courses offer students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others concentrate exclusively on one particular form (such as poetry or playwriting).                         | English Language and Literature |
| 51128 | Writing (early childhood)  | Writing (early childhood education) courses develop students' readiness for language arts, particularly focusing on writing. Content is age appropriate and conforms to any existing state standards for early childhood education.  | English Language and Literature |
| 51129 | Writing (pre-kindergarten) | Writing (pre-kindergarten) courses develop students' readiness for language arts, particularly focusing on writing. Content is age appropriate and conforms to any existing state standards for pre-kindergarten education.  | English Language and Literature |
| 51130 | Writing (kindergarten)     | Writing (kindergarten) courses engage students in activities to develop their writing skills. Course content may emphasize storytelling or personal expression. Specific content depends upon state standards for kindergarten.  | English Language and Literature |
| 51131 | Writing (grade 1)          | Writing (grade 1) courses focus on writing skills and may emphasize recognition and creation of various types of text; extension of vocabulary and writing skills; and the connection of language to the expression of ideas. Specific content depends upon state standards for grade 1.   | English Language and Literature |
| 51132 | Writing (grade 2)          | Writing (grade 2) courses focus on writing skills and may build students' skills in independent writing by increasing writing fluency, vocabulary, and recognition of word and language patterns. They may also introduce or reinforce the rules of grammar and spelling. Specific content depends upon state standards for grade 2.   | English Language and Literature |
| 51133 | Writing (grade 3)          | Writing (grade 3) courses focus on writing skills and may emphasize independent writing in a variety of assignments. Some emphasis may also be placed on presentation skills. Specific content depends upon state standards for grade 3.   | English Language and Literature |
| 51134 | Writing (grade 4)          | Writing (grade 4) courses focus on writing skills and may emphasize independent writing in a variety of assignments and require students to respond to different materials in different ways. Grammar and usage of the English language may also be emphasized. Specific content depends upon state standards for grade 4.   | English Language and Literature |

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| 51135 | Writing (grade 5)             | Writing (grade 5) courses focus on writing skills and may extend students' skills in writing for particular purposes or audiences, distinguishing meaning and literary functions in texts, and fluency in writing. Specific content depends upon state standards for grade 5.  | English Language and Literature |
| 51136 | Writing (grade 6)             | Writing (grade 6) courses build upon students' prior knowledge and skill in writing and may emphasize the use of language for different effects, in different contexts, and for different purposes. Specific content depends upon state standards for grade 6.   | English Language and Literature |
| 51137 | Writing (grade 7)             | Writing (grade 7) courses build upon students' prior knowledge and skill in writing and may emphasize the use of language for different effects and to construct meaning and connections. Specific content depends upon state standards for grade 7.   | English Language and Literature |
| 51138 | Writing (grade 8)             | Writing (grade 8) courses build upon students' prior knowledge and skill in writing. Typically, these courses use writing exercises to expand students' understanding of the different purposes of written communication. Specific content depends upon state standards for grade 8.   | English Language and Literature |
| 51139 | Writing (no grade diff)       | Writing—General courses involve content that is not grade differentiated and may apply to a range of consecutive grades (e.g., "by third grade, students should know and be able to do..."). These courses include content that may be applicable to states or localities that do not employ grade-level content standards. [These courses provide broad content that is not organized as described elsewhere (i.e., Writing, early childhood education through grade 8).]               | English Language and Literature |
| 51147 | Composition—Independent Study | Composition—Independent study, often conducted with instructors as mentors, allow students to explore particular topics within the field of language arts (emphasizing composition). Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.   | English Language and Literature |
| 51149 | Composition—Other             | Other Composition courses.   | English Language and Literature |
| 51151 | Public Speaking               | Public Speaking courses enable students, through practice, to develop communication skills that can be used in a variety of speaking situations (such as small and large group discussions, delivery of lectures or speeches in front of audiences, and so on). Course topics may include (but are not limited to) research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence. | English Language and Literature |
| 51155 | Communications                | Communications courses focus on the application of written and oral communication skills through a variety of formal and informal experiences. The courses are performance-based and emphasize effective interpersonal and team-building skills. Communications courses may also involve the study of how interpersonal communications are affected by stereotypes, nonverbal cues, vocabulary, and stylistic choices.   | English Language and Literature |

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| 51197 | Speech—Independent Study    | Speech—Independent Study courses, often conducted with instructors as mentors, allow students to explore particular topics within the field of language arts (emphasizing speech). Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.  | English Language and Literature |
| 51199 | Speech—Other                | Other Speech courses.   | English Language and Literature |
| 51203 | English—Test Preparation    | English—Test Preparation courses provide students with activities in analytical thinking and with the skills and strategies associated with standardized test taking. Topics covered include vocabulary, reading comprehension, and writing strategies, as well as time management, scoring procedures, and dealing with test-related stress. Course materials may include national and state standardized test review materials (such as ACT, SAT, or PSAT test review materials), current assessment software programs, and previous standardized examinations. | English Language and Literature |
| 51991 | Language Arts Laboratory    | Language Arts Laboratory courses provide instruction in basic language skills, integrating reading, writing, speaking, and listening, while placing great emphasis on the progress of individual students. Course content depends upon students' abilities and may include vocabulary building, improving spelling and grammar, developing writing and composition skills, reading silently or aloud, and improving listening and comprehension abilities.  | English Language and Literature |
| 51992 | English Profic Development  | English Proficiency Development courses are designed to assist students in acquiring the skills necessary to pass proficiency examinations.   | English Language and Literature |
| 51996 | Eng Lang & Lit—Supplemental | English Language and Literature—Supplemental courses, designed to be taken in addition to or in coordination with other English language and literature courses, provide instruction to assist students in acquiring English language arts skills so that students attain necessary grade-level skills or reach a desired competency level.   | English Language and Literature |
| 51997 | Eng Lang & Lit—Ind Study    | English Language and Literature—Independent study courses, often conducted with instructors as mentors, allow students to explore particular topics within the field of language arts. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.  | English Language and Literature |
| 51999 | Eng Lang & Lit—Other        | Other English Language and Literature courses.  | English Language and Literature |
| 52001 | Informal Mathematics        | Informal Mathematics courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and highlight the connections among mathematical topics and between mathematics and other disciplines. These courses approach the teaching of general math, pre-algebra, and pre-geometry topics by applying numbers, and algebraic and geometric concepts and relationships to real world problems.   | Mathematics                     |

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| 52002 | General Math                       | General Math courses reinforce and expand students' foundational math skills, such as arithmetic operations using rational numbers; area, perimeter, and volume of geometric figures, congruence and similarity, angle relationships, the Pythagorean theorem, the rectangular coordinate system, sets and logic, ratio and proportion, estimation, formulas, solving and graphing simple equations and inequalities.   | Mathematics |
| 52003 | Partic Topic<br>Foundation Math    | These courses examine particular topics in Foundation Math, such as arithmetic, sequences, or basic conceptual skills, rather than provide a general overview.  | Mathematics |
| 52028 | Mathematics (early<br>child ed)    | Mathematics (early childhood education) courses cover foundational skills and concepts related to mathematics. Content is age appropriate and conforms to any existing state standards for early childhood education.   | Mathematics |
| 52029 | Mathematics (pre-<br>kindergarten) | Mathematics (pre-kindergarten) courses cover foundational skills and concepts related to mathematics. Content is age appropriate and conforms to any existing state standards for pre-kindergarten education.   | Mathematics |
| 52030 | Mathematics<br>(kindergarten)      | Mathematics (kindergarten) courses typically introduce and reinforce basic concepts of mathematics such as counting whole numbers and understanding patterns, time, and money. Specific content depends upon state standards for kindergarten.  | Mathematics |
| 52031 | Mathematics<br>(grade 1)           | Mathematics (grade 1) courses typically help build a conceptual foundation in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. These courses often require students to develop their numerical fluency and to make calculation predictions. Specific content depends upon state standards for grade 1.  | Mathematics |
| 52032 | Mathematics<br>(grade 2)           | Mathematics (grade 2) courses typically continue to build a conceptual foundation in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. These courses often require students to develop their numerical fluency, particularly in addition and subtraction, and to solve problems using those operations as well as estimation. Specific content depends upon state standards for grade 2.     | Mathematics |
| 52033 | Mathematics<br>(grade 3)           | Mathematics (grade 3) courses typically emphasize number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. These courses often require students to improve their numerical fluency, adding multiplication and division to addition and subtraction operations, using whole numbers and parts (quarters, thirds, halves), and estimation. Specific content depends upon state standards for grade 3. | Mathematics |
| 52034 | Mathematics<br>(grade 4)           | Mathematics (grade 4) courses typically emphasize number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. Course content may include activities that help students increase operational fluency, make connections between abstract symbols and concrete events or concepts, or present conclusions based on data. Specific content depends upon state standards for grade 4.                       | Mathematics |



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| 52035 | Mathematics (grade 5)       | Mathematics (grade 5) courses typically emphasize number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. Course content may include activities that help students increase operational fluency, make connections between abstract symbols and concrete events or concepts, or present their mathematical reasoning. Specific content depends upon state standards for grade 5.            | Mathematics |
| 52036 | Mathematics (grade 6)       | Mathematics (grade 6) courses typically emphasize skills in numerical operations (including basic operations and their proper order); measurement; patterns; simple functions; geometry; and concepts of data analysis, including statistics and probability. Specific content depends upon state standards for grade 6.  | Mathematics |
| 52037 | Mathematics (grade 7)       | Mathematics (grade 7) courses typically emphasize proficiency in skills involving numbers and operations; measurement; patterns; functions; algebraic formulas; geometry; and concepts of data analysis, including statistics and probability. Specific content depends upon state standards for grade 7.   | Mathematics |
| 52038 | Mathematics (grade 8)       | Mathematics (grade 8) courses typically emphasize proficiency in skills involving numbers and operations, measurement, patterns, simple functions, algebra, geometry, statistics, and probability. Specific content depends upon state standards for grade 8.   | Mathematics |
| 52039 | Mathematics (no grade diff) | Mathematics— General courses involve content that is not grade differentiated and may apply to a range of consecutive grades (e.g., "by third grade, students should know and be able to do..."). These courses include content that may be applicable to states or localities that do not employ grade-level content standards. [These courses provide broad content that is not organized as described elsewhere (i.e., Mathematics, early childhood education through grade 8).] | Mathematics |
| 52047 | Foundation Math—Ind Study   | Foundation Math—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related to foundation mathematics. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.  | Mathematics |
| 52049 | Foundation Math—Other       | Other Foundation Math courses.  | Mathematics |
| 52051 | Pre-Algebra                 | Pre-Algebra courses increase students' foundational math skills and prepare them for Algebra I by covering a variety of topics, such as properties of rational numbers (i.e., number theory), ratio, proportion, estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first-degree equations and inequalities.  | Mathematics |
| 52052 | Algebra I                   | Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.  | Mathematics |

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| 52061 | Integrated Math—Multiyr Equiv | Integrated Math courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and emphasize the connections among mathematical topics and between mathematics and other disciplines. The multi-period sequence of Integrated Math replaces the traditional Algebra I, Geometry, Algebra II sequence of courses, and usually covers the following topics during a three- or four-year sequence: algebra, functions, geometry from both a synthetic and an algebraic perspective, trigonometry, statistics and probability, discrete mathematics, the conceptual underpinnings of calculus, and mathematical structure. | Mathematics |
| 52069 | Algebra—Other                 | Other Algebra courses.  | Mathematics |
| 52071 | Informal Geometry             | Informal Geometry courses emphasize a practical approach to the study of geometry and deemphasize an abstract, formal approach. Topics typically include properties of and work with plane and solid figures; inductive methods of reasoning and use of logic; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.  | Mathematics |
| 52072 | Geometry                      | Geometry courses, emphasizing an abstract, formal approach to the study of geometry, typically include topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.   | Mathematics |
| 52073 | Analytic Geometry             | Analytic Geometry courses include the study of the nature and intersection of lines and planes in space, including vectors, the polar coordinate system, equations and graphs of conic sections, rotations and transformations, and parametric equations.   | Mathematics |
| 52074 | Principles Algebra & Geometry | Principles of Algebra and Geometry courses combine the study of some pre-algebra and algebra topics with introductory geometry topics. These courses include the study of formulas, algebraic expressions, first degree equations and inequalities, the rectangular coordinate system, area, perimeter, and volume of geometric figures, and properties of triangles and circles.   | Mathematics |
| 52075 | Partic Topic Geometry         | These courses examine specific topics in geometry, such as solid or technical geometry, rather than provide a general study of the field of geometry.   | Mathematics |
| 52079 | Geometry—Other                | Other Geometry courses.   | Mathematics |
| 52132 | IB Math, Mid Yrs Prog         | International Baccalaureate (IB) Mathematics, Middle Years Program courses are built on a framework of five branches of mathematics: number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics. The program encourages students to develop an understanding of mathematical reasoning and processes, the ability to apply mathematics and evaluate the significance of results, the ability to develop strategies for problems in which solutions are not obvious, and the acquisition of mathematical intuition.  | Mathematics |

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| 52157 | Consumer Math                  | Consumer Math courses reinforce general math topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and apply these skills to consumer problems and situations. Applications typically include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment. | Mathematics                |
| 52991 | History of Math                | History of Math courses include a study of the historical development of numbers, computation, algebra, and geometry. Figures critical to the development of mathematics (e.g., Pythagoras, Pascal, Descartes) or important developments (e.g., pi, decimal fractions, probability theory, calculus) often form the backbone of these classes.  | Mathematics                |
| 52993 | Mathematics—Test Preparation   | Mathematics—Test Preparation courses provide students with activities in analytical thinking and with the skills and strategies associated with standardized test taking (such as the PSAT, SAT, and ACT). Topics covered include strategies for arithmetic, algebra, geometry, and quantitative comparison problems as well as time management, scoring procedures, calculator usage, and management of test-related stress.           | Mathematics                |
| 52994 | Mathematics Profic Development | Mathematics Proficiency Development courses are designed to assist students in acquiring the skills necessary to pass proficiency examinations.   | Mathematics                |
| 52996 | Mathematics—Supplemental       | Mathematics—Supplemental courses, designed to be taken in addition to or in coordination with other mathematics courses, provide instruction to assist students in acquiring mathematic skills so that students attain necessary grade-level skills or reach a desired competency level.  | Mathematics                |
| 52997 | Mathematics—Independent Study  | Mathematics—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related to mathematics. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.   | Mathematics                |
| 52999 | Mathematics—Other              | Other Mathematics courses.  | Mathematics                |
| 53008 | Earth/Space Science            | Earth/Space Science (prior-to-secondary) covers basic principles of earth and space science. These may include plate tectonics, rocks and the rock cycle, weather, ocean currents, movements of the Earth, moon, and planets, components of the galaxy and universe, or other topics consistent with state academic standards for earth and space science.  | Life and Physical Sciences |
| 53009 | Partic Topic Earth Science     | Particular Topics in Earth Science courses concentrate on a particular subtopic within the field of earth science (such as mineralogy) that is not otherwise described within this classification system.   | Life and Physical Sciences |

