

Prior-to-Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)

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National Cooperative Education Statistics System

The National Center for Education Statistics (NCES) established the National Cooperative Education Statistics System (Cooperative System) to assist in producing and maintaining comparable and uniform information and data on early childhood education and on elementary and secondary education. These data are intended to be useful for policymaking at the federal, state, and local levels.

The National Forum on Education Statistics (the Forum) is an entity of the Cooperative System that, among its other activities, proposes principles of good practice to assist state and local education agencies in meeting this purpose. The Cooperative System and the Forum are supported in these endeavors by resources from NCES.

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Foreword

The National Forum on Education Statistics (the Forum) is pleased to present *Prior-to-Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)*, hereafter referred to as the Prior-to-Secondary SCED. One goal of the Forum is to improve the quality of education data gathered for use by policymakers and program decisionmakers. An approach to furthering this goal has been to pool the collective experiences of Forum members to inform best practice guides in areas of high interest to those who collect, maintain, and use data about elementary and secondary education. Standardizing the way state and district data systems record course codes is one of those high-interest areas.

The Prior-to-Secondary SCED provides a taxonomy and course descriptions intended to help schools and education agencies maintain longitudinal information about students' coursework in an efficient, standardized format that facilitates the exchange of records as students transfer from one school, district, state, or level to another.

The Prior-to-Secondary SCED will be part of the National Center for Education Statistics (NCES) Handbooks Online series, which is published as a searchable electronic database (<http://nces.ed.gov/programs/handbook/>). NCES has developed a series of data handbooks to provide consistent data definitions and guidance regarding the sound maintenance of education data, so that such data can be accurately aggregated and analyzed. The handbooks are intended to serve as reference documents for public and private education agencies, schools, early childhood centers, and other educational institutions, as well as researchers involved in the collection of education data. In addition, the handbooks may be useful to elected officials and members of the public who have an interest in education information. The handbooks are not collection instruments, nor do they reflect any type of federal data maintenance requirements. Handbooks Online is reviewed and updated annually.


Education agencies and institutions collect and maintain information to help the education system function efficiently and effectively. The *Prior-to-Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)* is intended to provide educators and data managers with a tool to standardize data and to support instructional decisionmaking and education outcomes at all levels.

The National Cooperative Education Statistics System

The work of the National Forum on Education Statistics (the Forum) is a key aspect of the National Cooperative Education Statistics System (Cooperative System). The Cooperative System was established to produce and maintain, with the cooperation of the states, comparable and uniform education information and data that are useful for policymaking at the federal, state, and local levels. To assist in meeting this goal, NCES, within the U.S. Department of Education, established the Forum to improve the collection, reporting, and use of elementary and secondary education statistics. The Forum deals with issues in education data policy, sponsors innovations in data collection and reporting, and provides technical assistance to improve state and local data systems.

Development of Forum Products

Members of the Forum establish task forces to develop best practice guides in data-related areas of interest to federal, state, and local education agencies. They are assisted in this work by NCES, but the content



comes from the collective experience of the state- and school-district working group and task force members, who review all products iteratively throughout the development process. Documents prepared, reviewed, and approved by task force members undergo a formal public review. This consists of focus groups with representatives of the product's intended audience, review sessions at relevant regional or national conferences, or technical reviews by acknowledged experts in the field. In addition, all draft documents are posted on the Forum website prior to publication so that any interested individuals or organizations can provide feedback. After the task force oversees the integration of public review comments and reviews the document a final time, publications are subject to examination by members of the Forum standing committee sponsoring the project. Finally, the entire Forum (approximately 120 members) reviews and formally votes to approve all documents prior to publication.



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CHAPTER 1

Framework of the Prior-to-Secondary SCED

In this handbook, *Prior-to-Secondary School Course Classification System: School Codes for the Exchange of Data* (SCED), the National Center for Education Statistics (NCES) and the National Forum on Education Statistics have extended the existing secondary course classification system with codes and descriptions for courses offered at lower grade levels to facilitate student record transfer for all students. Like the school codes at the secondary level, the elementary- and middle-grade course descriptions are written in a general way so that users can map their specific courses to a common code. It is not expected that the course titles and descriptions will replace those used by states or school districts.

NCES published the *Secondary School Course Classification System: School Codes for the Exchange of Data* (SCED) in 2007; it was designed for use in student record systems, transcripts, and reporting by school districts and state education agencies (and their nonpublic school equivalents). That publication (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007341>) includes course titles, descriptions, and codes for secondary-school-level courses.

Scope and Limitations of the Prior-to-Secondary School Codes

Readers should keep several considerations in mind as they review or use the prior-to-secondary course codes:

- The distinction between “prior-to-secondary” and “secondary” courses does not necessarily imply any specific grade level. Elementary course descriptions include the option of content-area-specific (e.g., fourth-grade mathematics) as well as nonsubject-specific (e.g., first-grade) courses for schools that do not distinguish subject areas at the elementary level. The middle school courses are generally modified versions of secondary courses, but do not include the “available credit” component. The secondary courses carry codes that include available credit for the course.
- The elementary- and middle-grade course descriptions are drawn from existing state and school district course catalogs or descriptions. The course descriptions reflect what is widely taught; they do not attempt to incorporate emerging curriculum standards or potential courses. This principle also guided the development of the secondary codes.
- The elementary- and middle-grade course descriptions provide detail on courses that a student might take. Although they may describe the courses that a teacher teaches, their purpose is to make student transcripts and school course catalogs more comparable.

The courses describe content, not methodology. Thus, the descriptions do not include specific instructional approaches such as courses using the Montessori method.

Brief Review and Extension of the Elements of the Coding Structure

By design, the prior-to-secondary course code framework mirrors, in large part, the secondary course code framework. Both frameworks consist of four basic elements: course description, course level, available credit (for secondary) or grade span (for prior-to-secondary), and sequence. Taken together, these elements create a unique identification code for any course.

Element 1. Course Description consists of two parts: a Subject Area and a Course Identifier within that Subject Area. For example, the prior-to-secondary course General Math is coded as 52002—Subject Area Mathematics (52) and Course Identifier (002).

Subject Area. For prior-to-secondary-level courses, there are 23 Subject Area codes, each represented by two digits. The option set for the prior-to-secondary Subject Area element (51 through 73) is derived by adding 50 to the secondary Subject Area code (i.e., the option set for the secondary Subject Area codes is 01 through 22). Subject Area identifies a single type of course, generally described, when it is combined with the Course Identifier; the Sequence field (Element 4, described below) may need to be used to describe a single course. The categories are mutually exclusive and, to date, can include any course offered in prior-to-secondary schools. The Nonsubject Specific Subject Area option (73) is used only at the prior-to-secondary level. The Military Science code (59) is not used at the prior-to-secondary level. (A listing of prior-to-secondary Subject Area names and codes is provided in chapter 2, exhibit 2.)

Course Identifier. Courses within a Subject Area are distinguished by a three-digit code. The codes carry no meaning within themselves. Generally, throughout the NCES Handbook series, “09999” is reserved for courses coded as “other.” In this handbook, however, “099” is used for “other.” Only some numbers between 001 and 999 have been used in this system; unused numbers can accommodate new courses as they are added to the Prior-to-Secondary SCED. The Course Descriptions are fairly general, but they provide enough specificity to identify the course’s topic and to distinguish it from other courses in that Subject Area. However, the Course Descriptions do not include course objectives.

Three other elements in the course classification structure provide additional information about a course when combined with the Course Description.

Element 2. Course Level conveys the course’s level of rigor. There are five options for coding this element:

- *B* for basic or remedial—a course focusing primarily on skills development, including literacy in language, mathematics, and the physical and social sciences. These courses are typically less rigorous than standard courses and may be intended to prepare a student for a general course.
- *G* for general or regular—a course providing instruction in a given subject area that focuses primarily on general concepts appropriate for the grade level. General courses typically meet the state’s or district’s expectations of scope and difficulty for mastery of the content.
- *E* for enriched or advanced—a course that augments the content and/or rigor of a general course, but does not carry an honors designation.
- *H* for honors—a course carrying an honors status according to educational requirements. These courses typically include additional content and/or a higher level of rigor than that found in general courses, and they are formally designated as honors courses.

- *X* for no specified level of rigor. The notion of rigor may not be appropriate for some courses at the elementary and middle levels; survey or interest courses that expose students to a variety of subjects are examples.

The majority of courses that schools offer are general: they are intended for any student in the proper grade-level range. However, some courses are distinguished by having more or less rigorous requirements than the “regular” course and are designated as enriched/advanced, honors, or basic/remedial. In some school systems, students are in different “tracks”—particularly in academic subject areas—while other school systems do not use such distinctions, holding all students to the same standards. The coding structure enables schools to portray such differences. Personal judgment is needed in assigning and interpreting the Course Level element. While individual schools, districts, and states may have criteria that clearly distinguish one level of course rigor from another, these criteria are not the same in every state or school district. Not every course catalog will include courses at all of these levels.

Element 3. Grade Span or Available Credit identifies the intended grade span for a prior-to-secondary course. (For secondary courses, this element indicates the amount of Carnegie unit credit available to a student who successfully meets the objectives for courses that carry credit. Grade Span, however, is used at the prior-to-secondary level, particularly in elementary and middle schools, where Carnegie units hold no particular meaning.) For prior-to-secondary courses, this element indicates the grade span for which the course is appropriate. The span is represented as a four-character code with no decimals. Each grade level from 1 through 12 is represented by a two-digit code, ranging from 01 to 12; kindergarten is represented by the letters KG, and prekindergarten by the letters PK. For example, a course appropriate for kindergarten and first grade would be assigned a Grade Span of KG01.

Element 4. Sequence describes the manner in which school systems may “break up” increasingly difficult or more complex content. School districts operating on a semester or trimester schedule frequently offer consecutive courses fitting into one Course Description. For example, Chemistry may be broken into two different courses that, together, make up a complete Chemistry course. Or a school may offer Chemistry 1 and Chemistry 2. Having this Sequence code allows for successively complex courses that cover the same general content to be coded, without having a system with thousands of codes that, in the end, may not translate across school, district, or state lines. (That is, Art 2 may be School A’s second semester Art class, while in School B, Art 2 may be the second year of Art.)

Sequence is a two-character element that should be interpreted as “part n of m parts.” In the School B example given above, with each course a year in duration, Creative Art–Comprehensive would be course “one of two” or “1 2.” It is important to remember that Sequence describes the order in which the courses are taken. If the arts sequence required or offered six semester-long courses, the second semester of Creative Art–Comprehensive could be shown with Sequence “2 6” meaning “part 2 of 6 parts.” The Sequence indicated for a given course can vary across school districts.

Exhibit 1 provides examples of how the four SCED elements are used to identify a specific course.

Exhibit 1. Course code structure: Life and Physical Sciences (Prior-to-secondary)

| course description | | course level | grade span | | sequence | |
|----------------------------|------------|----------------------------|----------------|-----------|---------------------------------|----------|
| 53 | 051 | G | 07 | 08 | 1 | 1 |
| Life and Physical Sciences | Biology | General | grades 7 and 8 | | "1 of 1"—not part of a sequence | |
| 53 | 233 | X | 03 | 03 | 1 | 1 |
| Life and Physical Sciences | Science | No specific level of rigor | grade 3 | | "1 of 1"—not part of a sequence | |

NOTE: See exhibit 2 in chapter 2 of this manual for a complete listing of prior-to-secondary Subject Area names and codes.

The first example in Exhibit 1 shows the 12-character alphanumeric code for a Biology course (Course Description) taught within a prior-to-secondary school (embedded within the Subject Area portion of the Course Description code) at a regular or general level (Course Level) and offered to students in grades 7 and 8, that is the sole Biology course, or not part of a sequence of biology courses (Sequence).

The second example in Exhibit 1 shows the 12-character alphanumeric code for a Science course (Course Description) taught within a prior-to-secondary school (embedded within the Course Description code) without a specific level of rigor (Course Level) that is designed for third-graders and is not part of a sequence of science courses (Sequence).


Additional Notes on the Content and Structure of SCED

SCED is intended to be an electronic system, part of the NCES Handbooks Online. As part of this system, NCES has published a handbook for secondary school courses in addition to this handbook for prior-to-secondary school courses. The following discussion pertains to both handbooks.

Course description codes. Within the SCED, Subject Areas are numbered in an arbitrary order (e.g., “51” is English Language and Literature, “52” is Mathematics, and so on). The Course Identifier codes within the various Subject Areas similarly carry no meaning other than that they distinguish one course from another. Unused numbers among the Course Identifiers are simply placeholders for additional courses that may be added to SCED and Handbooks Online in the future.

One important characteristic of an electronic data handbook is that, if there are good search criteria, it is just as efficient to include many entries as it is to include a few. A number of the courses in SCED will be offered by only a few districts; however, when a code and description are needed, they will be available.

Ambiguous Subject Area descriptions. Some courses combine content from more than a single subject area, and the assignment of the course to a Subject Area is a judgment call. Integration of SCED into Handbooks Online enables users to create their own course lists and assign individual courses to whatever Subject Area is appropriate for that list while retaining the original SCED code.



Additional transcript information. SCED makes it feasible to include detailed course information on electronic student transcripts, with standard course descriptions that are widely understood. However, there will undoubtedly be additional information about courses and their outcomes that schools and districts will want to add to an electronic transcript or other student record. This could include, for example, the grade assigned for performance in the class or, at the secondary level, flags identifying courses that meet state high school graduation or college admission requirements.

Treatment of special education courses. There are no course descriptions in SCED that are intended solely for students with disabilities, or that indicate that a course has been modified for these students. When this information is appropriate, users will need to add an element in order to note that a course is adapted to meet the individual needs stated in a student's Individual Education Program (IEP).

Treatment of AP and IB courses. Advanced Placement (AP) and International Baccalaureate (IB) courses are assigned individual codes in SCED, rather than being identified by the Level element. This is because the College Board and International Baccalaureate Organization define the content and set the performance standards for AP and IB courses. Unlike "honors" or "advanced" classifications, a course's designation as IB or AP is not at the discretion of the school or district using SCED.

Treatment of foreign language courses. SCED does not include every language other than English that could be taught in school. The languages for which there are course descriptions are those most likely to be found in the elementary, middle school, and secondary school course catalogs reviewed for the development of SCED. For each language, there are five course descriptions that progress from introductory to higher levels of fluency; separate course descriptions for native speakers, field experience, study of conversation and culture, and the language's literature; and two courses preparing the student for the IB level A and level B examinations, respectively.

Miscellaneous subject area. Courses that cannot be assigned to any of the other subject areas are designated as courses with a miscellaneous subject area. Miscellaneous courses often include activities or skills that are applicable to a range of topics: standardized test preparation (72001) and study hall (72006) are examples of this. Other miscellaneous courses, such as community service (72104) and family living (72208), address what may be perceived as important but nonacademic areas.



CHAPTER 2

Prior-to-Secondary SCED Subject Area Codes, Titles, and Descriptions

Exhibit 2 presents the School Codes for the Exchange of Data (SCED) Subject Area names and codes (the first two digits of the Course Description element). For each Subject Area, the first column of presents the assigned code for prior-to-secondary coursework and the last column presents the assigned code for secondary coursework.

| Exhibit 2. Subject Areas and Codes in the SCED | | |
|--|-------------------------------------|---|
| Subject Area | Code for Prior-to-Secondary Courses | Code for Secondary Courses ¹ |
| English Language and Literature | 51 | 01 |
| Mathematics | 52 | 02 |
| Life and Physical Sciences | 53 | 03 |
| Social Sciences and History | 54 | 04 |
| Fine and Performing Arts | 55 | 05 |
| Foreign Language and Literature | 56 | 06 |
| Religious Education and Theology | 57 | 07 |
| Physical, Health, and Safety Education | 58 | 08 |
| Military Science | 59 ² | 09 |
| Computer and Information Sciences | 60 | 10 |
| Communications and Audio/Visual Technology | 61 | 11 |
| Business and Marketing | 62 | 12 |
| Manufacturing | 63 | 13 |
| Health Care Sciences | 64 | 14 |
| Public, Protective, and Government Services | 65 | 15 |
| Hospitality and Tourism | 66 | 16 |
| Architecture and Construction | 67 | 17 |
| Agriculture, Food, and Natural Resources | 68 | 18 |
| Human Services | 69 | 19 |
| Transportation, Distribution, and Logistics | 70 | 20 |
| Engineering and Technology | 71 | 21 |

Exhibit continues on next page

| Exhibit 2. Subject Areas and Codes in the SCED—Continued | | |
|--|-------------------------------------|---|
| Subject Area | Code for Prior-to-Secondary Courses | Code for Secondary Courses ¹ |
| Miscellaneous | 72 | 22 |
| Nonsubject Specific | 73 | |

¹The taxonomy for assigning standard codes to secondary school courses is contained in Secondary School Course Classification System: School Codes for the Exchange of Data (SCED), available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007341>.