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| 53047 | Earth Science—Independent Study | Earth Science—Independent Study courses, often conducted with instructors as mentors, enable students to explore scientific topics of interest, using advanced methods of scientific inquiry and experimentation. These courses may be offered in conjunction with other science courses or may serve as an opportunity to explore a topic of special interest.        | Life and Physical Sciences |
| 53049 | Earth Science—Other             | Other Early Science courses.   | Life and Physical Sciences |
| 53051 | Biology                         | Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.  | Life and Physical Sciences |
| 53063 | Partic Topic Biology            | Particular Topics in Biology courses concentrate on a particular subtopic within the field of biology (such as botany, zoology, genetics, and so on) that is not otherwise described within this classification system.  | Life and Physical Sciences |
| 53097 | Biology—Independent Study       | Biology—Independent Study courses, often conducted with instructors as mentors, enable students to explore scientific topics of interest, using advanced methods of scientific inquiry and experimentation. These courses may be offered in conjunction with other science courses or may serve as an opportunity for students to explore a topic of special interest. | Life and Physical Sciences |
| 53099 | Biology—Other                   | Other Biology courses.   | Life and Physical Sciences |
| 53101 | Chemistry                       | Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.                                  | Life and Physical Sciences |
| 53108 | Partic Topic Chemistry          | Particular Topics in Chemistry courses concentrate on a particular subtopic within the field of chemistry (such as chromatography and spectrometry) that is not otherwise described in this classification system.   | Life and Physical Sciences |
| 53147 | Chemistry—Independent Study     | Chemistry—Independent Study courses, often conducted with instructors as mentors, enable students to explore scientific topics of interest, using advanced methods of scientific inquiry and experimentation. These courses may be offered in conjunction with other rigorous science courses or may serve as an opportunity to explore a topic of special interest.   | Life and Physical Sciences |
| 53149 | Chemistry—Other                 | Other Chemistry courses.   | Life and Physical Sciences |
| 53151 | Physics                         | Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.   | Life and Physical Sciences |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 53153 | Principles of Technology  | Principles of Technology courses focus on the study of the forces and laws of nature and their application to modern technology. Equilibrium, motion, momentum, energy conversion, electromagnetism, and optical phenomena are presented in the context of current, real-world applications. Demonstrations, math labs, and applied laboratory experiments are an integral part of the Principles of Technology curriculum. These courses may enable students to gain a solid foundation for careers in electronics, robotics, telecommunications, and other technological fields. | Life and Physical Sciences |
| 53158 | Life Science              | Life Science courses cover the basic principles of life and life processes. These topics may include cells, species, ecosystems, reproduction, genetics, or other topics consistent with state academic standards for life science.  | Life and Physical Sciences |
| 53159 | Physical Science          | Physical Science (prior-to-secondary) courses cover basic principles of physical science, such as matter, energy, force, and motion. Topics may include conservation of energy and matter, the atomic model, the periodic table, electricity, or other topics consistent with state academic standards for physical science.   | Life and Physical Sciences |
| 53162 | Partic Topic Physics      | Particular Topics in Physics courses concentrate on a particular subtopic within the field of physics (such as optics, thermodynamics, quantum physics, and so on) that is not otherwise described in this classification system.  | Life and Physical Sciences |
| 53197 | Physics—Independent Study | Physics—Independent Study courses, often conducted with instructors as mentors, enable students to explore scientific topics of interest, using advanced methods of scientific inquiry and experimentation. These courses may be offered in conjunction with other rigorous science courses or may provide students with an opportunity to explore a topic of special interest.  | Life and Physical Sciences |
| 53199 | Physics—Other             | Other Physics courses.   | Life and Physical Sciences |
| 53201 | Integrated Science        | The specific content of Integrated Science courses varies, but they draw upon the principles of several scientific specialties—earth science, physical science, biology, chemistry, and physics—and organize the material around thematic units. Common themes covered include systems, models, energy, patterns, change, and constancy. These courses use appropriate aspects from each specialty to investigate applications of the theme.   | Life and Physical Sciences |
| 53202 | Unified Science           | Unified Science courses combine more than one branch of science into a cohesive study or may integrate science with another discipline. General scientific concepts are explored, as are the principles underlying the scientific method and experimentation techniques.   | Life and Physical Sciences |
| 53203 | IB Sciences, Mid Yrs Prog | International Baccalaureate (IB) Sciences, Middle Years Program courses provide to students a body of knowledge and an understanding of the scientific approach to problem solving. It may be organized as biology, chemistry, and physics, or as an integrated sciences course. The course requires students to formulate hypotheses, design and carry out experiments to test them, and evaluate results.  | Life and Physical Sciences |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 53228 | Science (early childhood)  | Science (early childhood education) courses cover foundational skills and concepts related to science, such as investigation and observation. Content is age appropriate and conforms to any existing state standards for early childhood education.   | Life and Physical Sciences |
| 53229 | Science (pre-kindergarten) | Science (pre-kindergarten) courses cover foundational skills and concepts related to science, such as investigation and observation. Content is age-appropriate and conforms to any existing state standards for pre-kindergarten education.   | Life and Physical Sciences |
| 53230 | Science (kindergarten)     | Science (kindergarten) courses encourage students to observe and describe properties of organisms, systems, and the environment. Students may raise questions, identify patterns, and record observations. Specific content depends upon state standards for kindergarten.   | Life and Physical Sciences |
| 53231 | Science (grade 1)          | Science (grade 1) courses allow students to identify interactions and patterns in objects and events and to record observations in written or visual form. Typically, students investigate systems of living organisms and the environment. Specific content depends upon state standards for grade 1.   | Life and Physical Sciences |
| 53232 | Science (grade 2)          | Science (grade 2) courses continue to introduce students to basic scientific processes and principles. Course content may include identification of patterns, classification and sequencing, or manipulation of systems to observe interactions between parts and record the effects of change. Specific content depends upon state standards for grade 2.                                     | Life and Physical Sciences |
| 53233 | Science (grade 3)          | Science (grade 3) courses involve observation, measurement, and description of simple systems. Course content may include the scientific process; life and environmental science; and physical, earth, and space science. Specific content depends upon state standards for grade 3.   | Life and Physical Sciences |
| 53234 | Science (grade 4)          | Science (grade 4) courses typically explore complex systems, such as plant and animal adaptation, forces and motion, and physical and chemical changes in matter, or content consistent with state academic standards. Students may identify causes and effects of change, make predictions, and gather data from multiple sources. Specific content depends upon state standards for grade 4. | Life and Physical Sciences |
| 53235 | Science (grade 5)          | Science (grade 5) courses build on the study of various systems. They may include identification and description of cycles, comparisons of forms of matter and energy, forces, or content consistent with state academic standards. Students may make comparisons and interpret and analyze information. Specific content depends upon state standards for grade 5.                            | Life and Physical Sciences |
| 53236 | Science (grade 6)          | Science (grade 6) courses typically include subject matter from several strands of science, including earth/space sciences, physical sciences, and life or environmental sciences, and may organize material around thematic units. Specific content depends upon state standards for grade 6.   | Life and Physical Sciences |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 53237 | Science (grade 7)              | Science (grade 7) courses build on previous years of scientific inquiry and typically include subject matter from several strands of science, including earth sciences, physical sciences, and life or environmental sciences, and may organize material around thematic units. Specific content depends upon state standards for grade 7.   | Life and Physical Sciences  |
| 53238 | Science (grade 8)              | Science (grade 8) courses typically include subject matter from several strands of science, including earth sciences, physical sciences, and life or environmental sciences, and may organize material around thematic units. Specific content depends upon state standards for grade 8.   | Life and Physical Sciences  |
| 53239 | Science (no grade diff)        | Science—General courses involve content that is not grade differentiated and may apply to a range of consecutive grades (e.g., “by third grade, students should know and be able to do...”). These courses include content that may be applicable to states or localities that do not employ grade-level content standards. [These courses provide broad content that is not organized as described elsewhere (i.e., Science, early childhood education through grade 8).] | Life and Physical Sciences  |
| 53994 | Life & Phys Sci—Profic Develop | Life and Physical Sciences—Proficiency Development courses are designed to assist students in acquiring the skills necessary to pass proficiency examinations related to the life sciences and physical sciences.  | Life and Physical Sciences  |
| 53996 | Life & Phys Sci—Supplemental   | Life and Physical Sciences—Supplemental courses, designed to be taken in addition or in coordination with other life and physical science courses, provide instruction to assist students in acquiring science skills so that students attain necessary grade-level skills or reach a desired competency level.  | Life and Physical Sciences  |
| 53997 | Life & Phys Sci—Independ Study | Life and Physical Sciences—Independent Study courses, often conducted with instructors as mentors, enable students to explore scientific topics of interest, using advanced methods of scientific inquiry and experimentation. These courses may be offered in conjunction with other rigorous science courses or may serve as an opportunity to explore a topic of special interest.  | Life and Physical Sciences  |
| 53999 | Life & Phys Sci—Other          | Other Life and Physical Sciences courses.  | Life and Physical Sciences  |
| 54001 | World Geography                | World Geography courses provide students with an overview of world geography, but may vary widely in the topics they cover. Topics typically include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas.   | Social Sciences and History |
| 54002 | Partic Topic Geography         | Particular Topics in Geography courses examine a particular topic in geography, such as physical or cultural geography, or the geography of a particular area or region, rather than provide an overview of the field.   | Social Sciences and History |
| 54003 | U.S. Geography                 | U.S. Geography courses provide an overview of the geography of the United States. Topics typically include the physical environment, the political landscape, the relationship between people and the land, and economic production and development.   | Social Sciences and History |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 54047 | Geography—Independent Study     | Geography—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest within geography. Independent Study courses may provide students with an opportunity to expand their expertise in a particular specialization, to explore a topic of special interest, or to develop more advanced skills.  | Social Sciences and History |
| 54051 | World History—Overview          | World History—Overview courses provide students with an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. World History—Overview courses may include geographical studies, but often these components are not as explicitly taught as geography.  | Social Sciences and History |
| 54061 | World Area Studies              | World Area Studies courses examine the history, politics, economics, society, and/or culture of one or more regions of the world, such as Africa, Latin America, the former Soviet Union, Far East Asia, and the Middle East. These courses may focus primarily on the history of a particular region or may take an interdisciplinary approach to the contemporary issues affecting the region. Furthermore, these courses may emphasize one particular country (other than the United States), rather than emphasizing a region or continent. | Social Sciences and History |
| 54062 | World People Studies            | World People Studies courses allow students to study various types of subgroups that have something in common such as religion, gender, or culture. Similar in style to World Area Studies, but focusing on a group of people rather than on a specific region, these courses examine a subgroup's history, politics, economics, and/or culture.  | Social Sciences and History |
| 54063 | Western Civilization            | Western Civilization courses apply an interdisciplinary approach to the study of western cultural traditions, frequently using a chronological framework. Course content typically includes a survey of the major developments in and contributors to art and architecture, literature, religion and philosophy, and culture. These courses may also cover intellectual and political movements.  | Social Sciences and History |
| 54064 | Contemporary World Issues       | Contemporary World Issues courses enable students to study political, economic, and social issues facing the world. These courses may focus on current issues, examine selected issues throughout the 20th century, and look at historical causes or possible solutions.  | Social Sciences and History |
| 54097 | World History—Independent Study | World History—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest within world history. Independent Study courses may provide students with an opportunity to expand their expertise in a particular period or area, to explore a topic of special interest, or to develop more advanced skills.  | Social Sciences and History |
| 54101 | U.S. History—Comprehensive      | U.S. History—Comprehensive courses provide students with an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement.   | Social Sciences and History |



### Prior-to-Secondary SCED Course Codes 2015-2016

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| 54105 | State-Specific Studies         | State-Specific Studies courses examine the history, politics, economics, society, and/or cultures of one state in the United States. This course may focus primarily on the history of that state or may take an interdisciplinary approach to the contemporary issues affecting it.  | Social Sciences and History |
| 54106 | Contemporary U.S. Issues       | Contemporary U.S. Issues courses study the political, economic, and social issues facing the United States, with or without an emphasis on state and local issues. These courses may focus on current issues or may examine selected issues that span throughout the 20th century to the present.   | Social Sciences and History |
| 54107 | U.S. Ethnic Studies            | U.S. Ethnic Studies courses examine the history, politics, economics, society, and/or culture of one or more of the racial/ethnic groups in the United States. These courses may focus primarily on the history of an individual racial/ethnic group or may take a more comprehensive approach to studying the contemporary issues affecting racial/ethnic groups overall.  | Social Sciences and History |
| 54147 | U.S. History—Independent Study | U.S. History—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest within U.S. History. Independent Study courses may provide students with an opportunity to expand their expertise in a particular period or area, to explore a topic in greater detail, or to develop more advanced skills.  | Social Sciences and History |
| 54149 | U.S. History—Other             | Other U. S. History courses.  | Social Sciences and History |
| 54151 | U.S. Government—Comprehensive  | U.S. Government—Comprehensive courses provide an overview of the structure and functions of the U.S. government and political institutions and examine constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. These courses may examine the structure and function of state and local governments and may cover certain economic and legal topics. | Social Sciences and History |
| 54161 | Civics                         | Civics courses examine the general structure and functions of American systems of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. These courses do not typically delve into the same degree of detail on constitutional principles or the role of political parties and interest groups as do comprehensive courses in U.S. Government.                                 | Social Sciences and History |
| 54171 | IB Humanities, Mid Yrs Prog    | International Baccalaureate (IB) Humanities, Middle Years Program courses aim to develop the understanding and application of concepts (time, place and space, change, systems and global awareness) and skills (technical, analytical, problem solving, and investigative). Content may include topics such as geography, history, economics, politics, civics, sociology, anthropology, and psychology.   | Social Sciences and History |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 54197 | Govt, Politics, Law—Ind Study | Government, Politics, and Law—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest within one of the fields of Government, Politics, and Law. These courses may provide students with an opportunity to expand their expertise in a particular specialization, to explore a topic of special interest, or to develop more advanced skills.  | Social Sciences and History |
| 54199 | Govt, Politics, Law—Other     | Other Government, Politics, and Law courses.   | Social Sciences and History |
| 54428 | Social Studies early child ed | Social Studies (early childhood education) courses provide a developmentally appropriate understanding of social studies concepts, helping students begin to develop an understanding of self and others; the concept of time (past and present events); and skills conducive to citizenship, such as group decisionmaking. Content is age appropriate and conforms to any existing state standards for early childhood education.   | Social Sciences and History |
| 54429 | Social Studies (pre-k)        | Social Studies (pre-kindergarten) courses provide a developmentally appropriate understanding of social studies concepts, helping students begin to develop an understanding of self and others; the concept of time (past and present events); and skills conducive to citizenship, such as group decisionmaking. Content is age appropriate and conforms to any existing state standards for pre-kindergarten education.   | Social Sciences and History |
| 54430 | Social Studies (kindergarten) | Social Studies (kindergarten) courses generally provide initial foundations in the social studies disciplines: history, geography, civics and government, and economics. Specific content depends upon state standards for kindergarten.   | Social Sciences and History |
| 54431 | Social Studies (grade 1)      | Social Studies (grade 1) courses develop foundational skills in the social studies disciplines: history, geography, civics and government, and economics. These disciplines are often taught together and organized around a theme. Specific content depends upon state standards for grade 1.   | Social Sciences and History |
| 54432 | Social Studies (grade 2)      | Social Studies (grade 2) courses help students reach greater understanding of the social studies disciplines: history, geography, civics and government, and economics. Courses often offer study of these disciplines in an integrated fashion, through the context of a specific theme or discipline, such as state-based social studies or the history of a people. Specific content depends upon state standards for grade 2.  | Social Sciences and History |
| 54433 | Social Studies (grade 3)      | Social Studies (grade 3) courses build on previous knowledge and introduce concepts in the social studies disciplines: history, geography, civics and government, and economics. Instruction of the disciplines is often integrated for instructional purposes. Students may study these disciplines through the context of a specific theme or discipline, such as state-based social studies or U.S. history. Specific content depends upon state standards for grade 3. | Social Sciences and History |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 54434 | Social Studies (grade 4)       | Social Studies (grade 4) courses continue to develop skills in history, geography, civics and government, and economics. Although the four disciplines are typically integrated, these courses may take a more discipline-specific approach, such as concentrating on U.S. history, state-specific history, or civic engagement for periods of time. Specific content depends upon state standards for grade 4.  | Social Sciences and History |
| 54435 | Social Studies (grade 5)       | Social Studies (grade 5) courses continue to develop skills in history, geography, civics and government, and economics. These courses may be more discipline-specific (dividing up state history, U.S. history, geography, government, and so on). Specific content depends upon state standards for grade 5.   | Social Sciences and History |
| 54436 | Social Studies (grade 6)       | Social Studies (grade 6) courses provide a greater understanding of social studies disciplines, including history, geography, civics and government, and economics. These courses often focus on the history, culture, and government of various specific world societies. Typically, students develop skills used in the social studies disciplines. Specific content depends upon state standards for grade 6.   | Social Sciences and History |
| 54437 | Social Studies (grade 7)       | Social Studies (grade 7) courses provide continued development of understanding and skills in the social studies disciplines: history, geography, civics and government, and economics. Specific content depends upon state standards for grade 7.   | Social Sciences and History |
| 54438 | Social Studies (grade 8)       | Social Studies (grade 8) courses provide continued development of understanding and skills in the social studies disciplines: history, geography, civics and government, and economics. Typically, these courses focus on single disciplines at a time (e.g., state-specific history and government, U.S. history, world history, or civics) to develop discipline-related skills. Specific content depends upon state standards for grade 8.  | Social Sciences and History |
| 54439 | Social Studies (no grade diff) | Social Studies—General courses involve content that is not grade differentiated and may apply to a range of consecutive grades (e.g., "by third grade, students should know and be able to do..."). These courses include content that may be applicable to states or localities that do not employ grade-level content standards. [These courses provide broad content that is not organized as described elsewhere (i.e., Social Studies, early childhood education through grade 8.)] | Social Sciences and History |
| 54996 | Social Sci & Hist—Supplemental | Social Sciences and History—Supplemental courses, designed to be taken in addition to or in coordination with other social sciences and history courses, provide instruction to assist students in acquiring social studies/social science skills so that students attain necessary grade-level skills or reach a desired competency level.  | Social Sciences and History |
| 54997 | Social Sci & Hist—Indep Study  | Social Sciences and History—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest within one of the fields of social studies. These courses provide students with an opportunity to expand their expertise in a particular specialization, to explore a topic of special interest, or to develop more advanced skills.   | Social Sciences and History |
| 54999 | Social Sci & Hist—Other        | Other Social Sciences and History courses.   | Social Sciences and History |

### Prior-to-Secondary SCED Course Codes 2015-2016

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|-------|--------------------------|--|----------------------------|
| 55001 | Dance Technique          | Dance Technique courses provide students with experience in one specific form of dance (e.g., modern, jazz, ballet, contemporary, tap). These classes concentrate on improving students' technique and the style of a particular dance form.   | Visual and Performing Arts |
| 55002 | Dance Repertory          | Dance Repertory courses provide an opportunity for students with prior dance experience to develop dance techniques in small groups. These courses emphasize performance and typically require auditions.  | Visual and Performing Arts |
| 55003 | Expressive Movement      | Expressive Movement courses explore dance content through the artistic processes of creating, performing, responding, and connecting. These courses may introduce dance history, culture, and vocabulary in the context of these processes. Expressive Dance courses may also develop students' ability to move expressively, without an emphasis on particular dance forms or on developing specific dance techniques.  | Visual and Performing Arts |
| 55004 | Dance Appreciation       | Dance Appreciation courses help students develop an understanding of how dance serves different civilizations and expand their knowledge of and ability to critique dance as an art form. These courses provide the history of dance and help students develop a dance vocabulary.   | Visual and Performing Arts |
| 55005 | Choreography             | Choreography courses teach students how to apply choreographic principles and dance forms to create fully developed choreography for formal or informal presentations. These courses may also help students create dances with a beginning, middle, and conclusion.  | Visual and Performing Arts |
| 55028 | Dance (early childhood)  | Dance (early childhood education) courses provide developmentally appropriate activities to create awareness of bodily movement and its potential for creativity, expression, and communication. Specific course content conforms to any existing state standards for early childhood education.   | Visual and Performing Arts |
| 55029 | Dance (pre-kindergarten) | Dance (pre-kindergarten) courses provide developmentally appropriate activities to create awareness of bodily movement and its potential for creativity, expression, and communication. Specific course content conforms to any existing state standards for pre-kindergarten.   | Visual and Performing Arts |
| 55030 | Dance (kindergarten)     | Dance (kindergarten) courses provide developmentally appropriate activities to create awareness of bodily movement and its potential for creativity, expression, and communication. Specific course content conforms to any existing state standards for kindergarten.   | Visual and Performing Arts |
| 55031 | Dance (grade 1)          | Dance (grade 1) courses typically provide activities that foster creative expression, communication through artistic endeavor, appreciation of culture and heritage, and evaluative and critical thinking using the art of dance. Activities may include those that enable students to develop their technique, learn different styles of dance, appreciate the culture and history of dance forms, and strengthen their critical abilities. Specific course content conforms to any existing state standards for grade 1. | Visual and Performing Arts |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 55032 | Dance (grade 2) | Dance (grade 2) courses typically provide activities that foster creative expression, communication through artistic endeavor, appreciation of culture and heritage, and evaluative and critical thinking using the art of dance. Activities may include those that enable students to develop their technique, learn different styles of dance, appreciate the culture and history of dance forms, and strengthen their critical abilities. Specific course content conforms to any existing state standards for grade 2.            | Visual and Performing Arts |
| 55033 | Dance (grade 3) | Dance (grade 3) courses typically provide activities that foster creative expression, communication through artistic endeavor, appreciation of culture and heritage, and evaluative and critical thinking using the art of dance. Activities may include those that enable students to develop their technique, learn different styles of dance, appreciate the culture and history of dance forms, and strengthen their critical abilities. Specific course content conforms to any existing state standards for grade 3.            | Visual and Performing Arts |
| 55034 | Dance (grade 4) | Dance (grade 4) courses typically provide activities that foster creative expression, communication through artistic endeavor, appreciation of culture and heritage, and evaluative and critical thinking using the art of dance. Activities may include those that enable students to develop their technique, learn different styles of dance, appreciate the culture and history of dance forms, and strengthen their critical abilities. Specific course content conforms to any existing state standards for grade 4.            | Visual and Performing Arts |
| 55035 | Dance (grade 5) | Dance (grade 5) courses typically provide activities that foster creative expression, communication through artistic endeavor, appreciation of culture and heritage, and evaluative and critical thinking using the art of dance. Activities may include those that enable students to develop their technique, learn different styles of dance, appreciate the culture and history of dance forms, and strengthen the ability to discern and critique. Specific course content conforms to any existing state standards for grade 5. | Visual and Performing Arts |
| 55036 | Dance (grade 6) | Dance (grade 6) courses typically provide activities that foster creative expression, communication through artistic endeavor, appreciation of culture and heritage, and evaluative and critical thinking using the art of dance. Activities may include those that enable students to develop their technique, learn different styles of dance, appreciate the culture and history of dance forms, and strengthen the ability to discern and critique. Specific course content conforms to any existing state standards for grade 6. | Visual and Performing Arts |
| 55037 | Dance (grade 7) | Dance (grade 7) courses typically provide activities that foster creative expression, communication through artistic endeavor, appreciation of culture and heritage, and evaluative and critical thinking using the art of dance. Activities may include those that enable students to develop their technique, learn different styles of dance, appreciate the culture and history of dance forms, and strengthen the ability to discern and critique. Specific course content conforms to any existing state standards for grade 7. | Visual and Performing Arts |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 55038 | Dance (grade 8)             | Dance (grade 8) courses typically provide activities that foster creative expression, communication through artistic endeavor, appreciation of culture and heritage, and evaluative and critical thinking using the art of dance. Activities may include those that enable students to develop their technique, learn different styles of dance, appreciate the culture and history of dance forms, and strengthen the ability to discern and critique. Specific course content conforms to any existing state standards for grade 8. | Visual and Performing Arts |
| 55039 | Dance (no grade diff)       | Dance—General courses involve content that is not grade differentiated and may apply to a range of consecutive grades (e.g., "by third grade, students should know and be able to do..."). These courses include content that may be applicable to states or localities that do not employ grade-level content standards. [These courses provide broad content that is not organized as described elsewhere (i.e., Dance, early childhood education through grade 8).]  | Visual and Performing Arts |
| 55047 | Dance—Independent Study     | Dance—Independent Study courses, often conducted with instructors or professional dancers/choreographers as mentors, enable students to explore a particular dance form. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular form or style, to explore a topic in greater detail, or to develop more advanced skills.  | Visual and Performing Arts |
| 55049 | Dance—Other                 | Other Dance courses.  | Visual and Performing Arts |
| 55051 | Introduction to the Theater | Introduction to Theater courses provide an overview of the art, conventions, and history of the theater. Although the courses sometimes include experiential exercises, they emphasize learning about theater rather than performance. Course topics include one or more of the following: basic techniques in acting, major developments in dramatic literature, major playwrights, the evolution of theater as a cultural tradition, and critical appreciation of the art.  | Visual and Performing Arts |
| 55052 | Theatre Arts                | Theater Arts courses focus on the study and performance of drama in its many forms. These courses review a wide range of scripted materials (such as plays, screenplays, teleplays, readers' theater scripts); dramatic criticism; techniques for creating original dramatic works; and the role of dramatic arts in society. Theater Arts courses typically require students to perform collaboratively and be involved in the critique of dramatic works.   | Visual and Performing Arts |
| 55053 | Drama—Comprehensive         | Drama—Comprehensive courses help students develop experience and skill in one or more aspects of theatrical production. Introductory courses provide an overview of theatrical elements including acting, set design, stage management, directing, playwriting, and production. Advanced courses concentrate on extending and refining dramatic technique, by expanding students' exposure to different types of theatrical techniques and traditions and increasing their participation in public productions.                       | Visual and Performing Arts |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 55054 | Exploration in Drama     | Exploration in Drama courses are designed to enhance students' understanding of life through the study and performance of dramatic works. They emphasize developing students' ability to express themselves and establish personal criteria for the critical evaluation of drama activities.   | Visual and Performing Arts |
| 55068 | Drama (early childhood)  | Drama (early childhood education) courses provide developmentally appropriate activities to enable students to express themselves through dramatic play and storytelling. Specific course content conforms to any existing state standards for early childhood education.  | Visual and Performing Arts |
| 55069 | Drama (pre-kindergarten) | Drama (pre-kindergarten) courses provide developmentally appropriate activities to enable students to express themselves through dramatic play and storytelling. Specific course content conforms to any existing state standards for pre-kindergarten.  | Visual and Performing Arts |
| 55070 | Drama (kindergarten)     | Drama (kindergarten) courses provide developmentally appropriate activities to enable students to express themselves through dramatic play and storytelling. Specific course content conforms to any existing state standards for kindergarten.  | Visual and Performing Arts |
| 55071 | Drama (grade 1)          | Drama (grade 1) courses enable students to express themselves through dramatic play and storytelling. Course content typically includes the use of movement, language, character, plot, and spectacle to portray imaginary or real experiences. Specific course content conforms to any existing state standards for grade 1.  | Visual and Performing Arts |
| 55072 | Drama (grade 2)          | Drama (grade 2) courses enable students to express themselves through dramatic play and storytelling. Course content typically includes the use of movement, language, character, plot, and spectacle to portray imaginary or real experiences. Specific course content conforms to any existing state standards for grade 2.  | Visual and Performing Arts |
| 55073 | Drama (grade 3)          | Drama (grade 3) courses enable students to express themselves through dramatic play and storytelling. Course content typically includes the use of movement, language, character, plot, and spectacle to portray imaginary or real experiences. Specific course content conforms to any existing state standards for grade 3.  | Visual and Performing Arts |
| 55074 | Drama (grade 4)          | Drama (grade 4) courses enable students to express themselves through dramatic play and storytelling. Course content typically includes the use of movement, language, character, plot, and spectacle to portray imaginary or real experiences. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, and strengthen their critical abilities. Specific course content conforms to any existing state standards for grade 4. | Visual and Performing Arts |
| 55075 | Drama (grade 5)          | Drama (grade 5) courses enable students to express themselves through dramatic play and storytelling. Course content typically includes the use of movement, language, character, plot, and spectacle to portray imaginary or real experiences. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, and strengthen their critical abilities. Specific course content conforms to any existing state standards for grade 5. | Visual and Performing Arts |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 55076 | Drama (grade 6)         | Drama (grade 6) courses enable students to express themselves through dramatic play and storytelling. Course content typically includes the use of movement, language, character, plot, and spectacle to portray imaginary or real experiences. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, and strengthen their critical abilities. Specific course content conforms to any existing state standards for grade 6. | Visual and Performing Arts |
| 55077 | Drama (grade 7)         | Drama (grade 7) courses enable students to express themselves through dramatic play and storytelling. Course content typically includes the use of movement, language, character, plot, and spectacle to portray imaginary or real experiences. As appropriate, students may focus on acting techniques and traditions, other aspects of drama (staging, lighting, costuming), or both. Specific course content conforms to any existing state standards for grade 7.  | Visual and Performing Arts |
| 55078 | Drama (grade 8)         | Drama (grade 8) courses enable students to express themselves through dramatic play and storytelling. Course content typically includes the use of movement, language, character, plot, and spectacle to portray imaginary or real experiences. As appropriate, students may focus on acting techniques and traditions, other aspects of drama (staging, lighting, costuming), or both. Specific course content conforms to any existing state standards for grade 8.  | Visual and Performing Arts |
| 55079 | Drama (no grade diff)   | Drama— General courses involve content that is not grade differentiated and may apply to a range of consecutive grades (e.g., "by third grade, students should know and be able to do..."). These courses include content that may be applicable to states or localities that do not employ grade-level content standards. [These courses provide broad content that is not organized as described elsewhere (i.e., Drama, early childhood education through grade 8).]  | Visual and Performing Arts |
| 55097 | Drama—Independent Study | Drama—Independent Study courses, often conducted with instructors or artists as mentors, enable students to explore a particular theatrical form. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular form or style, to explore a topic in greater detail, or to develop more advanced skills.  | Visual and Performing Arts |
| 55099 | Drama—Other             | Other Drama courses.   | Visual and Performing Arts |
| 55101 | General Band            | General Band courses help students develop techniques for playing brass, woodwind, and percussion instruments and their ability to perform a variety of concert band literature styles. These courses may emphasize rehearsal and performance experiences in a range of styles (e.g., concert, marching, orchestral, and modern).  | Visual and Performing Arts |
| 55102 | Concert Band            | Courses in Concert Band are designed to promote students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, primarily for concert performances.   | Visual and Performing Arts |