²No code for Military Science is used at the prior-to-secondary level.

The following sections provide the codes, titles, and descriptions for prior-to-secondary courses within the SCED, please refer to the *Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)*. Appendix A provides a list of all prior-to-secondary courses within each subject area. Appendix B provides information about states’ use of prior-to-secondary course codes.

Subject Area 51: English Language and Literature (prior-to-secondary)

Comprehensive Language Arts

51007 IB Language A (English), Middle Years Program

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.

51008 English as a Second Language

English as a Second Language (ESL) courses are designed for English language acquisition, 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 a foundation of the 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, to succeed in content classrooms, and to move into “regular” English courses. ESL courses may also include an orientation to the customs and culture of the diverse population in the United States.

51009 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.

51026 Language Arts (early childhood education)

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.

51027 Language Arts (pre-kindergarten)

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.

51028 Language Arts (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.

51029 Language Arts (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.

51030 Language Arts (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.

51031 Language Arts (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.

51032 Language Arts (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.

51033 Language Arts (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.

51034 Language Arts (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.

51035 Language Arts (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.

51036 Language Arts (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.

51037 Language Arts

Code 51037, representing Language Arts courses that are not grade differentiated, should be used when a state or locality does not have or does not employ grade-level content standards, when those standards may apply to a range of consecutive grades (e.g., "by third grade, students should know and be able to do..."), or when the content descriptions above (Language Arts, early childhood education through grade 8) do not fit the courses offered. The grade span element should be included to define which grades may be incorporated in this course code.

Literature/Reading

51038 Reading (early childhood education)

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

51049 Reading

Code 51049, representing Reading courses that are not grade differentiated, should be used when a state or locality does not have or does not employ grade-level content standards, when those standards may apply to a range of consecutive grades (e.g., "by third grade, students should know and be able to do..."), or when the content descriptions above (Reading, early childhood education through grade 8) do not fit the courses offered. The grade span element should be included to define which grades may be incorporated by this course code.

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.

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.

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.

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.

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.

51099 Literature—Other


Composition/Writing

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.

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).

51128 Writing (early childhood education)

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

51139 Writing

Code 51139, representing Writing courses that are not grade differentiated, should be used when a state or locality does not have or does not employ grade-level content standards, when those standards may apply to a range of consecutive grades (e.g., "by third grade, students should know and be able to do..."), or when the content descriptions above (Writing, early childhood education through grade 8) do not fit the courses offered. The grade span element should be included to define which grades may be incorporated by this course code.

51147 Composition—Independent Study

Composition—Independent Study courses, 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.

51149 Composition—Other

Speech and Communication

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.

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.

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.

51199 Speech—Other

Linguistics

51203 English—Test Preparation

English—Test Preparation courses provide to students 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, current assessment software programs, and previous standardized examinations.

All Others

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.

51992 English Proficiency Development

English Proficiency Development courses are designed to assist students in acquiring the skills necessary to pass proficiency examinations.

51996 English Language and Literature—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.

51997 English Language and Literature—Independent 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.

51999 English Language and Literature—Other

Subject Area 52: Mathematics (prior-to-secondary)

Foundation Mathematics

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.

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; and solving and graphing simple equations and inequalities.

52003 Particular Topics in Foundational Mathematics

These courses examine particular topics in foundational math skills, such as arithmetic, sequences, or basic conceptual skills, rather than providing a more comprehensive overview of mathematics.

52028 Mathematics (early childhood education)

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.

52029 Mathematics (pre-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.

52030 Mathematics (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.

52031 Mathematics (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.

52032 Mathematics (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.

52033 Mathematics (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.

52034 Mathematics (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.

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.

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.

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.

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.

52039 Mathematics

Code 52039, representing Mathematics courses that are not grade differentiated, should be used when a state or locality does not have or does not employ grade-level content standards, when those standards may apply to a range of consecutive grades (e.g., “by third grade, students should know and be able to do...”), or when the content descriptions above (Mathematics, early childhood education through grade 8) do not fit the courses offered. The grade span element should be included to define which grades may be incorporated by this course code.

52047 Foundation Math—Independent Study

Foundation Math—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related to foundational 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.

52049 Foundation Math—Other

Pure 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.

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.

52061 Integrated Math—Multiyear Equivalent

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 multiperiod sequence of Integrated Math replaces the traditional Algebra I–Geometry–Algebra II sequence of courses, and usually covers the following topics during a 3- or 4-year sequence: algebra, functions, geometry from both synthetic and algebraic perspectives, trigonometry, statistics and probability, discrete mathematics, the conceptual underpinnings of calculus, and mathematical structure.

52069 Algebra—Other

52071 Informal Geometry

Informal Geometry courses emphasize a practical approach to the study of geometry and de-emphasize 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.

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.

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.

52074 Principles of Algebra and 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.

52075 Particular Topics in 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.

52079 Geometry—Other

52132 IB Mathematics, Middle Years Program

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.

Applied Mathematics

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.


All Others

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, and Descartes) or important developments (e.g., pi, decimal fractions, probability theory, and calculus) often form the backbone of these classes.

52993 Mathematics—Test Preparation

Mathematics—Test Preparation courses provide to students activities in analytical thinking and with the skills and strategies associated with taking standardized tests (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.

52994 Mathematics Proficiency Development

Mathematics Proficiency Development courses are designed to assist students in acquiring the skills necessary to pass proficiency examinations.

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.

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.

52999 Mathematics—Other

Subject Area 53: Life and Physical Sciences (prior-to-secondary)

Earth Science

53008 Earth/Space Science

Earth/Space Science 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.

53009 Particular Topics in Earth Science

Particular Topics in Earth Science courses concentrate on a particular subtopic within the field of earth science (such as oceanography, meteorology, physical geography, and so on) that is not otherwise described within this classification system.

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.

53049 Earth Science—Other

Biology

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.

53063 Particular Topics in 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.

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.

53099 Biology—Other

Chemistry

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.

53108 Particular Topics in 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.

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.

53149 Chemistry—Other

Physics

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.

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.

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.

53159 Physical Science (prior-to-secondary)

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.

53162 Particular Topics in 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.

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 an opportunity for students to explore a topic of special interest.

53199 Physics—Other

Integrated/Other

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.

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.

53203 IB Sciences, Middle Years Program

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.

53228 Science (early childhood education)

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

53239 Science

Code 53239, representing Science courses that are not grade differentiated, should be used when a state or locality does not have or does not employ grade-level content standards, when those standards may apply to a range of consecutive grades (e.g., “by third grade, students should know and be able to do...”), or when the content descriptions above (Science, early childhood education through grade 8) do not fit the courses offered. The grade span element should be included to define which grades may be incorporated by this course code.

53994 Life and Physical Sciences—Proficiency Development

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.

53996 Life and Physical Sciences—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.

53997 Life and Physical Sciences—Independent 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.

53999 Life and Physical Sciences—Other

Subject Area 54: Social Sciences and History (prior-to-secondary)

Geography

54001 World Geography

World Geography courses provide 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.

54002 Particular Topics in 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.

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.

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 an opportunity for students to expand their expertise in a particular specialization, to explore a topic of special interest, or to develop more advanced skills.