### Prior-to-Secondary SCED Course Codes 2015-2016

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| 55103 | Marching Band              | Courses in Marching Band are intended to develop students' technique for playing brass, woodwind, and percussion instruments and cover appropriate band literature styles, primarily for marching performances.  | Visual and Performing Arts |
| 55104 | Orchestra                  | Orchestra courses help develop students' technique for playing strings along with woodwind, brass, and percussion instruments. These courses may emphasize collaboration through rehearsal and performance experiences.  | Visual and Performing Arts |
| 55105 | Contemporary Band          | Contemporary Band courses help students perform a variety of contemporary styles, such as traditional jazz, jazz improvisation, and rock. At the same time, these courses cultivate students' technique on instruments appropriate to the style(s) performed—brass, woodwind, string, percussion instruments, and/or electronic. These ensembles emphasize instrumental music but may also include vocal music. Advanced coursework provides students with opportunities for growth through rehearsal and performance, improvisation, or creating and performing their own compositions. | Visual and Performing Arts |
| 55106 | Instrumental Ensembles     | Instrumental Ensemble courses help students perform a variety of musical styles (e.g., traditional chamber music, jazz, and rock). At the same time, these courses help cultivate students' technique on instruments appropriate to the style(s) performed—brass, woodwind, string, percussion instruments, and/or electronic. Courses typically range in size from 2 to 20 performers.  | Visual and Performing Arts |
| 55110 | Chorus                     | Chorus courses develop students' vocal skills within the context of a large choral ensemble in which they can perform a variety of styles. These courses are designed to develop students' vocal techniques and their ability to sing parts.   | Visual and Performing Arts |
| 55111 | Vocal Ensembles            | Vocal Ensemble courses help students develop vocal techniques and refine their ability to sing parts in small ensembles (e.g., madrigal, barber shop, gospel). Course goals may include helping students develop their solo singing ability and emphasize one or several ensemble literature styles. These ensembles may include both instrumental and vocal music.  | Visual and Performing Arts |
| 55116 | Music History/Appreciation | Music History/Appreciation courses survey different musical styles and periods with the intent of increasing students' understanding of music and its importance in relation to the human experience. Music History/Appreciation courses may focus on how various styles of music apply musical elements to create an expressive or aesthetic impact.  | Visual and Performing Arts |
| 55118 | Music Appreciation         | Music Appreciation courses provide students with an understanding of music and its importance in their lives. Course content focuses on how various styles of music apply musical elements to create an expressive or aesthetic impact.  | Visual and Performing Arts |
| 55128 | Music (early childhood)    | Music (early childhood education) courses provide developmentally appropriate activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Specific course content conforms to any existing state standards for early childhood education.   | Visual and Performing Arts |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 55129 | Music (pre-kindergarten) | Music (pre-kindergarten) courses provide developmentally appropriate activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Specific course content conforms to any existing state standards for pre-kindergarten.  | Visual and Performing Arts |
| 55130 | Music (kindergarten)     | Music (kindergarten) courses provide developmentally appropriate activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Specific course content conforms to any existing state standards for kindergarten.  | Visual and Performing Arts |
| 55131 | Music (grade 1)          | Music (grade 1) courses provide activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific course content conforms to any existing state standards for grade 1.    | Visual and Performing Arts |
| 55132 | Music (grade 2)          | Music (grade 2) courses provide activities to enable students to create and perform music, listen and respond to musical compositions, and to incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific course content conforms to any existing state standards for grade 2. | Visual and Performing Arts |
| 55133 | Music (grade 3)          | Music (grade 3) courses provide activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific course content conforms to any existing state standards for grade 3.    | Visual and Performing Arts |
| 55134 | Music (grade 4)          | Music (grade 4) courses provide activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific course content conforms to any existing state standards for grade 4.    | Visual and Performing Arts |
| 55135 | Music (grade 5)          | Music (grade 5) courses provide activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific course content conforms to any existing state standards for grade 5.    | Visual and Performing Arts |

### Prior-to-Secondary SCED Course Codes 2015-2016

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|-------|-------------------------|--|----------------------------|
| 55136 | Music (grade 6)         | Music (grade 6) courses enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and refining the ability to discern and critique. Specific course content conforms to any existing state standards for grade 6. | Visual and Performing Arts |
| 55137 | Music (grade 7)         | Music (grade 7) courses enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and refining the ability to discern and critique. Specific course content conforms to any existing state standards for grade 7. | Visual and Performing Arts |
| 55138 | Music (grade 8)         | Music (grade 8) courses enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and refining the ability to discern and critique. Specific course content conforms to any existing state standards for grade 8. | Visual and Performing Arts |
| 55139 | Music (no grade diff)   | Music—General courses involve content that is not grade differentiated and may apply to a range of consecutive grades (e.g., "by third grade, students should know and be able to do..."). These courses include content that may be applicable to states or localities that do not employ grade-level content standards. [These courses provide broad content that is not organized as described elsewhere (i.e., Music, early childhood education through grade 8).]                   | Visual and Performing Arts |
| 55147 | Music—Independent Study | Music—Independent Study courses, often conducted with instructors, professional musicians, or voice coaches as mentors, enable students to explore music-related topics. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular form or style, to explore a topic in greater detail, or to develop more advanced skills.   | Visual and Performing Arts |
| 55149 | Music—Other             | Other Music courses.   | Visual and Performing Arts |
| 55151 | Art Appreciation        | Art Appreciation courses introduce students to the historical study of and foundation for many forms of art. These courses help students form an aesthetic framework to examine social, political, and historical events in the world and how visual images express the ideas of individuals and society.  | Visual and Performing Arts |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 55152 | Art History                   | Art History courses introduce students to significant works of art, artists, and artistic movements that have shaped the art world and have influenced or reflected various periods of history. These courses may emphasize the sequential evolution of art forms, techniques, symbols, and themes. Art History courses also cover the relationship of art to social, political, and historical events throughout the world, while covering multiple artists, aesthetic issues, and the evolution of art.  | Visual and Performing Arts |
| 55154 | Creative Art—Comprehensive    | Creative Art—Comprehensive courses enable students to explore one or several art forms (e.g., drawing, painting, two- and three-dimensional design, and sculpture) and to create individual works of art. Initial courses emphasize observations, interpretation of the visual environment, visual communication, imagination, and symbolism. Courses cover the language, materials, media, and processes of a particular art form and the design elements used. Advanced courses encourage students to refine their skills while also developing their own artistic styles. Courses may also include the study of major artists, art movements, and styles. | Visual and Performing Arts |
| 55155 | Creative Art—Drawing/Painting | Creative Arts—Drawing/Painting courses provide a foundation in drawing and painting using a variety of media and techniques, emphasizing observation and interpretation of the visual environment. These courses typically include applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process. Advanced courses may encourage students to refine their creative process and develop their own artistic styles.   | Visual and Performing Arts |
| 55156 | Creative Art—Drawing          | Creative Arts—Drawing courses provide a foundation in drawing using a variety of techniques and media (such as pen-and-ink, pencil, chalk, and so on), emphasizing observation and interpretation of the visual environment, life drawing, and imaginative drawing. These courses typically include applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process. Advanced courses may encourage students to refine their creative processes and develop their own artistic styles.  | Visual and Performing Arts |
| 55157 | Creative Art—Painting         | Creative Arts—Painting courses provide a foundation in painting using a variety of techniques and media (such as watercolor, tempera, oils, acrylics, and so on), emphasizing observation and interpretation of the visual environment, life drawing, and imaginative painting. These courses typically include applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process. Advanced courses may encourage students to refine their creative processes and develop their own artistic styles.  | Visual and Performing Arts |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 55158 | Creative Art—Sculpture | Creative Arts—Sculpture courses promote creative expression through three-dimensional works. These courses explore real and abstract sculpture through subtractive (carving), additive (modeling), and assemblage techniques in one or more media. Creative Arts—Sculpture courses typically include the production of real and abstract sculptures while incorporating elements of art and principles of design, along with a study of historical and contemporary sculpture and sculptors from a worldwide perspective. These courses also provide instruction in the critique process. | Visual and Performing Arts |
| 55159 | Ceramics/Pottery       | Ceramics/Pottery courses provide students with a foundation in the history of ceramics, with an emphasis on critique, aesthetic inquiry, and creative production. These courses provide knowledge of ceramic techniques (e.g., kiln firing and glazing) and processes, with a focus on creative design and craftsmanship. Courses may include clay modeling, hand building, coil building, casting, and throwing on the potter's wheel.   | Visual and Performing Arts |
| 55165 | Crafts                 | Crafts courses help students apply elements of art and principles of design to the materials and accompanying aesthetics of crafts. These courses may survey a wide range of crafts or may focus on only one type of craft; some possibilities include calligraphy, quilting, silk-screening, cake-decorating, tole-painting, mask-making, knitting, crocheting, paper-making, and so on.   | Visual and Performing Arts |
| 55167 | Photography            | Photography courses provide students with an understanding of photographic media, techniques, and processes. These courses focus on development of photographic compositions through manipulation of the elements of art and principles of design. Photography courses may also include the history of photography, historic movements, image manipulation, critical analysis, and some creative special effects.   | Visual and Performing Arts |
| 55168 | Film/Videotape         | Film/Videotape courses emphasize the application of the elements of art and principles of design relative to the history and development of cinema, television, and video production. Students experience a variety of media, techniques, and processes as they study production values and various styles of cinematography. Students engage in critiques of their cinematic or video productions, those of other students, and productions of professional cinematographers or video artists.   | Visual and Performing Arts |
| 55178 | Art (early child ed)   | Art (early childhood education) courses provide to students developmentally appropriate activities to foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for early childhood education.   | Visual and Performing Arts |

### Prior-to-Secondary SCED Course Codes 2015-2016

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|-------|------------------------|---|----------------------------|
| 55179 | Art (pre-kindergarten) | Art (pre-kindergarten) courses provide to students developmentally appropriate activities to foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for pre-kindergarten.   | Visual and Performing Arts |
| 55180 | Art (kindergarten)     | Art (kindergarten) courses provide to students developmentally appropriate activities to foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for kindergarten.   | Visual and Performing Arts |
| 55181 | Art (grade 1)          | Art (grade 1) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, and strengthen their critical abilities. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for grade 1. | Visual and Performing Arts |
| 55182 | Art (grade 2)          | Art (grade 2) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, and strengthen their critical abilities. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for grade 2. | Visual and Performing Arts |
| 55183 | Art (grade 3)          | Art (grade 3) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, and strengthen their critical abilities. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for grade 3. | Visual and Performing Arts |

### Prior-to-Secondary SCED Course Codes 2015-2016

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|-------|---------------|--|----------------------------|
| 55184 | Art (grade 4) | Art (grade 4) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for grade 4. | Visual and Performing Arts |
| 55185 | Art (grade 5) | Art (grade 5) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for grade 5. | Visual and Performing Arts |
| 55186 | Art (grade 6) | Art (grade 6) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for grade 6. | Visual and Performing Arts |
| 55187 | Art (grade 7) | Art (grade 7) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for grade 7. | Visual and Performing Arts |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 55188 | Art (grade 8)                  | Art (grade 8) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for grade 8. | Visual and Performing Arts |
| 55189 | Art (no grade diff)            | Art— courses involve content that is not grade differentiated and may apply to a range of consecutive grades (e.g., "by third grade, students should know and be able to do..."). These courses include content that may be applicable to states or localities that do not employ grade-level content standards. [These courses provide broad content that is not organized as described elsewhere (i.e., Art, early childhood education through grade 8).]  | Visual and Performing Arts |
| 55197 | Visual Art—Independent Study   | Visual Art—Independent Study courses, often conducted with instructors or professional artists as mentors, enable students to explore a particular art form or topic. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular form or style, to explore a topic in greater detail, or to develop more advanced skills.  | Visual and Performing Arts |
| 55199 | Visual Arts—Other              | Other Visual Arts courses.   | Visual and Performing Arts |
| 55201 | Integrated Fine Arts           | Integrated Fine Arts courses explore communication across the arts disciplines: any subset or all of the visual arts, music, drama, theater, dance, and literature may be addressed in the curriculum for these courses. Students study and critique the works of others and participate in or produce art themselves. These courses often include comparative study of various art forms over time (i.e., the interrelationship of theater and visual arts of a particular time period and culture).  | Visual and Performing Arts |
| 55202 | IB Arts, Middle Years Program  | International Baccalaureate (IB) Arts, Middle Years Program courses include visual and performing arts and organize learning around the creative cycle. These courses bring students into contact with art forms and aesthetic values of several cultures and help students master artistic techniques.  | Visual and Performing Arts |
| 55997 | Fine & Perf Arts—Indepen Study | Fine and Performing Art—Independent Study courses, often conducted with instructors or professional artists as mentors, enable students to explore a particular art form. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular form or style, to explore a topic of in greater detail, or to develop more advanced skill.  | Visual and Performing Arts |
| 55999 | Fine and Performing Arts—Other | Other Fine and Performing Art courses.   | Visual and Performing Arts |



### Prior-to-Secondary SCED Course Codes 2015-2016

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| 56028 | Foreign Lang (early child ed) | Foreign Language (early childhood education) courses engage students in developmentally appropriate activities to acquire the language arts skills (listening, speaking, reading, and writing) necessary to communicate in a foreign language. Course content typically includes some introduction to other cultures. Specific content depends upon state standards for early childhood education.   | Foreign Language and Literature |
| 56029 | Foreign Lang (pre-k)          | Foreign Language (pre-kindergarten) courses engage students in developmentally appropriate activities to acquire the language arts skills (listening, speaking, reading, and writing) necessary to communicate in a foreign language. Course content typically includes some introduction to other cultures. Specific content depends upon state standards for pre-kindergarten.   | Foreign Language and Literature |
| 56030 | Foreign Lang (kindergarten)   | Foreign Language (kindergarten) courses engage students in developmentally appropriate activities to acquire the language arts skills (listening, speaking, reading, and writing) necessary to communicate in a foreign language. Course content typically includes some introduction to other cultures. Specific content depends upon state standards for kindergarten.   | Foreign Language and Literature |
| 56031 | Foreign Lang (grade 1)        | Foreign Language (grade 1) courses engage students in language arts skills (listening, speaking, reading, and writing) necessary to communicate in a foreign language. These courses may emphasize recognition of written words, vocabulary, speech patterns, and grammar. Cultural aspects (major events, foods, art, and so on) of the people(s) speaking the language(s) being studied are typically included as topics of study. Specific content depends upon state standards for grade 1.  | Foreign Language and Literature |
| 56032 | Foreign Lang (grade 2)        | Foreign Language (grade 2) courses engage students in language arts skills (listening, speaking, reading, and writing) necessary to communicate in a foreign language. These courses may emphasize recognition of written words, vocabulary, speech patterns, and grammar so that students become more independent communicators. Cultural aspects (major events, foods, art, and so on) of the people(s) speaking the language(s) being studied are typically included as topics of study. Specific content depends upon state standards for grade 2. | Foreign Language and Literature |
| 56033 | Foreign Lang (grade 3)        | Foreign Language (grade 3) courses engage students in language arts skills (listening, speaking, reading, and writing) necessary to communicate in a foreign language. These courses may emphasize recognition of written words, vocabulary, speech patterns, and grammar so that students become more independent communicators. Cultural aspects (major events, foods, art, and so on) of the people(s) speaking the language(s) being studied are typically included as topics of study. Specific content depends upon state standards for grade 3. | Foreign Language and Literature |
| 56034 | Foreign Lang (grade 4)        | Foreign Language (grade 4) courses engage students in language arts skills (listening, speaking, reading, and writing) necessary to communicate in a foreign language. Cultural and/or historical aspects of the people(s) speaking the language(s) being studied are typically included as topics of study. Specific content depends upon state standards for grade 4.  | Foreign Language and Literature |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 56035 | Foreign Lang<br>(grade 5)       | Foreign Language (grade 5) courses engage students in language arts skills (listening, speaking, reading, and writing) necessary to communicate in a foreign language. Cultural and/or historical aspects of the people(s) speaking the language(s) being studied are typically included as topics of study. Specific content depends upon state standards for grade 5.  | Foreign Language and Literature |
| 56036 | Foreign Lang<br>(grade 6)       | Foreign Language (grade 6) courses engage students in language arts skills (listening, speaking, reading, and writing) necessary to communicate in a foreign language. Cultural and/or historical aspects of the people(s) speaking the language(s) being studied are typically included as topics of study. Specific content depends upon state standards for grade 6.  | Foreign Language and Literature |
| 56037 | Foreign Lang<br>(grade 7)       | Foreign Language (grade 7) courses emphasize the language arts skills (listening, speaking, reading, and writing) necessary to communicate in a foreign language. Grammar and syntax, vocabulary, and applicable accents typically are studied so that students have the knowledge and ability to express themselves and understand others. Students usually explore the customs, history, and art forms of the people(s) whose language is being studied. Specific content depends upon state standards for grade 7.  | Foreign Language and Literature |
| 56038 | Foreign Lang<br>(grade 8)       | Foreign Language (grade 8) courses emphasize the language arts skills (listening, speaking, reading, and writing) necessary to communicate in a foreign language. Grammar and syntax, vocabulary, and applicable accents typically are studied so that students have the knowledge and ability to express themselves and understand others. Students usually explore the customs, history, and art forms of the people(s) whose language is being studied. Specific content depends upon state standards for grade 8.  | Foreign Language and Literature |
| 56039 | Foreign Lang (no<br>grade diff) | Foreign Language—General courses involve content that is not grade differentiated and may apply to a range of consecutive grades (e.g., "by third grade, students should know and be able to do..."). These courses include content that may be applicable to states or localities that do not employ grade-level content standards. [These courses provide broad content that is not organized as described elsewhere (i.e., Foreign Language, early childhood education through grade 8).]   | Foreign Language and Literature |
| 56100 | Spanish                         | Spanish (prior-to-secondary) courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Spanish language and students' knowledge of Spanish-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and the spoken accent so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s). | Foreign Language and Literature |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 56101 | IB Lang B (Span),<br>Mid Yrs Prog | International Baccalaureate (IB) Language B (Spanish), Middle Years Program courses enable students to gain competence in modern Spanish; these courses also encourage respect for and understanding of other languages and cultures.   | Foreign Language and Literature |
| 56120 | French                            | French (prior-to-secondary) courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the French language and students' knowledge of French-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and the spoken accent so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of French-speaking people to deepen their understanding of the culture(s).                    | Foreign Language and Literature |
| 56121 | IB Lang B (Fren),<br>Mid Yrs Prog | International Baccalaureate (IB) Language B (French), Middle Years Program courses enable students to gain competence in modern French and encourage respect for and understanding of other languages and cultures.   | Foreign Language and Literature |
| 56140 | Italian                           | Italian (prior-to-secondary) courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Italian language and students' knowledge of Italian-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and the spoken accent so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Italian-speaking people to deepen their understanding of the culture(s).             | Foreign Language and Literature |
| 56141 | IB Lang B (Ital),<br>Mid Yrs Prog | Language B (Italian), Middle Years Program courses enable students to gain competence in modern Italian and encourage respect for and understanding of other languages and cultures.  | Foreign Language and Literature |
| 56160 | Portuguese                        | Portuguese (prior-to-secondary) courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Portuguese language and students' knowledge of Portuguese-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and the spoken accent so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Portuguese-speaking people to deepen their understanding of the culture(s). | Foreign Language and Literature |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 56161 | IB Lang B (Port),<br>Mid Yrs Prog | International Baccalaureate (IB) Language B (Portuguese), Middle Years Program courses enable students to gain competence in modern Portuguese and encourage respect for and understanding of other languages and cultures.   | Foreign Language and Literature |
| 56200 | German                            | German (prior-to-secondary) courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the German language and students' knowledge of German-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and the spoken accent so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of German-speaking people to deepen their understanding of the culture(s). | Foreign Language and Literature |
| 56201 | IB Lang B (Germ),<br>Mid Yrs Prog | International Baccalaureate (IB) Language B (German), Middle Years Program courses enable students to gain competence in modern German and encourage respect for and understanding of other languages and cultures.   | Foreign Language and Literature |
| 56280 | Greek                             | Greek (prior-to-secondary) courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Greek language and students' knowledge of Greek-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and vocal tones so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Greek-speaking people to deepen their understanding of the culture(s).           | Foreign Language and Literature |
| 56281 | IB Lang B (Grek),<br>Mid Yrs Prog | This course allows students to gain competence in modern Greek and encourages respect for and understanding of other languages and cultures.  | Foreign Language and Literature |
| 56300 | Latin                             | Latin (prior-to-secondary) courses introduce and then extend students' skills in reading and writing Latin language and students' knowledge of Roman life and culture. Initial courses emphasize structures, forms, grammar and syntax, and vocabulary, so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand original Latin texts), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Rome to deepen their understanding of the culture(s).  | Foreign Language and Literature |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 56320 | Classical Greek                   | Classical Greek (prior-to-secondary) courses introduce and then extend students' skills in reading and writing classical Greek language and students' knowledge of Grecian life and culture. Initial courses emphasize structures, forms, grammar and syntax, and vocabulary, so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand original Greek texts), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of ancient Greece to deepen their understanding of the culture(s).  | Foreign Language and Literature |
| 56400 | Chinese                           | Chinese (prior-to-secondary) courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Chinese language and students' knowledge of Chinese-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and vocal tones so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Chinese-speaking people to deepen their understanding of the culture(s).           | Foreign Language and Literature |
| 56401 | IB Lang B (Chin),<br>Mid Yrs Prog | International Baccalaureate (IB) Language B (Chinese), Middle Years Program courses enable students to gain competence in modern Chinese and encourage respect for and understanding of other languages and cultures.   | Foreign Language and Literature |
| 56420 | Japanese                          | Japanese (prior-to-secondary) courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Japanese language and students' knowledge of Japanese-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and the spoken accent so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Japanese-speaking people to deepen their understanding of the culture(s). | Foreign Language and Literature |
| 56421 | IB Lang B (Japn),<br>Mid Yrs Prog | International Baccalaureate (IB) Language B (Japanese), Middle Years Program courses enable students to gain competence in modern Japanese and encourage respect for and understanding of other languages and cultures.   | Foreign Language and Literature |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 56440 | Korean                            | Korean (prior-to-secondary) courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Korean language and students' knowledge of Korean-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and vocal tones so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Korean-speaking people to deepen their understanding of the culture(s).                 | Foreign Language and Literature |
| 56441 | IB Lang B (Kor),<br>Mid Yrs Prog  | International Baccalaureate (IB) Language B (Korean), Middle Years Program courses enable students to gain competence in modern Korean and encourage respect for and understanding of other languages and cultures.   | Foreign Language and Literature |
| 56500 | Vietnamese                        | Vietnamese (prior-to-secondary) courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Vietnamese language and students' knowledge of Vietnamese-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and vocal tones so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Vietnamese-speaking people to deepen their understanding of the culture(s). | Foreign Language and Literature |
| 56501 | IB Lang B (Viet),<br>Mid Yrs Prog | International Baccalaureate (IB) Language B (Vietnamese), Middle Years Program courses enable students to gain competence in modern Vietnamese and encourage respect for and understanding of other languages and cultures.   | Foreign Language and Literature |
| 56520 | Filipino                          | Filipino (prior-to-secondary) courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Filipino language and students' knowledge of Filipino-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and the spoken accent so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Filipino-speaking people to deepen their understanding of the culture(s).   | Foreign Language and Literature |
| 56521 | IB Lang B (Fil), Mid<br>Yrs Prog  | IB (International Baccalaureate) Language B (Filipino), Middle Years Program courses enable students to gain competence in modern Filipino and encourage respect for and understanding of other languages and cultures.   | Foreign Language and Literature |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 56600 | Russian                           | Russian (prior-to-secondary) courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Russian language and students' knowledge of Russian-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and vocal tones so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Russian-speaking people to deepen their understanding of the culture(s).   | Foreign Language and Literature |
| 56601 | IB Lang B (Russ),<br>Mid Yrs Prog | International Baccalaureate (IB) Language B (Russian), Middle Years Program courses allow students to gain competence in modern Russian and encourage respect for and understanding of other languages and cultures.  | Foreign Language and Literature |
| 56700 | Hebrew                            | Hebrew (prior-to-secondary) courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Hebrew language and students' knowledge of Hebrew-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and the spoken accent so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Hebrew-speaking people to deepen their understanding of the culture(s). | Foreign Language and Literature |
| 56701 | IB Lang B (Hebr),<br>Mid Yrs Prog | International Baccalaureate (IB) Language B (Hebrew), Middle Years Program courses enable students to gain competence in modern Hebrew and encourage respect for and understanding of other languages and cultures.   | Foreign Language and Literature |
| 56720 | Arabic                            | Arabic (prior-to-secondary) courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Arabic language and students' knowledge of Arabic-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and vocal tones so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Arabic-speaking people to deepen their understanding of the culture(s).       | Foreign Language and Literature |
| 56721 | IB Lang B (Arab),<br>Mid Yrs Prog | International Baccalaureate (IB) Language B (Arabic), Middle Years Program courses allow students to gain competence in modern Arabic and encourage respect for and understanding of other languages and cultures.  | Foreign Language and Literature |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 56760 | Swahili                           | Swahili (prior-to-secondary) courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Swahili language and students' knowledge of Swahili-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and vocal tones so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Swahili-speaking people to deepen their understanding of the culture(s).  | Foreign Language and Literature |
| 56761 | IB Lang B (Swah),<br>Mid Yrs Prog | International Baccalaureate (IB) Language B (Swahili), Middle Years Program courses allow students to gain competence in modern Swahili and encourage respect for and understanding of other languages and cultures.   | Foreign Language and Literature |
| 56800 | American Sign Language            | American Sign Language (prior-to-secondary) courses introduce and then extend students' ability to communicate with deaf persons through finger spelling, signed words, and gestures. Initial courses emphasize vocabulary and physical expression so that students have an understanding of the language and its rules and conventions. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others), seeking to enable students to express more complex concepts, and to do so more easily. Course topics may include the culture of and issues facing deaf people.   | Foreign Language and Literature |
| 56801 | IB Lang B (ASL),<br>Mid Yrs Prog  | International Baccalaureate (IB) Language B (American Sign Language), Middle Years Program courses allow students to gain competence in modern American Sign Language and encourage respect for and understanding of other languages and cultures.   | Foreign Language and Literature |
| 56820 | American Indian Language          | American Indian Language (prior-to-secondary) courses introduce and then extend students' skills in speaking, reading, writing, and comprehending an American Indian language (e.g., Navajo, Cherokee, and Kree) and students' knowledge of Native American cultures. Initial courses emphasize grammar and syntax, vocabulary, and vocal tones so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Native American people to deepen their understanding of the culture(s). | Foreign Language and Literature |
| 56821 | IB Lang B (AIL),<br>Mid Yrs Prog  | International Baccalaureate (IB) Language B (American Indian Language), Middle Years Program courses allow students to gain competence in a modern American Indian Language and encourage respect for and understanding of other languages and cultures.   | Foreign Language and Literature |