World History

54051 World History—Overview

World History—Overview courses provide 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.

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 a region or continent.

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.

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.

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.

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 an opportunity for students to expand their expertise in a particular period or area, to explore a topic of special interest, or to develop more advanced skills.

U.S. History

54101 U.S. History—Comprehensive

U.S. History—Comprehensive courses provide 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.

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.

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.

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.

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 an opportunity for students to expand their expertise in a particular period or area, to explore a topic in greater detail, or to develop more advanced skills.

54149 U.S. History—Other

Government, Politics, and Law

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.

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.

54171 IB Humanities, Middle Years Program

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.

54197 Government, Politics, and Law—Independent 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 an opportunity for students to expand their expertise in a particular specialization, to explore a topic of special interest, or to develop more advanced skills.

54199 Government, Politics, and Law—Other

General Social Studies

54428 Social Studies (early childhood education)

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.

54429 Social Studies (pre-kindergarten)

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

54439 Social Studies

Code 54439, representing Social Studies courses that are not grade differentiated, should be used when a state or locality does not have or does not employ grade-level content standards, when those standards may apply to a range of consecutive grades (e.g., “by third grade, students should know and be able to do...”), or when the content descriptions above (Social Studies, early childhood education through grade 8) do not fit the courses offered. The grade span element should be included to define which grades may be incorporated by this course code.

All Others

54996 Social Sciences and History—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.

54997 Social Sciences and History—Independent 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 an opportunity for students to expand their expertise in a particular specialization, to explore a topic of special interest, or to develop more advanced skills.

54999 Social Sciences and History—Other

Subject Area 55: Fine and Performing Arts (prior-to-secondary)

Dance

55001 Dance Technique

Dance Technique courses provide experience in one or several dance forms (e.g., modern, jazz, ballet, and tap). Initial classes are usually introductory in nature, while the more advanced classes concentrate on improving students’ technique and may offer or require experience in choreography and dance evaluation.

55002 Dance Repertory

Dance Repertory courses provide the opportunity for students with prior dance experience to develop dance techniques in small groups; these classes require auditions and emphasize performance.

55003 Expressive Movement

Expressive Movement courses help develop students’ ability to move expressively, without an emphasis on particular dance forms or on developing specific dance techniques.

55004 Dance Appreciation

Dance Appreciation courses expand students' knowledge of dance as an art form and help develop students' ability to evaluate dance performances. Learning the history of one or several dance forms may also be included as a course objective.

55005 Choreography

Choreography courses teach students how to arrange and direct dancers' movements. Course content includes application of the elements and principles of dance, study of historical and contemporary dance from a worldwide perspective, and instruction in critique. Course objectives include developing an appreciation of dance as a communicative art form and self-expression. Students sometimes gain performance experience.

55028 Dance (early childhood education)

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

55039 Dance

Code 55039, representing Dance courses that are not grade differentiated, should be used when a state or locality does not have or does not employ grade-level content standards, when those standards may apply to a range of consecutive grades (e.g., “by third grade, students should know and be able to do...”), or when the content descriptions above (Dance, early childhood education through grade 8) do not fit the courses offered. The grade span element should be included to define which grades may be incorporated by this course code.

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.

55049 Dance—Other

Drama

55051 Introduction to the Theater

Introduction to the 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 the theater rather than performance. Students learn about one or more of the following topics: basic techniques in acting, major developments in dramatic literature, major playwrights, the formation of theater as a cultural tradition, and critical appreciation of the art.

55052 Theatre Arts

Theatre arts courses focus on the study and performance of drama, including musical theatre. These courses review a wide range of scripted materials, such as plays, screenplays, teleplays, readers' theatre scripts, dramatic criticism, creation of original dramatic works, and the role of dramatic arts in society. In addition, students work collaboratively on performances.

55053 Drama—Comprehensive

Drama—Comprehensive courses are intended to help develop students' experience and skill in one or more aspects of theatrical production. Initial courses are usually introductory in nature, providing an overview of the features of drama, such as acting, set design, stage management, and so on. The more advanced courses concentrate on improving technique, expanding students' exposure to different types of theatrical techniques and traditions, and increasing their chances of participating in public productions. These courses may also provide a discussion of career opportunities in the theater.

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.

55068 Drama (early childhood education)

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

55079 Drama

Code 55079, representing Drama courses that are not grade differentiated, should be used when a state or locality does not have or does not employ grade-level content standards, when those standards may apply to a range of consecutive grades (e.g., “by third grade, students should know and be able to do...”), or when the content descriptions above (Drama, early childhood education through grade 8) do not fit the courses offered. The grade span element should be included to define which grades may be incorporated by this course code.

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.

55099 Drama—Other

Music

55101 General Band

General Band courses develop students’ technique for playing brass, woodwind, and percussion instruments and cover a variety of nonspecified band literature styles (concert, marching, orchestral, and modern styles).

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.

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.

55104 Orchestra

Orchestra courses are designed to develop students' abilities to play brass, woodwind, percussion, and string instruments, covering a variety of string and orchestral literature styles.

55105 Contemporary Band

Contemporary Band courses help students develop their techniques for playing brass, woodwind, percussion, and string instruments, as well as guitars and keyboards, focusing primarily on contemporary stage band literature styles, such as traditional jazz, jazz improvisation, and rock.

55106 Instrumental Ensembles

Instrumental Ensemble courses are intended to develop students' technique for playing brass, woodwind, percussion, and/or string instruments in small ensemble groups. Instrumental Ensemble courses cover one or more instrumental ensemble or band literature styles.

55110 Chorus

Chorus courses provide the opportunity to sing a variety of choral literature styles for men's and/or women's voices and are designed to develop vocal techniques and the ability to sing parts.

55111 Vocal Ensembles

Vocal Ensemble courses are intended to develop vocal techniques and the ability to sing parts in small ensemble or madrigal groups. Course goals may include the development of solo or improvisational singing ability and may emphasize one or several ensemble literature styles.

55116 Music History/Appreciation

Music History/Appreciation courses survey different musical styles and periods with the intent of increasing students' enjoyment of musical styles and/or developing their artistic or technical judgment. Music History/Appreciation courses may also focus on developing an understanding of a particular style or period.

55118 Music Appreciation

Similar in nature to Music History/Appreciation courses, Music Appreciation courses focus specifically on students' appreciation of music. They are designed to help students explore the world of music and to develop an understanding of the importance of music in their lives.

55128 Music (early childhood education)

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

55139 Music

Code 55139, representing Music courses that are not grade differentiated, should be used when a state or locality does not have or does not employ grade-level content standards, when those standards may apply to a range of consecutive grades (e.g., “by third grade, students should know and be able to do...”), or when the content descriptions above (Music, early childhood education through grade 8) do not fit the courses offered. The grade span element should be included to define which grades may be incorporated by this course code.

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.

55149 Music—Other

Visual Arts

55151 Art Appreciation

Art Appreciation courses introduce students to the many forms of art and help them form an aesthetic framework through which they can judge and critique art of various ages and cultures. These courses also explore the place and significance of art in our society.

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 periods of history. These courses often emphasize the evolution of art forms, techniques, symbols, and themes.

55154 Creative Art—Comprehensive

Creative Art—Comprehensive courses provide to students the knowledge and opportunity to explore an art form and to create individual works of art. These courses may also provide a discussion and exploration of career opportunities in the art world. Initial courses cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Although Creative Art courses focus on creation, they may also include the study of major artists, art movements, and styles.

55155 Creative Art—Drawing/Painting

Creative Art—Drawing/Painting courses cover the same topics as Creative Art—Comprehensive courses, but focus on drawing and painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium.

55156 Creative Art—Drawing

Creative Art—Drawing courses cover the same topics as Creative Art—Drawing/Painting, but focus on drawing. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, and so on), but some courses may focus on only one medium.

55157 Creative Art—Painting

Creative Art—Painting courses cover the same topics as Creative Art—Drawing/Painting, but focus on painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium.