### Prior-to-Secondary SCED Course Codes 2015-2016

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| 56997 | For Lang & Lit—Indepen Study | Foreign Language and Literature—Independent Study courses, often conducted with instructors as mentors, enable students to explore foreign language-related topics of interest. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular language, to explore a topic in greater detail, or to develop more advanced skills.   | Foreign Language and Literature  |
| 56999 | For Lang & Lit—Other         | Other Foreign Language and Literature courses.   | Foreign Language and Literature  |
| 57001 | Religious Foundations        | Religious Foundations courses' primary objectives include instruction in the history, tenets, and organization of a religion; development of personal faith and conviction; and exposure to the ways in which daily life may reflect personal religious beliefs. These courses typically include various components particular to a specific religion, such as religious sacraments and symbols, food laws, the authority and structure of the church, the church calendar, and so on. | Religious Education and Theology |
| 57005 | Scriptures                   | Scriptures courses emphasize understanding and interpreting the sacred writings of a faith (such as the Bible, Torah, Koran, Book of Mormon, and so on) from the standpoint of a religious faith. Course objectives are designed so that students may comprehend the theological, doctrinal, and ethical messages contained within religious scriptures.   | Religious Education and Theology |
| 57006 | Old Testament                | Old Testament courses emphasize understanding and interpreting the sacred writings of the Old Testament from the standpoint of a religious faith and may focus on one or several books. Course content typically focuses on themes, theological concepts, and portrayal of ethical messages, but may also include critique and commentary.   | Religious Education and Theology |
| 57007 | New Testament                | New Testament courses emphasize understanding and interpreting the sacred writings of the New Testament from the standpoint of a religious faith and may focus on one or several religious books. Course content typically focuses on themes, theological concepts, and portrayal of ethical messages, but may also include critique and commentary.   | Religious Education and Theology |
| 57008 | Bible History                | Bible History courses treat the Bible as a historical document and provide an overview of significant biblical events. The content usually includes geography; the relationship among cultures, belief systems, and the events chronicled in the Bible; and early Jewish or Christian Church history.  | Religious Education and Theology |
| 57015 | Faith and Lifestyle          | Faith and Lifestyle courses focus on the development of young adults from puberty to adulthood, approached from the perspective of a faith or church. In these courses, the religion's values and traditions provide an underpinning for examining such topics as identity, independence, sexuality, employment, and leisure. Typically, Faith and Lifestyle courses include discussions about adult roles— single life, marriage, religious life, and ordained ministry.              | Religious Education and Theology |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 57997 | Rel Ed & Theo—Indepen Study  | Religious Education and Theology—Independent Study courses, often conducted with instructors, members of the clergy, or religious leaders as mentors, enable students to explore topics of interest related to religion or theology. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular religion, to explore a topic in greater detail, or to develop more advanced skills. | Religious Education and Theology       |
| 57999 | Rel Ed & Theo—Other          | Other Religious Education and Theology courses.   | Religious Education and Theology       |
| 58001 | Physical Education           | Physical Education courses provide students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.   | Physical, Health, and Safety Education |
| 58002 | Team Sports                  | Team Sports courses provide to students the knowledge, experience, and opportunity to develop skills in more than one team sport (such as volleyball, basketball, soccer, and so on).   | Physical, Health, and Safety Education |
| 58003 | Individual/Dual Sports       | Individual/Dual Sports courses provide students with knowledge, experience, and an opportunity to develop skills in more than one individual or dual sport (such as tennis, golf, badminton, jogging/running, racquetball, and so on).  | Physical, Health, and Safety Education |
| 58004 | Recreation Sports            | Recreation Sports courses provide students with knowledge, experience, and an opportunity to develop skills in more than one recreational sport or outdoor pursuit (such as adventure activities, croquet, Frisbee, wall climbing, bocce ball, fishing, hiking, cycling, and so on).  | Physical, Health, and Safety Education |
| 58005 | Fitness/Condition Activities | Fitness/Conditioning Activities courses emphasize conditioning activities that help develop muscular strength, flexibility, and cardiovascular fitness.   | Physical, Health, and Safety Education |
| 58007 | Adapted Physical Education   | These courses provide physical education activities (sports, fitness, and conditioning) adapted for students with special needs.  | Physical, Health, and Safety Education |
| 58008 | Gymnastics                   | Gymnastics courses are designed to help students develop knowledge and skills in gymnastics, stunts, and tumbling while emphasizing safety. Floor gymnastics may be supplemented by the use of gymnastic equipment such as balance beam, uneven bars, parallel bars, rings, and so on. Gymnastic courses may include other components such as the history of gymnastics and conditioning.   | Physical, Health, and Safety Education |
| 58010 | Aquatics/Water Sports        | Aquatic/Water Sports courses help students develop skills useful or necessary in an aquatic environment. They may focus on swimming and competitive strokes, such as freestyle, breaststroke, butterfly, and so on or may involve team-oriented water sports, such as water polo and relay swimming. These courses may also include (or concentrate exclusively on) diving and/or lifesaving skills.                                  | Physical, Health, and Safety Education |
| 58013 | Specific Sports Activities   | Courses in Specific Sports Activities help students develop knowledge, experience, and skills in a single sport or activity (such as basketball, volleyball, track and field, and equestrian events) other than those coded within this section. (Dance is included under the Fine and Performing Arts subject area.)   | Physical, Health, and Safety Education |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 58014 | Physical Education Equivalent | Physical Education Equivalent courses award physical education credit for other at-school activities, such as marching band or cheerleading. (Dance is included under the Fine and Performing Arts subject area.)  | Physical, Health, and Safety Education |
| 58015 | Off-Campus Sports             | Off-Campus Sports courses award physical education credit for off-campus sports activities (e.g., swimming, weight training, or any individual or team sports) taken at a community center or other location off the school campus.  | Physical, Health, and Safety Education |
| 58016 | Lifetime Fitness Education    | Lifetime Fitness Education courses emphasize acquiring knowledge and skills regarding lifetime physical fitness; content may include related topics such as nutrition, stress management, and consumer issues. Students may develop and implement a personal fitness plan.   | Physical, Health, and Safety Education |
| 58028 | Phys Ed (early child ed)      | Physical Education (early childhood education) courses emphasize fundamental movement skills, body awareness and control, safety, and the enjoyment of physical activity. Specific content depends upon state standards for early childhood education.   | Physical, Health, and Safety Education |
| 58029 | Phys Ed (pre-k)               | Physical Education (pre-kindergarten) courses emphasize fundamental movement skills, body awareness and control, safety, and the enjoyment of physical activity. Specific content depends upon state standards for pre-kindergarten.   | Physical, Health, and Safety Education |
| 58030 | Phys Ed (kindergarten)        | Physical Education (kindergarten) courses emphasize fundamental movement skills, body awareness and control, safety, and the enjoyment of physical activity. Specific content depends upon state standards for kindergarten.   | Physical, Health, and Safety Education |
| 58031 | Phys Ed (grade 1)             | Physical Education (grade 1) courses typically emphasize knowledge and skills that lead to health, enjoyment, and social development through physical activity. Course content may include activities that strengthen gross and fine motor skills, body awareness, safety, and the relationship between physical activity and health. Specific content depends upon state standards for grade 1.   | Physical, Health, and Safety Education |
| 58032 | Phys Ed (grade 2)             | Physical Education (grade 2) courses typically emphasize knowledge and skills that lead to health, enjoyment, and social development through physical activity. Course content may include activities that strengthen gross and fine motor skills, body awareness, safety, and the relationship between physical activity and health. Specific content depends upon state standards for grade 2.   | Physical, Health, and Safety Education |
| 58033 | Phys Ed (grade 3)             | Physical Education (grade 3) courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Locomotor skills, strength, endurance, flexibility, safety, and rules and conventions of games and sports are often the focus; health education topics may also be included. Specific content depends upon state standards for grade 3. | Physical, Health, and Safety Education |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 58034 | Phys Ed (grade 4) | Physical Education (grade 4) courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Locomotor skills, strength, endurance, flexibility, safety, and rules and conventions of games and sports are often the focus; health education topics may also be included. Specific content depends upon state standards for grade 4.  | Physical, Health, and Safety Education |
| 58035 | Phys Ed (grade 5) | Physical Education (grade 5) courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Locomotor skills, strength, endurance, flexibility, safety, and rules and conventions of games and sports are often the focus; health education topics may also be included. Specific content depends upon state standards for grade 5.  | Physical, Health, and Safety Education |
| 58036 | Phys Ed (grade 6) | Physical Education (grade 6) courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Activities typically include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health. Health topics (such as the effects of drugs and alcohol, sexual education, and healthy lifestyles) may also be included. Specific content depends upon state standards for grade 6. | Physical, Health, and Safety Education |
| 58037 | Phys Ed (grade 7) | Physical Education (grade 7) courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Activities typically include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health. Health topics (such as the effects of drugs and alcohol, sexual education, and healthy lifestyles) may also be included. Specific content depends upon state standards for grade 7. | Physical, Health, and Safety Education |
| 58038 | Phys Ed (grade 8) | Physical Education (grade 8) courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Activities typically include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health. Health topics (such as the effects of drugs and alcohol, sexual education, and healthy lifestyles) may also be included. Specific content depends upon state standards for grade 8. | Physical, Health, and Safety Education |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 58039 | Phys Ed (no grade diff)    | Physical Education—General courses involve content that is not grade differentiated and may apply to a range of consecutive grades (e.g., "by third grade, students should know and be able to do..."). These courses include content that may be applicable to states or localities that do not employ grade-level content standards. [These courses provide broad content that is not organized as described elsewhere (i.e., Physical Education, early childhood education through grade 8).] | Physical, Health, and Safety Education |
| 58040 | IB Phys Ed, Mid Yrs Prog   | International Baccalaureate (IB) Physical Education, Middle Years Program courses aim to facilitate physical, intellectual, emotional, and social development, and to cultivate a healthy and active lifestyle. These courses include activities that are enjoyable and contribute to healthy living. They help students develop motor skills necessary to participate in a variety of physical activities, and to learn about the nature of physical fitness.                                   | Physical, Health, and Safety Education |
| 58047 | Phys Ed—Independ Study     | Courses in Physical Education—Independent Study, often conducted with instructors as mentors, enable students to explore topics of interest related to physical education. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular sport or activity, to explore a topic in greater detail, or to develop more advanced skills.   | Physical, Health, and Safety Education |
| 58049 | Phys Ed—Other              | Other Physical Education courses.  | Physical, Health, and Safety Education |
| 58051 | Health Education           | Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources.   | Physical, Health, and Safety Education |
| 58052 | Health and Fitness         | Health and Fitness courses combine the topics of Health Education courses (nutrition, stress management, substance abuse prevention, disease prevention, first aid, and so on) with an active fitness component (typically including aerobic activity and fitness circuits) with the intention of conveying the importance of life-long wellness habits.   | Physical, Health, and Safety Education |
| 58057 | Health and Life Management | Health and Life Management courses focus as much on consumer education topics (such as money management and evaluation of consumer information and advertising) as on personal health topics (such as nutrition, stress management, drug/alcohol abuse prevention, disease prevention, and first aid). Course objectives include helping students develop decisionmaking, communication, interpersonal, and coping skills and strategies.  | Physical, Health, and Safety Education |
| 58058 | Substance Abuse Prevention | Substance Abuse Prevention courses focus specifically on the health risks of drugs, alcohol and tobacco. These courses provide information on the negative consequences of these products and teach students coping strategies to resist the influences (such as peers and media images) that may entice them to use these substances. Students may also explore the community resources available to them.  | Physical, Health, and Safety Education |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 58097 | Health Ed—Independ Study       | Courses in Health Education—Independent Study, often conducted with instructors as mentors, enable students to explore topics of interest related to health and health education. Independent Study courses may provide students with opportunity to expand expertise in a particular application, to explore a topic of special interest in greater detail, or to develop more advanced skills.  | Physical, Health, and Safety Education |
| 58997 | Phys, Health, Safety—Ind Study | Courses in Physical, Health, and Safety Education—Independent Study, often conducted with instructors as mentors, enable students to explore topics of interest related to physical, health, and safety education. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced physical, health and/or safety skills.   | Physical, Health, and Safety Education |
| 58999 | Phys, Health, Safety—Other     | Other Physical, Health, and Safety Education courses.   | Physical, Health, and Safety Education |
| 60001 | Introduction to Computers      | Introduction to Computers courses introduce students to computers, including peripheral and mobile devices; the functions and uses of computer technology; the language used in the industry; possible applications of various computer-based technologies; and occupations related to computer technology hardware and software industries. These courses typically explore legal and ethical issues associated with computer technology use, as well as how changes influence modern society. Students may also be required to perform some computer technology operations. | Computer and Information Sciences      |
| 60002 | Computing Systems              | Computing Systems courses offer a broad exploration of the use of computers in a variety of fields. These courses have a considerable range of content, but typically include the introduction of robotics and control systems, computer-assisted design, computer-aided manufacturing systems, and other computer technologies as they relate to industry applications.  | Computer and Information Sciences      |
| 60003 | Computer & Info Tech           | Computer and Information Technology courses teach students to operate and use computer and information technology, emphasizing their role as tools to communicate more effectively, conduct research more efficiently, and increase productivity. Course content includes the legal and ethical issues involved with computer technology and use.   | Computer and Information Sciences      |
| 60004 | Computer Applications          | In Computer Applications courses, students acquire knowledge of and experience in the proper and efficient use of previously written software packages. These courses explore a wide range of applications, including (but not limited to) word-processing, spreadsheet, presentation, graphics, and database programs. Courses may also cover the use of electronic mail and online collaborative software.  | Computer and Information Sciences      |
| 60008 | Partic Topic Computer Lit      | These courses examine particular topics related to general computer literacy other than those already described, such as privacy issues or instruction in using a particular software application.  | Computer and Information Sciences      |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 60010 | Computer Literacy           | Computer Literacy courses provide to students the knowledge and ability to use computers and technology efficiently. Typically, course content includes exposure to word-processing, spreadsheet, and presentation applications, but also may include the various uses of computers in modern society. Specific course content aligns with state standards to promote students' technological literacy.  | Computer and Information Sciences |
| 60049 | Computer Literacy—Other     | Other Computer Literacy courses.   | Computer and Information Sciences |
| 60201 | Web Page Design             | Web Page Design courses teach students how to design websites by introducing them to and refining their knowledge of site planning, page layout, graphic design, and the use of markup languages—such as Extensible Hypertext Markup, JavaScript, Dynamic HTML, Document Object Model, and Cascading Style Sheets—to develop and maintain a web page. These courses may also cover security and privacy issues, copyright infringement, trademarks, and other legal issues relating to the use of the Internet. Advanced topics may include the use of forms and scripts for database access, transfer methods, and networking fundamentals. | Computer and Information Sciences |
| 60202 | Computer Graphics           | Computer Graphics courses provide students with the opportunity to explore the ways in which computers can produce visual imagery that communicates information and ideas effectively to multiple audiences using a variety of media and formats. Course topics may include principles and elements of design, image creation, image manipulation, and image types.  | Computer and Information Sciences |
| 60203 | Interactive Media           | Interactive Media courses provide students with the knowledge and skills to create, design, and produce interactive digital media products and services. The courses may emphasize the development of digitally generated and/or computer-enhanced media. Course topics may include 3D animation, graphic media, web development, and virtual reality. Upon completion of these courses, students may be prepared for industry certification.  | Computer and Information Sciences |
| 60247 | Media Tech—Independ Study   | Media Technology—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics related to media technology. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular specialization, to explore a topic in greater detail, or to develop more advanced skills.   | Computer and Information Sciences |
| 60997 | Comp & Info Sci—Indep Study | Computer and Information Sciences—Independent Study courses, often conducted with instructors as mentors, enable students to explore computer-related topics of interest. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular specialization, to explore a topic in greater detail, or to develop more advanced skills.   | Computer and Information Sciences |
| 60999 | Comp & Info Sci—Other       | Other Computer and Information Sciences courses.   | Computer and Information Sciences |

### Prior-to-Secondary SCED Course Codes 2015-2016

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|-------|---------------------------------|--|--|
| 61001 | Introduction to Communication   | Introduction to Communication courses enable students to understand and critically evaluate the role of media in society. Course content typically includes investigation of visual images, printed material, and audio segments as tools of information, entertainment, and communication to influence opinion; improvement of presentation and evaluative skills in relation to mass media; recognition of various techniques for delivery of a particular message; and, in some cases, creation of a media product. The course may concentrate on a particular medium.                                  | Communications and Audio/Visual Technology |
| 61002 | Communication Technology        | Communication Technology courses enable students to effectively communicate ideas and information through experiences dealing with drafting, design, electronic communication, graphic arts, printing process, photography, telecommunications, and computers. Additional topics covered in the course include information storage and retrieval. Drafting equipment may be used to make scale drawings, including multi-view drawing, photographs, and poster mock-ups.   | Communications and Audio/Visual Technology |
| 61003 | Partic Topic Communication      | These courses examine specific topics in communication other than those already described.   | Communications and Audio/Visual Technology |
| 61047 | Communication—Independent Study | Communication—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related to mass communications. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.  | Communications and Audio/Visual Technology |
| 61049 | Communication—Other             | Other Communication courses.   | Communications and Audio/Visual Technology |
| 61051 | Audio/Visual Production         | Audio/Visual Production courses provide students with the knowledge and skills necessary for television, video, film, and/or radio production. Writing scripts, camera operation, use of graphics and other visuals, lighting, audio techniques, editing, production principles, and career opportunities are typical topics covered within production courses. Students are usually required to produce their own program or segment. Additional topics such as broadcast industry regulations, radio/TV operation, power of the medium, photography, transmission technology, and so on may be included. | Communications and Audio/Visual Technology |
| 61052 | Commercial Photography          | Commercial Photography courses provide instruction in the use of cameras and laboratory film-processing techniques. Topics covered in the course include composition and color dynamics; contact printing; enlarging; developing audio and visual images; use of camera meters, air brushes, and other photographic equipment; portrait, commercial, and industrial photography; processing microfilm; and preparing copy for printing or for graphic arts processing.   | Communications and Audio/Visual Technology |



### Prior-to-Secondary SCED Course Codes 2015-2016

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| 61053 | Photographic Lab & Darkroom    | Photographic Laboratory and Darkroom courses prepare students to develop and print still or motion picture film. Topics covered in the course may include controlling resultant prints; touching up negatives; and finishing, coloring, restoring, and copying prints.  | Communications and Audio/Visual Technology |
| 61054 | Photo Imaging                  | Photo Imaging courses provide students with the opportunity to effectively communicate ideas and information via digital, film, still and video photography. Topics covered typically include composition, layout, lighting and supplies. More advanced courses may include instruction in specialized camera and equipment maintenance, application to commercial and industrial need and photography business operations.   | Communications and Audio/Visual Technology |
| 61055 | Video                          | Video courses enable students to explore video communications, incorporating both the technical and artistic aspects of video media. Topics covered in the course include the use of video equipment and techniques, and students typically create a video presentation. Advanced course topics may include creating various forms of film media including silent film; sport and music video; and self portrait video.   | Communications and Audio/Visual Technology |
| 61056 | Partic Topic Aud/Vid Tech Film | These courses examine specific topics in audio and video technology and film other than those already described.  | Communications and Audio/Visual Technology |
| 61099 | Aud/Vid Tech Film—Other        | Other Audio/Video Technology and Film courses.  | Communications and Audio/Visual Technology |
| 61101 | Journalism                     | Journalism courses (typically associated with the production of a school newspaper, yearbook, or literary magazine) emphasize writing style and technique as well as production values and organization. Journalism courses introduce students to the concepts of newsworthiness and press responsibility; develop students' skills in writing and editing stories, headlines, and captions; and teach students the principles of production design, layout, and printing. Photography, photojournalism, and digital technology skills may be included. | Communications and Audio/Visual Technology |
| 61102 | Photojournalism                | Photojournalism courses expose students to the manner in which photography is used to convey information and experiences. Typically coordinated with production of the school newspaper, yearbook, or other media product, photojournalism courses provide students with the opportunity to improve their photo composition and digital technology skills, and to apply their art to journalistic endeavors. These courses may also cover film development.   | Communications and Audio/Visual Technology |
| 61103 | Broadcasting Technology        | Broadcasting Technology courses provide students with the knowledge and skills to produce television broadcast programs. Typically, students prepare and produce short programs, learning the technical aspects of the operation and how to evaluate programming and assess audience reaction and impact.   | Communications and Audio/Visual Technology |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 61104 | Publication Production         | Publication Production courses provide students with the knowledge and skills necessary to produce the school newspaper, yearbook, literary magazine, or other printed publication. Students may gain experience in several components (writing, editing, layout, production, and so on) or may focus on a single aspect while producing the publication.  | Communications and Audio/Visual Technology |
| 61105 | Partic Topic Journ & Broadcast | These courses examine specific topics in journalism and broadcasting other than those already described.   | Communications and Audio/Visual Technology |
| 61147 | Journ & Broad—Independ Study   | Journalism and Broadcasting—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related to journalism, broadcasting, and mass media. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.             | Communications and Audio/Visual Technology |
| 61149 | Journ & Broad—Other            | Other Journalism and Broadcasting courses.   | Communications and Audio/Visual Technology |
| 61151 | Digital Media Technology       | These courses are designed to give students the skills necessary to support and enhance their learning about digital medial technology. Topics covered in the course may include internet research, copyright laws, web-publishing, use of digital imagery, electronic forums, newsgroups, mailing lists, presentation tools, and project planning.  | Communications and Audio/Visual Technology |
| 61152 | Desktop Publishing             | Desktop Publishing courses integrate the knowledge and skills learning in word processing with the concepts, procedures and application of desktop publishing. Students learn to format, create and proofread brochures, programs, newsletters, web pages, presentations and manuscripts.  | Communications and Audio/Visual Technology |
| 61159 | Partic Topic Print Tech & Prod | These courses examine specific topics in printing production, such as bookbinding or silkscreen printmaking, other than those already described.   | Communications and Audio/Visual Technology |
| 61197 | Printing Tech—Independ Study   | Printing Technology—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related to the print medium. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.   | Communications and Audio/Visual Technology |
| 61199 | Printing Tech—Other            | Other Printing Technology courses.   | Communications and Audio/Visual Technology |
| 61997 | Comm & Aud/Vid Tech—Ind Study  | Communication and Audio/Video Technology—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related to mass communication and its technologies. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills. | Communications and Audio/Visual Technology |

### Prior-to-Secondary SCED Course Codes 2015-2016

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|-------|----------------------------------|---|--|
| 61999 | Comm & Aud/Vid Tech—Other        | Other Communication and Audio/Video Technology courses.   | Communications and Audio/Visual Technology |
| 62001 | Bus/Office Career Exploration    | Business/Office Career Exploration courses expose students to the occupational opportunities available in business including, but not limited to, general business, business information management, human resources management, operations management, administrative support, accounting, and marketing fields. Emphasis is placed on responsibilities, qualifications, work environments, and career paths. These courses may also include consumer education topics, keyboard exposure, and/or hands-on experience within the various occupational areas. | Business and Marketing                     |
| 62005 | Keyboarding                      | Keyboarding courses provide students with an introduction to the keyboard (letters, numbers, and symbols), basic machine operation, and proper keystroke technique. As students progress, they improve their speed and accuracy and produce increasingly complex documents. Such courses help students develop keyboard proficiency, document production skills, and problem-solving skills.  | Business and Marketing                     |
| 62006 | Word Processing                  | Word Processing courses introduce students to automated document production using one or more software packages. These courses may introduce keyboarding techniques or may require prior experience. A parallel focus is placed on the use of software commands and functions to create, edit, format, and manipulate documents, capitalizing on the power offered by word processing software programs. These courses may also cover file and disk management and other computer-related skills.   | Business and Marketing                     |
| 62008 | Partic Topic Administration      | These courses examine specific topics related to business administration not otherwise described, such as a focus on dictation or office machinery, rather than provide a general study of office administration principles and techniques.   | Business and Marketing                     |
| 62047 | Administration—Independent Study | Administration—Independent Study courses, often conducted with instructors as mentors, enable students to explore business administration-related topics of interest. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.   | Business and Marketing                     |
| 62051 | Introductory Business            | Introductory Business courses survey an array of topics and concepts related to the field of business. These courses introduce business concepts such as banking and finance, the role of government in business, consumerism, credit, investment, and management. They usually provide a brief overview of the American economic system, small businesses, and corporate organizations. Introductory Business courses may also expose students to the varied opportunities in administration, accounting, management, and related fields.                    | Business and Marketing                     |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 62097 | Management—Independent Study   | Management—Independent Study courses, often conducted with instructors as mentors, enable students to explore business management-related topics of interest. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular specialization, to explore a topic in greater detail, or to develop more advanced skills.   | Business and Marketing |
| 62101 | Banking and Finance            | Banking and Finance courses provide students with an overview of the American monetary and banking system as well as types of financial institutions and the services and products that they offer. Course content may include government regulations; checking, savings, and money market accounts; loans; investments; and negotiable instruments.   | Business and Marketing |
| 62147 | Finance—Independent Study      | Finance—Independent Study courses, often conducted with instructors as mentors, enable students to explore business finance-related topics of interest. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular specialization, to explore a topic in greater detail, or to develop more advanced skills.   | Business and Marketing |
| 62151 | Marketing Career Exploration   | Marketing Career Exploration courses expose students to the opportunities available in retail, wholesale, advertising, and other occupational fields using marketing principles.   | Business and Marketing |
| 62152 | Marketing—Comprehensive        | Marketing—Comprehensive courses focus on the wide range of factors that influence the flow of goods and services from the producer to the consumer. Topics may include, but are not limited to, market research, the purchasing process, distribution systems, warehouse and inventory control, salesmanship, sales promotions, shoplifting and theft control, business management, and entrepreneurship. Human relations, computers, and economics are sometimes covered as well. | Business and Marketing |
| 62197 | Marketing—Independent Study    | Marketing—Independent Study courses, often conducted with instructors as mentors, enable students to explore marketing-related topics of interest. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular specialization, to explore a topic in greater detail, or to develop more advanced skills.  | Business and Marketing |
| 62997 | Bus & Market—Independent Study | Business and Marketing—Independent Study courses, often conducted with instructors or professionals as mentors, enable students to explore business or marketing-related topics of interest. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular specialization, to explore a topic in greater detail, or to develop more advanced skills.  | Business and Marketing |
| 62999 | Bus & Market—Other             | Other Business and Marketing courses.  | Business and Marketing |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 63001 | Exploration Manufacturing Occ   | Exploration of Manufacturing Occupations courses introduce and expose students to the career opportunities pertaining to the processing and production of goods. Course topics vary and may include (but are not limited to) systems pertinent to the manufacturing process, properties of various raw materials, and the methods used to transform materials into consumer products. Course activities depend upon the careers being explored; course topics may include entrepreneurship, labor laws, economic impact, and customer service.   | Manufacturing        |
| 63003 | Industrial Arts                 | Industrial Arts courses expose students to the tools and equipment that they may encounter in manufacturing-related occupations and enable them to develop the skills they need to use these tools in various applications. Course topics typically include (but are not limited to) planning and design, electricity and electronics, materials properties and testing, basic materials processing, and power technology. These courses typically cover general safety and career exploration as well.  | Manufacturing        |
| 63052 | Material and Processes          | Material and Processes courses expose students to the tools, equipment, and processes that may be encountered in manufacturing-related occupations. In particular, these courses stress the analysis, testing, and processing of metals, plastics, woods, ceramics, and composite materials.   | Manufacturing        |
| 63997 | Manufacturing—Independent Study | Manufacturing—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics related to manufacturing. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular specialization, to explore a topic in greater detail, or to develop more advanced skills.   | Manufacturing        |
| 63999 | Manufacturing—Other             | Other Manufacturing courses.   | Manufacturing        |
| 64001 | Exploration Health Care Occ     | Exploration of Health Care Occupations courses expose students to the variety of opportunities available within the health care industry (e.g., nursing, therapy, dental care, administrative services, and lab technology). These courses provide experiences in several of these occupational clusters, along with information and knowledge related to the health care industry as a whole.   | Health Care Sciences |
| 64002 | Health Care Occ—Comprehensive   | Health Care Occupations—Comprehensive courses provide students with an orientation to the health care industry and help refine their health care-related knowledge and skills. Topics covered usually include (but are not limited to) an overview of health care delivery; patient care, including assessment of vital signs, body mechanics, and diet; anatomy and physiology; identification and use of medical equipment and supplies; medical terminology; hygiene and disease prevention; first aid and CPR procedures; laboratory procedures; and ethical and legal responsibilities. | Health Care Sciences |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 64997 | Health Care Sci—Independ Study | Health Care Sciences—Independent Study courses, often conducted with instructors as mentors, enable students to explore health-related topics of interest. Independent Study courses may provide students with an opportunity to expand their expertise in a particular specialization, to explore a topic in greater detail, or to develop more advanced skills.   | Health Care Sciences                        |
| 64999 | Health Care Sci—Other          | Other Health Care Sciences courses.   | Health Care Sciences                        |
| 65001 | Exploration Pub Serv Careers   | Exploration of Public Service Careers courses expose students to the duties, responsibilities, requirements, and career opportunities within public service. Course topics vary and may include, but are not limited to, public safety, police, fire, emergency services, law, forensics, corrections, fire/EMS and homeland security issues. Course activities depend upon the career clusters that students explore.  | Public, Protective, and Government Services |
| 65997 | Pub, Protect, Govt Serv—Ind St | Public, Protective, and Government Service—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related to public, protective, and government service. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.   | Public, Protective, and Government Services |
| 65999 | Pub, Protect, Govt Serv—Other  | Other Public, Protection, and Government courses.   | Public, Protective, and Government Services |
| 66001 | Exploration Hospitality Career | Exploration of Hospitality Careers courses survey a wide array of topics while exposing students to the variety of career opportunities in hospitality fields (such as food service, lodging, tourism, and recreation). These courses serve to introduce students to the general field of hospitality, providing an opportunity to identify a focus for continued study.  | Hospitality and Tourism                     |
| 66997 | Hospitality & Tourism—Ind St   | Hospitality and Tourism—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest within the hospitality and tourism industry. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.  | Hospitality and Tourism                     |
| 66999 | Hospitality & Tourism—Other    | Other Hospitality and Tourism courses.  | Hospitality and Tourism                     |
| 67001 | Construction Career Explore    | Construction Careers Exploration courses expose students to the opportunities available in the architecture and construction industry, including occupations such as carpenter, electrician, plumber, heating/air conditioning technician, safety supervisor, architect, engineer, and other occupations. Students learn about the processes involved in construction projects and may engage in a variety of small projects. These courses emphasize responsibilities, qualifications, work environment, rewards, and career paths within construction-related fields. | Architecture and Construction               |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 67002 | Construction—Comprehensive    | Construction—Comprehensive courses provide students with basic knowledge and skills required for construction of commercial, residential, and institutional structures. These courses provide experiences and information (typically including career opportunities and training requirements) regarding construction-related occupations such as carpentry, cabinetmaking, bricklaying, electrical trades, plumbing, concrete masonry, and so on. Students engage in activities such as reading blueprints, preparing building sites, starting foundations, erecting structures, installing utilities, finishing surfaces, and providing maintenance. | Architecture and Construction            |
| 67997 | Architec & Construc—Ind Study | Architecture and Construction—Independent Study courses, often conducted with instructors as mentors, enable students to explore architecture and construction-related topics of interest. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.   | Architecture and Construction            |
| 67999 | Architec & Construc—Other     | Other Architecture and Construction courses.   | Architecture and Construction            |
| 68001 | Intro Ag & Natural Resources  | Introduction to Agriculture and Natural Resources courses survey a wide array of topics within the agricultural industry, exposing students to the many and varied types of agriculture and career opportunities and those in related fields. These courses serve to introduce students to the agricultural field, providing them an opportunity to identify an area for continued study or to determine that their interest lies elsewhere. These courses often focus on developing communication skills, scientific research, types of business ownership, business principles, and leadership skills.   | Agriculture, Food, and Natural Resources |
| 68002 | Agriculture—Comprehensive     | Agriculture—Comprehensive courses cover a wide range of agricultural topics, including plant and animal science, production, and processing; agricultural mechanics; food production for global populations; construction and repair of farm structures; business operations and management; and the careers available in the agricultural industry. These courses may also include topics such as chemical and soil science, ecology, agricultural marketing, and veterinary science.   | Agriculture, Food, and Natural Resources |
| 68003 | Ag & Nat Res—Comprehensive    | Agriculture and Natural Resources—Comprehensive courses may cover a wide range of topics concerning agriculture and natural resources, including plant and animal science, production, and processing; environmental science and conservation; ecology; agricultural mechanics; agricultural construction; food production for a growing global population, business operations and management; and the careers available in the agricultural/natural resources industry. These courses may also include topics such as chemical and soil science, forestry, agricultural marketing, and veterinary science.   | Agriculture, Food, and Natural Resources |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 68997 | Ag, Food, & Nat Res—Ind Study    | Courses in Agriculture, Food, and Natural Resources—Independent Study, often conducted with instructors as mentors, enable students to explore topic of interest related to agriculture, food, and natural resources. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.   | Agriculture, Food, and Natural Resources    |
| 68999 | Ag, Food, & Nat Res—Other        | Other Agriculture, Food, and Natural Resources courses.   | Agriculture, Food, and Natural Resources    |
| 69001 | Human Services Career Explore    | Human Services Career Exploration courses introduce and expose students to career opportunities pertaining to the provision of individual, family, personal, and consumer services for other human beings. Course topics vary and may include, but are not limited to, child development and services, counseling and mental health services, family and community services, personal care services, and consumer services. Course activities depend upon the careers being explored. | Human Services                              |
| 69997 | Human Services—Independent Study | Human Services—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related to providing human services. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.   | Human Services                              |
| 69999 | Human Services—Other             | Other Human Services Care courses.  | Human Services                              |
| 70001 | Explore Transport Distrib Logi   | Exploration of Transportation, Distribution, and Logistics courses introduce students to careers that involve the planning, management, and movement of people, materials, and products using any of several modes of transport. Such careers may also involve infrastructure, vehicular maintenance and repair, and operating or managing facilities that hold what is being transported. Therefore, specific course topics vary widely and depend upon the careers being explored.  | Transportation, Distribution, and Logistics |
| 70997 | Transport Distrib Logi—Ind Stu   | Transportation, Distribution, and Logistics—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related to transportation, distribution, and logistics. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.   | Transportation, Distribution, and Logistics |
| 70999 | Transport Distrib Logi—Other     | Other Transportation, Distribution and Logistics courses.   | Transportation, Distribution, and Logistics |
| 71001 | Pre-Engineering Technology       | Pre-Engineering Technology courses integrate technology-oriented applications of mathematics and science into pre-engineering activities for students. Course topics may include material sciences, technology processes, enterprises, and career opportunities.  | Engineering and Technology                  |