55158 Creative Art—Sculpture

Creative Art—Sculpture courses cover the same topics as Creative Art—Comprehensive courses, but focus on creating three-dimensional works. Students typically work with several media (such as clay, ceramics, wood, metals, textiles, and so on), but some courses may focus on only one medium.

55159 Ceramics/Pottery


Ceramics/Pottery courses cover the same topics as Creative Art—Comprehensive courses, but focus on creating three-dimensional works out of clay and ceramic material. Particular attention is paid to the characteristics of the raw materials, their transformation under heat, and the various methods used to create and finish objects.

55165 Crafts

Crafts courses teach the same lessons as Creative Art—Comprehensive courses, but do so with a focus on crafts. These courses may survey a wide range of crafts, or they may focus on only one type of craft; possibilities include calligraphy, quilting, silk screening, cake decorating, tole painting, mask making, knitting, crocheting, paper making, and so on.

55167 Photography

Photography courses expose students to the materials, processes, and artistic techniques of taking artistic photographs. Students learn about the operation of a camera, composition, lighting techniques, depth



of field, filters, camera angles, and film development. The course may cover black-and-white photography, color photography, or both. As students advance, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic style. These courses may also cover major photographers, art movements, and styles.

55168 Film/Videotape

Film/Videotape courses expose students to the materials, processes, and artistic techniques involved in film, television, or videotape. Students learn about the operation of a camera, lighting techniques, camera angles, depth of field, composition, storyboarding, sound capture, and editing techniques. Course topics may also include production values and various styles of filmmaking (documentary, storytelling, news magazines, animation, and so on). As students advance, the instruction becomes more refined, and students are encouraged to develop their own artistic style. Students may also study major filmmakers, cinematographers, and their films and learn about film, television, and video and their relationships to drama and theater.

55178 Art (early childhood education)

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

55189 Art

Code 55189, representing Art courses that are not grade differentiated, should be used when a state or locality does not have or does not employ grade-level content standards, when those standards may apply to a range of consecutive grades (e.g., “by third grade, students should know and be able to do...”), or when the content descriptions above (Art, early childhood education through grade 8) do not fit the courses offered. The grade span element should be included to define which grades may be incorporated by this course code.

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.

55199 Visual Arts—Other

All Others

55201 Integrated Fine Arts


Integrated Fine Arts courses explore self-expression across the fine arts: any subset or all of the visual arts, music, drama, theater, and literature may be included in the curriculum for these courses. Students both 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 literature, music, and the performing arts of a particular time period and culture.

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.

55997 Fine and Performing Arts—Independent Study

Fine and Performing Arts—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 in greater detail, or to develop more advanced skills.

55999 Fine and Performing Arts—Other

Subject Area 56: Foreign Language and Literature (prior-to-secondary)

56028 Foreign Language (early childhood education)

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.

56029 Foreign Language (pre-kindergarten)

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.

56030 Foreign Language (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.

56031 Foreign Language (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.

56032 Foreign Language (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.

56033 Foreign Language (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.

56034 Foreign Language (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.

56035 Foreign Language (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.

56036 Foreign Language (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.

56037 Foreign Language (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.

56038 Foreign Language (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.

56039 Foreign Language

Code 56039, representing Foreign Language courses that are not grade differentiated, should be used when a state or locality does not have or does not employ grade-level content standards, when those standards may apply to a range of consecutive grades (e.g., “by 3rd grade, students should know and be able to do...”), or when the content descriptions above (Foreign Language, early childhood education through grade 8) do not fit the courses offered. The grade span element should be included to define which grades may be incorporated by this course code.

Romance Languages

56100 Spanish

Spanish 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).

56101 IB Language B (Spanish), Middle Years Program

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.

56120 French

French 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).

56121 IB Language B (French), Middle Years Program

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.

56140 Italian

Italian 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).

56141 IB Language B (Italian), Middle Years Program

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.

56160 Portuguese

Portuguese 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).

56161 IB Language B (Portuguese), Middle Years Program

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.

Germanic Languages

56200 German

German 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).

56201 IB Language B (German), Middle Years Program

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.

Greek Language

56280 Greek

Greek 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).

56281 IB Language B (Greek), Middle Years Program

This course allows students to gain competence in modern Greek and encourages respect for and understanding of other languages and cultures.

Classical Languages

56300 Latin

Latin 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).

56320 Classical Greek

Classical Greek 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).

East Asian Languages

56400 Chinese


Chinese 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).

56401 IB Language B (Chinese), Middle Years Program

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.

56420 Japanese

Japanese 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).

56421 IB Language B (Japanese), Middle Years Program

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.

56440 Korean

Korean 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).

56441 IB Language B (Korean), Middle Years Program

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.

Southeast Asian/Austral-Asian Languages

56500 Vietnamese


Vietnamese 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).

56501 IB Language B (Vietnamese), Middle Years Program

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.

56520 Filipino

Filipino 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).

56521 IB Language B (Filipino), Middle Years Program

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.

Balto-Slavic Language

56600 Russian

Russian 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).

56601 IB Language B (Russian), Middle Years Program

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.

Semitic and Near/Middle Eastern Languages

56700 Hebrew

Hebrew 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).

56701 IB Language B (Hebrew), Middle Years Program

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.

56720 Arabic

Arabic 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).

56721 IB Language B (Arabic), Middle Years Program

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.

African (non-Semitic) Languages

56760 Swahili

Swahili 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).

56761 IB Language B (Swahili), Middle Years Program

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.

American Sign Language

56800 American Sign Language

American Sign Language 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.

56801 IB Language B (American Sign Language), Middle Years Program

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.

American Indian Languages

56820 American Indian Language

American Indian Language 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).

56821 IB Language B (American Indian Language), Middle Years Program

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.

All Others

56997 Foreign Language and Literature—Independent 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.

56999 Foreign Language and Literature—Other

Subject Area 57: Religious Education and Theology (prior-to-secondary)

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.

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.

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.

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.

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.

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.

57997 Religious Education and Theology—Independent 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.

57999 Religious Education and Theology—Other

Subject Area 58: Physical, Health, and Safety Education (prior-to-secondary)

Physical Education

58001 Physical Education

Physical Education courses provide to students the knowledge, experience, and 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.

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).

58003 Individual/Dual Sports

Individual/Dual Sports courses provide to students the knowledge, experience, and opportunity to develop skills in more than one individual or dual sport (such as tennis, golf, badminton, jogging/running, racquetball, and so on).

58004 Recreation Sports

Recreation sports courses provide to students the knowledge, experience, and 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).

58005 Fitness/Conditioning Activities

Fitness/Conditioning Activities courses emphasize conditioning activities that help develop muscular strength, flexibility, and cardiovascular fitness.

58007 Adapted Physical Education

These courses provide physical education activities (sports, fitness, and conditioning) adapted for students with special needs.

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 the balance beam, uneven bars, parallel bars, rings, and so on. Gymnastic courses may include other components such as the history of gymnastics and conditioning.

58010 Aquatics/Water Sports

Aquatic 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.

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.)

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.)

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.

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.

58028 Physical Education (early childhood education)

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.

58029 Physical Education (pre-kindergarten)

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.

58030 Physical Education (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.

58031 Physical Education (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.

58032 Physical Education (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.

58033 Physical Education (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.

58034 Physical Education (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.

58035 Physical Education (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.

58036 Physical Education (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.

58037 Physical Education (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.

58038 Physical Education (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.

58039 Physical Education

Code 58039, representing Physical Education courses that are not grade differentiated, should be used when a state or locality does not have or does not employ grade-level content standards, when those standards may apply to a range of consecutive grades (e.g., “by third grade, students should know and be able to do...”), or when the content descriptions above (Physical Education, early childhood education through grade 8) do not fit the courses offered. The grade span element should be included to define which grades may be incorporated by this course code.

58040 IB Physical Education, Middle Years Program

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.

58047 Physical Education—Independent 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.

58049 Physical Education—Other

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.

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.

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.

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.

58097 Health Education—Independent 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 the opportunity for students to expand expertise in a particular application, to explore a topic of special interest in greater detail, or to develop more advanced skills.

All Others

58997 Physical, Health, and Safety Education—Independent 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.

58999 Physical, Health, and Safety Education—Other

Note: Subject Area 59 (Military Science) is not included at the prior-to-secondary level.

Subject Area 60: Computer and Information Sciences (prior-to-secondary)

Computer Literacy

60001 Introduction to Computers

Introduction to Computer courses introduce students to computers and peripheral devices, the functions and uses of computers, the language used in the computer industry, possible applications of computers, and occupations related to computer hardware and software. These courses typically explore legal and ethical issues associated with computer use, as well as how computers influence modern society. Students may also be required to perform some computer operations.

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.

60003 Computer and Information Technology

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.

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, graphics, and database programs, and they may also cover the use of electronic mail and desktop publishing.

60008 Particular Topics in Computer Literacy

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.

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.

60049 Computer Literacy—Other

Media Technology

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, JAVA Script, Dynamic HTML, and Document Object Model—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.

60202 Computer Graphics

Computer Graphics courses provide the opportunity for students to explore the capability of the computer to produce visual imagery and to apply graphic techniques to various fields, such as advertising, TV/video, and architecture. Typical course topics include modeling, simulation, animation, and image retouching.

60203 Interactive Media

Interactive Media courses provide to students the knowledge and skills to create, design, and produce interactive 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.

60247 Media Technology—Independent 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.

All Others

60997 Computer and Information Sciences—Independent 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.

60999 Computer and Information Sciences—Other

Subject Area 61: Communications and Audio/Video Technology (prior-to-secondary)

Communication

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 propaganda; 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.

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.

61003 Particular Topics in Communication

These courses examine specific topics in communication other than those already described.

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.

61049 Communication—Other

Audio and Video Technology and Film

61051 Audio/Visual Production

Audio/Visual Production courses provide to students 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.

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 film; 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.

61053 Photographic Laboratory and 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.

61054 Photo Imaging

Photo Imaging courses provide the opportunity for students 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.

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.

61056 Particular Topics in Audio/Video Technology and Film

These courses examine specific topics in audio and video technology and film other than those already described.

61099 Audio/Video Technology and Film—Other

Journalism and Broadcasting

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 and photojournalism skills may be included.

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 the opportunity for students to improve their photo composition and film development skills, and to apply their art to journalistic endeavors.

61103 Broadcasting Technology

Broadcasting Technology courses provide to students 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.

61104 Publication Production

Publication Production courses provide to students 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.

61105 Particular Topics in Journalism and Broadcasting

These courses examine specific topics in journalism and broadcasting other than those already described.

61147 Journalism and Broadcasting—Independent 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.

61149 Journalism and Broadcasting—Other

Printing Technology and Production

61151 Digital Media Technology

These courses are designed to give students the skills necessary to support and enhance their learning about digital media 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.

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.

61159 Particular Topics in Printing Technology and Production

These courses examine specific topics in printing production, such as bookbinding or silkscreen printmaking, other than those already described.

61197 Printing Technology—Independent 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.

61199 Printing Technology—Other

All Others

61997 Communication and Audio/Video Technology—Independent 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.

61999 Communication and Audio/Video Technology—Other

Subject Area 62: Business and Marketing (prior-to-secondary)

Administration

62001 Business/Office Career Exploration

Business/Office Career Exploration courses expose students to the occupational opportunities available in the accounting, administration, data processing, management, and secretarial fields. Emphasis is placed on responsibilities, qualifications, work environment, and career paths. These courses may also include consumer education topics, keyboard exposure, and/or hands-on experience within the various occupational areas.

62005 Keyboarding

Keyboarding courses provide 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.

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; in either case, speed and accuracy are emphasized. 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.

62008 Particular Topics in 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.

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.

Management

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 and corporate organization. Introductory Business courses may also expose students to the varied opportunities in secretarial, accounting, management, and related fields.

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.

Finance

62101 Banking and Finance

Banking and Finance courses provide 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.

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.

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.

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 market research, the purchasing process, distribution systems, salesmanship, sales promotions, shoplifting and theft control, business management, and entrepreneurship.

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.

All Others

62997 Business and Marketing—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.

62999 Business and Marketing—Other

Subject Area 63: Manufacturing (prior-to-secondary)

Manufacturing Technology

63001 Exploration of Manufacturing Occupations

Exploration of Manufacturing Occupations courses introduce and expose students to 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, and customer service.

63003 Industrial Arts

Industrial Arts courses expose students to the tools and machines 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) drawing and planning, electricity, graphic arts, woodwork, leatherwork, metalwork, plastics, and power technology. These courses typically cover general safety and career exploration as well.

Processing/Production

63052 Material and Processes

Materials and Processes courses expose students to the tools, machines, and processes that may be encountered in manufacturing-related occupations. In particular, these courses emphasize the analysis, testing, and processing of metals, plastics, woods, ceramics, and composite materials.

All Others

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.

63999 Manufacturing—Other

Subject Area 64: Health Care Sciences (prior-to-secondary)

Comprehensive

64001 Exploration of Health Care Occupations

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.

64002 Health Care Occupations—Comprehensive

Health Care Occupations—Comprehensive courses provide an orientation to the health care industry and help refine students' 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.

All Others

64997 Health Care Sciences—Independent 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 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.

64999 Health Care Sciences—Other

Subject Area 65: Public, Protective, and Government Service (prior-to-secondary)

65001 Exploration of Public Service 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) protective services; correction, judicial, and probation services; fire protection and fire fighting; public administration; and social work. Course activities depend upon the career clusters that students explore.

65997 Public, Protective, and Government Service—Independent Study

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.

65999 Public, Protective, and Government Services—Other

Subject Area 66: Hospitality and Tourism (prior-to-secondary)

66001 Exploration of Hospitality Careers

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 introduce students to the general field of hospitality, providing an opportunity to identify a focus for continued study.

66997 Hospitality and Tourism—Independent Study

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.

66999 Hospitality and Tourism—Other

Subject Area 67: Architecture and Construction (prior-to-secondary)

67001 Construction Careers Exploration

Construction Career Exploration courses expose students to the opportunities available in construction-related trades, such as carpentry, masonry, air conditioning/refrigeration, plumbing, and so on. 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.

67002 Construction—Comprehensive

Construction—Comprehensive courses provide the 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.

67997 Architecture and Construction—Independent 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.

67999 Architecture and Construction—Other

Subject Area 68: Agriculture, Food, and Natural Resources (prior-to-secondary)

68001 Introduction to Agriculture and Natural Resources

Introduction to Agriculture courses survey a wide array of topics within the agricultural industry, exposing students to the many and varied types of agriculture and livestock career opportunities and to those in related fields (such as natural resources). These courses serve to introduce students to the agricultural field, providing an opportunity for student to identify an area for continued study or to determine that their interest lies elsewhere. They often focus on developing communication skills, business principles, and leadership skills.

68002 Agriculture—Comprehensive

Agriculture—Comprehensive courses cover a wide range of agricultural topics, including plant and animal science, production, and processing; agricultural mechanics, including tool and machine operation and repair; construction and repair of farm structures; business operations and management; and the careers available in the agricultural industry. Courses may also include topics such as chemical and soil science, ecology, agricultural marketing, and veterinary science.

68003 Agriculture and Natural Resources—Comprehensive

Agriculture and Natural Resources—Comprehensive courses 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; business operations and management; and the careers available in the agricultural/natural resources industry. Courses may also include topics such as chemical and soil science, forestry, agricultural marketing, and veterinary science.

68997 Agriculture, Food, and Natural Resources—Independent Study

Courses in Agriculture, Food, and Natural Resources—Independent Study, often conducted with instructors as mentors, enable students to explore topics 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.

68999 Agriculture, Food, and Natural Resources—Other

Subject Area 69: Human Services (prior-to-secondary)

69001 Human Services Career Exploration

Human Services Career Exploration courses introduce and expose students to career opportunities pertaining to the provision of personal and consumer services for other human beings. Course topics vary and may include (but are not limited to) caring for others, education, cosmetology, apparel/textiles, entrepreneurship, labor laws, and customer service. Course activities depend upon the careers being explored.

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.