### Prior-to-Secondary SCED Course Codes 2015-2016

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| 71002 | Engineering Applications      | Engineering Applications courses provide students with an overview of the practical uses of a variety of engineering applications. Topics covered usually include hydraulics, pneumatics, computer interfacing, robotics, computer-aided design, computer numerical control, and electronics.  | Engineering and Technology |
| 71003 | Engineering Technology        | Engineering Technology courses provide students with the opportunity to focus on one or more areas of industrial technology. Students apply technological processes to solve real engineering problems; develop the knowledge and skills to design, modify, use, and apply technology; and may also design and build prototypes and working models. Topics covered in the course include the nature of technology, use of technology, and design processes.  | Engineering and Technology |
| 71004 | Principles of Engineering     | Principles of Engineering courses provide students with an understanding of the engineering/technology field. Students typically explore how engineers use various technology systems and manufacturing processes to solve problems; they may also gain an appreciation of the social and political consequences of technological change.  | Engineering and Technology |
| 71005 | Engineering—Comprehensive     | Engineering—Comprehensive courses introduce students to and expand their knowledge of major engineering concepts such as modeling, systems, design, optimization, technology-society interaction, and ethics. Particular topics often include applied engineering graphic systems, communicating technical information, engineering design principles, material science, research and development processes, and manufacturing techniques and systems. The courses may also cover the opportunities and challenges in various branches of engineering. | Engineering and Technology |
| 71006 | Engineering Design            | Engineering Design courses offer students experience in solving problems by applying a design development process. Often using solid modeling computer design software, students develop, analyze, and test product solutions models as well as communicate the features of those models.  | Engineering and Technology |
| 71009 | Robotics                      | Robotics courses help students develop and expand their skills and knowledge of robotics and related scientific and engineering topics. Course topics may include principles of mechanics, electronics, hydraulics, pneumatics, programmable logic controllers. These courses may emphasize the use of engineering principles to design and build robots, construct and connect sensors, and program robots in the programming language.   | Engineering and Technology |
| 71047 | Engineering—Independent Study | Engineering—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related to engineering. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.  | Engineering and Technology |
| 71049 | Engineering—Other             | Other Engineering courses.   | Engineering and Technology |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 71051 | Technological Literacy        | Technological Literacy courses expose students to the communication, transportation, energy, production, biotechnology, and integrated technology systems and processes that affect their lives. The study of these processes enables students to better understand technological systems and their applications and uses.  | Engineering and Technology |
| 71052 | IB Tech, Mid Yrs Prog         | International Baccalaureate (IB) Technology, Middle Years Program courses are essentially concerned with solving problems, and they encourage students to investigate, design, plan, create, and evaluate. Content is balanced among systems, information, and materials, but the particular technology subjects may vary.  | Engineering and Technology |
| 71097 | Technology—Independent Study  | Technology—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related to technology systems and processes. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.   | Engineering and Technology |
| 71102 | Drafting—General              | Drafting—General courses introduce students to the technical craft of drawing illustrations to represent and/or analyze design specifications and then refine the skills necessary for this craft. Drafting—General courses use exercises from a variety of applications to provide to students the knowledge and experience to develop the ability to perform freehand sketching, lettering, geometric construction, and multiview projections and to produce various types of drawings (working, detail, assembly, schematic, perspective, and so on). Computer-aided drafting (CAD) systems (if available) are typically introduced and used to fulfill course objectives. | Engineering and Technology |
| 71147 | Drafting—Independent Study    | Drafting—Independent Study courses, often conducted with instructors as mentors, enable students to explore drafting-related topics of interest. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.  | Engineering and Technology |
| 71997 | Eng & Tech—Independent Study  | Engineering and Technology—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related to engineering and/or technology. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.  | Engineering and Technology |
| 71999 | Eng & Tech—Other              | Other Engineering and Technology courses.   | Engineering and Technology |
| 72001 | Standardized Test Preparation | Standardized Test Preparation courses help prepare students for national standardized tests such as the PSAT, SAT, and ACT. In particular, these courses assist students in developing and/or expanding their vocabulary, test-taking, and reasoning skills through study, lecture, and practice drills. Course topics may include vocabulary review; root words, prefixes, and suffixes; mathematical concepts, logic, and rules; and general problem-solving and test-taking strategies.  | Miscellaneous              |

### Prior-to-Secondary SCED Course Codes 2015-2016

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|-------|-----------------------------|---|---------------|
| 72002 | State Test Preparation      | State Test Preparation courses prepare students for particular state tests required for graduation. These courses may cover specific content areas (such as citizenship, mathematics, language arts, and so on) according to individual student needs, or they may provide a more general course of study, similar to the Standardized Test Preparation course described above.   | Miscellaneous |
| 72003 | Study Skills                | Study Skills courses prepare students for success in high school and/or for postsecondary education. Course topics may vary according to the students involved, but typically include reading improvement skills, such as scanning, note-taking, and outlining; library and research skills; listening and note-taking; vocabulary skills; and test-taking skills. The courses may also include exercises designed to generate organized, logical thinking and writing. | Miscellaneous |
| 72004 | Dropout Prevention Program  | Dropout Prevention Program courses vary widely, but typically are targeted at students who have been identified as being at risk of dropping out of or failing in school. Course content may include study skills and individual tutorials; career exploration or job readiness skills; communication skills; personal assessment and awareness activities; speaker presentations; and small-group seminars.  | Miscellaneous |
| 72005 | Tutorial                    | Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.  | Miscellaneous |
| 72006 | Study Hall                  | Study Hall courses provide the opportunity and time for students to complete classroom assignments or school projects. Students typically work on their own, without the help of a tutor; however, they are supervised and usually remain in the classroom.   | Miscellaneous |
| 72007 | Adv Via Indiv Determ (AVID) | AVID courses encourage students to pursue college readiness (and eventual enrollment). Typically, the courses offer activities that enable students to learn organizational and study skills, enhance their critical thinking skills, receive academic assistance as necessary, and be motivated to aspire to college education.  | Miscellaneous |
| 72101 | Leadership                  | Leadership courses are designed to strengthen students' personal and group leadership skills. Typically intended for students involved in extracurricular activities (especially as officers of organizations or student governing bodies), these courses may cover such topics as public speaking, effective communication, human relations, parliamentary law and procedures, organization and management, and group dynamics.  | Miscellaneous |
| 72102 | School Orientation          | School Orientation courses provide students with an introduction to the culture of their school so that they understand staff expectations and the school's structure and conventions. These courses may vary widely according to the philosophy, aims, and methods of each school.   | Miscellaneous |
| 72103 | School Governance           | School Governance courses convene students as an entire student body to discuss common concerns, organize groups for action, make decisions, and solve school-related problems. Because of the nature of these courses, they are typically offered at private, alternative, or experimental schools.  | Miscellaneous |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 72104 | Community Service          | Community Service courses provide students with the opportunity to volunteer their time, energy, and talents to serve a community project or organization. These courses are usually (but not always) conducted with a seminar component, so that students can use their volunteer experiences to learn how to solve problems, make decisions, and communicate effectively.  | Miscellaneous |
| 72105 | Values Clarification       | Values Clarification courses enable students to explore individual and societal actions and implications in order to help them develop personal values and make decisions about their lives. Examples of discussion topics include philosophy and religion, world resource allocation, genetic engineering, environmental issues, and death-related issues (euthanasia, suicide, and abortion).  | Miscellaneous |
| 72106 | Seminar                    | Seminar courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem-solving and critical-thinking skills. Seminars aimed at juniors and seniors often include a college and career exploration and planning component.                          | Miscellaneous |
| 72151 | Career Exploration         | Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career and training options and may also assist them in developing job search and employability skills.  | Miscellaneous |
| 72152 | Employability Skills       | Employability Skills courses help students match their interests and aptitudes to career options with a focus on using employment information effectively, acquiring and improving job-seeking and interview skills, composing job applications and resumes, and learning the skills needed to remain in and advance within the workplace. Course content may also include consumer education and personal money management topics.                            | Miscellaneous |
| 72201 | Family & Consumer Sci—Comp | Family and Consumer Sciences—Comprehensive courses help students to develop the knowledge and skills that are used to manage one's family and career efficiently and productively. Course topics typically include foods and nutrition; apparel; child care and development; housing, interior design, and maintenance; consumer decisions; personal financial management; interpersonal relationships; and careers available in family and consumer sciences. | Miscellaneous |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 72202 | Food and Nutrition | Food and Nutrition courses provide students with an understanding of food's role in society, instruction in how to plan and prepare meals, and information about the nutritional and health benefits of minimizing processed and prepared food and prepackaged/prepared meals from one's diet. These courses not only build on the basic skills of food preparation but also address financial considerations and recipe conversion to make foods healthier. Some courses place a heavier emphasis on a balanced diet, while others concentrate on specific types of food preparation (such as low sodium, low fat, or increased whole foods). These courses will also address current issues such as organic foods and vegan cooking. | Miscellaneous |
| 72203 | Food Science       | Food Science courses offer opportunities for students to study the composition, structure, and properties of foods and their components as well as the consumption of food and the chemical changes that occur during the processing, storage, preparation, and consumption of food for the consumer. These courses often explore the effects of various materials, microorganisms, and processes on food products through laboratory experiments and can address food innovations to meet the needs of society. Culinary techniques and the safe handling of food in the home environment are commonly included.  | Miscellaneous |
| 72205 | Clothing/Sewing    | Clothing/Sewing courses introduce students to and expand their knowledge of various aspects of wearing apparel, sewing, and fashion. These courses typically include wardrobe planning; selection, care, and repair of various materials; and construction of one or more garments. They may also include related topics, such as fashion design and history, the social and psychological aspects of clothing, careers in the clothing industry, and craft sewing.  | Miscellaneous |
| 72206 | Life Skills        | Life Skills courses provide students with information about a wide range of subjects to assist them in becoming wise consumers and productive adults. These courses often emphasize process skills, including goal-setting, decisionmaking, and other topics such as the setting of priorities, money and time management, interpersonal relationships, and the development of the self. Additionally, specific topics such as wellness, selecting and furnishing houses, meeting transportation needs, nutrition, preparing food, selecting clothing and building a wardrobe, insurance, taxation, and consumer protection may also be covered.   | Miscellaneous |
| 72207 | Self-Management    | Self-Management courses introduce students to the skills and strategies that are helpful in becoming more focused, productive individuals, wage earners, and family members. These courses typically emphasize goal-setting; decisionmaking; managing time, energy, and stress; and identifying alternatives and coping strategies. They may also allow students to explore various career and lifestyle choices.  | Miscellaneous |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 72208 | Family Living                  | Family Living courses emphasize building and maintaining healthy interpersonal relationships among family members and other members of society. These courses often emphasize (but are not limited to) topics such as the responsibilities of a family and wage earner, balancing a career and personal life, human sexuality and reproduction, marriage preparation, parenthood and the function of the family unit, the family life cycle, and life stages. They also cover topics related to stages of growth and social/dating practices.   | Miscellaneous |
| 72209 | Personal Development           | Personal Development courses emphasize strengthening self-esteem, recognizing and resisting negative peer pressure, and developing coping skills for dealing with life and career issues and changes (such as family changes). These courses include communication, conflict resolution, practical problem-solving, and decisionmaking. They may also include building resiliency skills and asset building.  | Miscellaneous |
| 72210 | Consumer Econ/Personal Finance | Consumer Economics/Personal Finance courses provide students with an understanding of the concepts and principles involved in managing one's personal finances. These courses emphasize lifespan goal-setting, individual and family decisionmaking, and consumer rights as well as topics that are commonly associated with personal finance so that one can become a financially responsible consumer. Topics may include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. These courses may also investigate the effects of the global economy on consumers and the family. | Miscellaneous |
| 72249 | Family & Consumer Sci—Other    | Other Family and Consumer Science courses.  | Miscellaneous |
| 72250 | Exploratory                    | Exploratory courses provide a brief introduction to a variety of topics, typically elective subject areas, often in the form of discrete units or modules. Students may choose to take courses later that allow them to pursue the topics introduced in more depth. Topics may vary widely and span multiple subject areas within one course.   | Miscellaneous |
| 72260 | IB Personal Proj, Mid Yrs Prog | International Baccalaureate (IB) Personal Project, Middle Years Program courses occur during the final year of the program and should result in a significant piece of work that is the product of the student's own initiative and creativity. Students choose their projects, which may take many forms, and complete them under the supervision of a teacher. Projects involve planning, research, and a high degree of personal reflection.   | Miscellaneous |
| 72995 | Miscellaneous—Aide             | Miscellaneous—Aide courses offer students the opportunity to assist instructors in preparing, organizing, or delivering course curricula or to assist other staff members in fulfilling their duties. Students may provide tutorial or instructional assistance to other students. Note: if the particular subject area is known, use the code associated with the Aide course within that subject area.  | Miscellaneous |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 72999 | Miscellaneous—Other       | Other Miscellaneous courses.   | Miscellaneous       |
| 73028 | Early Childhood Education | Early Childhood Education courses involve content that is not differentiated by subject area. These courses focus on content that is grade-specific and cover various subjects throughout the day, rather than a single subject-specific content area. Specific course content depends upon state standards for early childhood education. | Nonsubject Specific |
| 73029 | Pre-kindergarten          | Pre-kindergarten courses involve content that is not differentiated by subject area. These courses focus on content that is grade-specific and cover various subjects throughout the day, rather than a single subject-specific content area. Specific course content depends upon state standards for pre-kindergarten.                   | Nonsubject Specific |
| 73030 | Kindergarten              | Kindergarten courses involve content that is not differentiated by subject area. These courses focus on content that is grade-specific and cover various subjects throughout the day, rather than a single subject-specific content area. Specific course content depends upon state standards for kindergarten.                           | Nonsubject Specific |
| 73031 | Grade 1                   | Grade 1 courses involve content that is not differentiated by subject area. These courses focus on content that is grade-specific and cover various subjects throughout the day, rather than a single subject-specific content area. Specific course content depends upon state standards for Grade 1.                                     | Nonsubject Specific |
| 73032 | Grade 2                   | Grade 2 courses involve content that is not differentiated by subject area. These courses focus on content that is grade-specific and cover various subjects throughout the day, rather than a single subject-specific content area. Specific course content depends upon state standards for Grade 2.                                     | Nonsubject Specific |
| 73033 | Grade 3                   | Grade 3 courses involve content that is not differentiated by subject area. These courses focus on content that is grade-specific and cover various subjects throughout the day, rather than a single subject-specific content area. Specific course content depends upon state standards for Grade 3.                                     | Nonsubject Specific |
| 73034 | Grade 4                   | Grade 4 courses involve content that is not differentiated by subject area. These courses focus on content that is grade-specific and cover various subjects throughout the day, rather than a single subject-specific content area. Specific course content depends upon state standards for Grade 4.                                     | Nonsubject Specific |
| 73035 | Grade 5                   | Grade 5 courses involve content that is not differentiated by subject area. These courses focus on content that is grade-specific and cover various subjects throughout the day, rather than a single subject-specific content area. Specific course content depends upon state standards for Grade 5.                                     | Nonsubject Specific |
| 73036 | Grade 6                   | Grade 6 courses involve content that is not differentiated by subject area. These courses focus on content that is grade-specific and cover various subjects throughout the day, rather than a single subject-specific content area. Specific course content depends upon state standards for Grade 6.                                     | Nonsubject Specific |

### Prior-to-Secondary SCED Course Codes 2015-2016

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| 73037 | Grade 7                      | Grade 7 courses involve content that is not differentiated by subject area. These courses focus on content that is grade-specific and cover various subjects throughout the day, rather than a single subject-specific content area. Specific course content depends upon state standards for Grade 7.   | Nonsubject Specific |
| 73038 | Grade 8                      | Grade 8 courses involve content that is not differentiated by subject area. These courses focus on content that is grade-specific and cover various subjects throughout the day, rather than a single subject-specific content area. Specific course content depends upon state standards for Grade 8.   | Nonsubject Specific |
| 73039 | Prior-to-Secondary Education | Prior-to-secondary Education--General courses involve content that is not grade differentiated and may apply to a range of consecutive grades (e.g., "by third grade, students should know and be able to do..."). These courses include content that may be applicable to states or localities that do not employ grade-level content standards.  | Nonsubject Specific |
| 73041 | IB Primary Years Program     | International Baccalaureate (IB) Primary Years Program courses incorporate six transdisciplinary themes defined by the International Baccalaureate Organization as the framework for exploration and study at the primary level. Those themes are who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet. The course addresses multiple subject areas through the framework of these themes, including language; social studies; mathematics; arts; science; and personal, social, and physical education. | Nonsubject Specific |