69999 Human Services—Other

Subject Area 70: Transportation, Distribution, and Logistics (prior-to-secondary)

70001 Exploration of Transportation, Distribution, and Logistics

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.

70997 Transportation, Distribution, and Logistics—Independent Study

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.

70999 Transportation, Distribution, and Logistics—Other

Subject Area 71: Engineering and Technology (prior-to-secondary)

Engineering

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.

71002 Engineering Applications

Engineering Applications courses provide 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.

71003 Engineering Technology

Engineering Technology courses provide an 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.

71004 Principles of Engineering

Principles of Engineering courses provide 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.

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, communication of 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.

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 and communicate the features of those models.

71009 Robotics

Robotics courses develop and expand students' skills and knowledge so that they can design and develop robotic devices. Topics covered in the course may include mechanics, electrical and motor controls, pneumatics, computer basics, and programmable logic controllers.

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.

71049 Engineering—Other

Technology

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.

71052 IB Technology, Middle Years Program

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.

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.

Drafting

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.

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.

All Others

71997 Engineering and Technology—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.

71999 Engineering and Technology—Other

Subject Area 72: Academic Enrichment

72001 Standardized Test Preparation


Standardized Test Preparation courses help to prepare students for national standardized tests. 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.

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.

72003 Study Skills

Study Skills courses prepare students for success in high school and/or 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.

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.

72005 Tutorial

Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.

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.

72007 Advancement Via Individual Determination (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.

School Organization/Leadership

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.

72102 School Orientation

School Orientation courses provide to students 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.

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.

72104 Community Service

Community Service courses provide the opportunity for students 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.

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).

72106 Seminar

Seminar courses vary widely, but typically offer to 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.

Career Exploration/Development

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.

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.

Family and Consumer Sciences

72201 Family and Consumer Science—Comprehensive


Family and Consumer Science—Comprehensive courses are inclusive studies of knowledge and skills that are useful for the efficient and productive management of the home. Course topics typically include foods and nutrition; clothing; child development and care; housing design, decoration, and maintenance; consumer decisions and personal financial management; and interpersonal relationships.

72202 Food and Nutrition

Food and Nutrition courses provide an understanding of food's role in society, instruction in how to plan and prepare meals, experience in the proper use of equipment and utensils, and background on the nutritional needs and requirements for healthy living. Some classes place a heavier emphasis on the nutritional components of a balanced diet, while others concentrate on specific types of food preparation. Although these courses may present career opportunities in the food service industry, their emphasis is not career related.

72203 Food Science

Food Science courses offer opportunities for students to study the composition, structure, and properties of foods and the chemical changes that occur during the processing, storage, preparation, and



consumption of food. These courses often explore the effects of various materials, microorganisms, and processes on food products through laboratory experiments.

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, fashion history, the social and psychological aspects of clothing, careers in the clothing industry, and craft sewing.

72206 Life Skills

Life Skills courses provide information about a wide range of subjects to assist students in becoming wise consumers and productive adults. These courses often emphasize such topics as goal setting, decisionmaking, and setting priorities; money and time management; relationships; and the development of the self. Practical exercises regarding selecting and furnishing houses, meeting transportation needs, preparing food, selecting clothing, and building a wardrobe are often integral to these classes. In addition, specific topics such as insurance, taxation, and consumer protection may also be covered.

72207 Self-Management

Self-Management courses introduce students to the skills and strategies helpful in becoming more focused, productive individuals. These courses typically emphasize goal setting; decisionmaking; management of time, energy, and stress; and identification of alternatives and coping strategies. They may also allow students to explore various career and lifestyle choices.

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 social/dating practices, human sexuality and reproduction, marriage preparation, parenthood and the function of the family unit, and the various stages of life. They may also cover topics related to individual self-development, career development, personal awareness, and preparation for the responsibilities of a family member and wage earner.

72209 Personal Development

Similar to Family Living courses, but more focused on the individual, Personal Development courses emphasize strengthening self-esteem, recognizing and resisting negative peer pressure, and developing coping skills for dealing with changes within one's self and within others. These courses may also have a substance-abuse prevention component.

72210 Consumer Economics/Personal Finance

Consumer Economics/Personal Finance courses provide an understanding of the concepts and principles involved in managing one's personal finances. 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 provide an overview of the American economy.

72249 Family and Consumer Science—Other

All Others

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.

72260 IB Personal Project, Middle Years Program

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.

72995 Miscellaneous—Aide

Miscellaneous—Aide courses offer the opportunity for students 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.

72999 Miscellaneous—Other

Subject Area 73: Nonsubject Specific (prior-to-secondary)

73028 Early Childhood Education

Code 73028 represents Early Childhood Education courses that are not differentiated by subject area—that is, instances in which students are enrolled in a grade-specified course and are taught various subjects throughout the day, rather than being enrolled in subject-specific courses. Specific course content depends upon state standards for early childhood education.

73029 Pre-kindergarten


Code 73029 represents Pre-kindergarten courses that are not differentiated by subject area—that is, instances in which students are enrolled in a grade-specified course and are taught various subjects throughout the day, rather than being enrolled in subject-specific courses. Specific course content depends upon state standards for pre-kindergarten.

73030 Kindergarten

Code 73030 represents Kindergarten courses that are not differentiated by subject area—that is, instances in which students are enrolled in a grade-specified course and are taught various subjects throughout the day, rather than being enrolled in subject-specific courses. Specific course content depends upon state standards for kindergarten.

73031 Grade 1

Code 73031 represents Grade 1 courses that are not differentiated by subject area—that is, instances in which students are enrolled in a grade-specified course and are taught various subjects throughout the day,



rather than being enrolled in subject-specific courses. Specific course content depends upon state standards for grade 1.

73032 Grade 2

Code 73032 represents Grade 2 courses that are not differentiated by subject area—that is, instances in which students are enrolled in a grade-specified course and are taught various subjects throughout the day, rather than being enrolled in subject-specific courses. Specific course content depends upon state standards for grade 2.

73033 Grade 3

Code 73033 represents Grade 3 courses that are not differentiated by subject area—that is, instances in which students are enrolled in a grade-specified course and are taught various subjects throughout the day, rather than being enrolled in subject-specific courses. Specific course content depends upon state standards for grade 3.

73034 Grade 4

Code 73034 represents Grade 4 courses that are not differentiated by subject area—that is, instances in which students are enrolled in a grade-specified course and are taught various subjects throughout the day, rather than being enrolled in subject-specific courses. Specific course content depends upon state standards for grade 4.

73035 Grade 5

Code 73035 represents Grade 5 courses that are not differentiated by subject area—that is, instances in which students are enrolled in a grade-specified course and are taught various subjects throughout the day, rather than being enrolled in subject-specific courses. Specific course content depends upon state standards for grade 5.

73036 Grade 6

Code 73036 represents Grade 6 courses that are not differentiated by subject area—that is, instances in which students are enrolled in a grade-specified course and are taught various subjects throughout the day, rather than being enrolled in subject-specific courses. Specific course content depends upon state standards for grade 6.

73037 Grade 7

Code 73037 represents Grade 7 courses that are not differentiated by subject area—that is, instances in which students are enrolled in a grade-specified course and are taught various subjects throughout the day, rather than being enrolled in subject-specific courses. Specific course content depends upon state standards for grade 7.

73038 Grade 8

Code 73038 represents Grade 8 courses that are not differentiated by subject area—that is, instances in which students are enrolled in a grade-specified course and are taught various subjects throughout the day, rather than being enrolled in subject-specific courses. Specific course content depends upon state standards for grade 8.



73039 Prior-to-Secondary Education

Code 73039, representing prior-to-secondary education courses that are not grade-differentiated, should be used when a state or locality does not differentiate courses by either grade level or subject area or when standards apply to a range of consecutive grades (e.g., “by third grade, students should know and be able to do...”) and a multiplicity of subject-area content.

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.



APPENDIX A

List of Prior-to-Secondary SCED Course Titles and Codes, in Numeric Order

English Language and Literature (prior-to-secondary)

Comprehensive Language Arts

| | |
|---|-------|
| IB Language A (English), Middle Years Program | 51007 |
| English as a Second Language | 51008 |
| Language Arts Laboratory | 51009 |
| Language Arts (early childhood education) | 51026 |
| Language Arts (pre-kindergarten) | 51027 |
| Language Arts (kindergarten) | 51028 |
| Language Arts (grade 1) | 51029 |
| Language Arts (grade 2) | 51030 |
| Language Arts (grade 3) | 51031 |
| Language Arts (grade 4) | 51032 |
| Language Arts (grade 5) | 51033 |
| Language Arts (grade 6) | 51034 |
| Language Arts (grade 7) | 51035 |
| Language Arts (grade 8) | 51036 |
| Language Arts | 51037 |

Literature/Reading

| | |
|-------------------------------------|-------|
| Reading (early childhood education) | 51038 |
| Reading (pre-kindergarten) | 51039 |
| Reading (kindergarten) | 51040 |
| Reading (grade 1) | 51041 |
| Reading (grade 2) | 51042 |
| Reading (grade 3) | 51043 |
| Reading (grade 4) | 51044 |
| Reading (grade 5) | 51045 |
| Reading (grade 6) | 51046 |
| Reading (grade 7) | 51047 |
| Reading (grade 8) | 51048 |
| Reading | 51049 |
| Literature | 51053 |
| Strategic Reading | 51066 |
| Assisted Reading | 51067 |
| Corrective Reading | 51068 |



| | |
|------------------------------|-------|
| Literature—Independent Study | 51097 |
| Literature—Other | 51099 |

Composition/Writing

| | |
|-------------------------------------|-------|
| Composition | 51103 |
| Creative Writing | 51104 |
| Writing (early childhood education) | 51128 |
| Writing (pre-kindergarten) | 51129 |
| Writing (kindergarten) | 51130 |
| Writing (grade 1) | 51131 |
| Writing (grade 2) | 51132 |
| Writing (grade 3) | 51133 |
| Writing (grade 4) | 51134 |
| Writing (grade 5) | 51135 |
| Writing (grade 6) | 51136 |
| Writing (grade 7) | 51137 |
| Writing (grade 8) | 51138 |
| Writing | 51139 |
| Composition—Independent Study | 51147 |
| Composition—Other | 51149 |

Speech and Communication

| | |
|--------------------------|-------|
| Public Speaking | 51151 |
| Communications | 51155 |
| Speech—Independent Study | 51197 |
| Speech—Other | 51199 |

Linguistics

| | |
|--------------------------|-------|
| English—Test Preparation | 51203 |
|--------------------------|-------|

All Others

| | |
|---|-------|
| Language Arts Laboratory | 51991 |
| English Proficiency Development | 51992 |
| English Language and Literature—Supplemental | 51996 |
| English Language and Literature—Independent Study | 51997 |
| English Language and Literature—Other | 51999 |

Mathematics (prior-to-secondary)

Foundation Mathematics

| | |
|---|-------|
| Informal Mathematics | 52001 |
| General Math | 52002 |
| Particular Topics in Foundational Mathematics | 52003 |
| Mathematics (early childhood education) | 52028 |
| Mathematics (pre-kindergarten) | 52029 |

| | |
|-----------------------------------|-------|
| Mathematics (kindergarten) | 52030 |
| Mathematics (grade 1) | 52031 |
| Mathematics (grade 2) | 52032 |
| Mathematics (grade 3) | 52033 |
| Mathematics (grade 4) | 52034 |
| Mathematics (grade 5) | 52035 |
| Mathematics (grade 6) | 52036 |
| Mathematics (grade 7) | 52037 |
| Mathematics (grade 8) | 52038 |
| Mathematics | 52039 |
| Foundation Math—Independent Study | 52047 |
| Foundation Math—Other | 52049 |

Pure Mathematics

| | |
|--------------------------------------|-------|
| Pre-Algebra | 52051 |
| Algebra I | 52052 |
| Integrated Math—Multiyear Equivalent | 52061 |
| Algebra—Other | 52069 |
| Informal Geometry | 52071 |
| Geometry | 52072 |
| Analytic Geometry | 52073 |
| Principles of Algebra and Geometry | 52074 |
| Particular Topics in Geometry | 52075 |
| Geometry—Other | 52079 |
| IB Mathematics, Middle Years Program | 52132 |

Applied Mathematics

| | |
|---------------|-------|
| Consumer Math | 52157 |
|---------------|-------|

All Others

| | |
|-------------------------------------|-------|
| History of Math | 52991 |
| Mathematics—Test Preparation | 52993 |
| Mathematics Proficiency Development | 52994 |
| Mathematics—Supplemental | 52996 |
| Mathematics—Independent Study | 52997 |
| Mathematics—Other | 52999 |

Life and Physical Sciences (prior-to-secondary)

Earth Science

| | |
|------------------------------------|-------|
| Earth/Space Science | 53008 |
| Particular Topics in Earth Science | 53009 |
| Earth Science—Independent Study | 53047 |
| Earth Science—Other | 53049 |



Biology

| | |
|------------------------------|-------|
| Biology | 53051 |
| Particular Topics in Biology | 53063 |
| Biology—Independent Study | 53097 |
| Biology—Other | 53099 |

Chemistry

| | |
|--------------------------------|-------|
| Chemistry | 53101 |
| Particular Topics in Chemistry | 53108 |
| Chemistry—Independent Study | 53147 |
| Chemistry—Other | 53149 |

Physics

| | |
|------------------------------|-------|
| Physics | 53151 |
| Principles of Technology | 53153 |
| Life Science | 53158 |
| Physical Science | 53159 |
| Particular Topics in Physics | 53162 |
| Physics—Independent Study | 53197 |
| Physics—Other | 53199 |

Integrated/Other

| | |
|--|-------|
| Integrated Science | 53201 |
| Unified Science | 53202 |
| IB Sciences, Middle Years Program | 53203 |
| Science (early childhood education) | 53228 |
| Science (pre-kindergarten) | 53229 |
| Science (kindergarten) | 53230 |
| Science (grade 1) | 53231 |
| Science (grade 2) | 53232 |
| Science (grade 3) | 53233 |
| Science (grade 4) | 53234 |
| Science (grade 5) | 53235 |
| Science (grade 6) | 53236 |
| Science (grade 7) | 53237 |
| Science (grade 8) | 53238 |
| Science | 53239 |
| Life and Physical Sciences—Proficiency Development | 53994 |
| Life and Physical Sciences—Supplemental | 53996 |
| Life and Physical Sciences—Independent Study | 53997 |
| Life and Physical Sciences—Other | 53999 |

Social Sciences and History (prior-to-secondary)

Geography

| | |
|--------------------------------|-------|
| World Geography | 54001 |
| Particular Topics in Geography | 54002 |
| U.S. Geography | 54003 |
| Geography—Independent Study | 54047 |

World History

| | |
|---------------------------------|-------|
| World History—Overview | 54051 |
| World Area Studies | 54061 |
| World People Studies | 54062 |
| Western Civilization | 54063 |
| Contemporary World Issues | 54064 |
| World History—Independent Study | 54097 |

U.S. History

| | |
|--------------------------------|-------|
| U.S. History—Comprehensive | 54101 |
| State-Specific Studies | 54105 |
| Contemporary U.S. Issues | 54106 |
| U.S. Ethnic Studies | 54107 |
| U.S. History—Independent Study | 54147 |
| U.S. History—Other | 54149 |

Government, Politics, and Law

| | |
|---|-------|
| U.S. Government—Comprehensive | 54151 |
| Civics | 54161 |
| IB Humanities, Middle Years Program | 54171 |
| Government, Politics, and Law—Independent Study | 54197 |
| Government, Politics, and Law—Other | 54199 |

General Social Studies

| | |
|--|-------|
| Social Studies (early childhood education) | 54428 |
| Social Studies (pre-kindergarten) | 54429 |
| Social Studies (kindergarten) | 54430 |
| Social Studies (grade 1) | 54431 |
| Social Studies (grade 2) | 54432 |
| Social Studies (grade 3) | 54433 |
| Social Studies (grade 4) | 54434 |
| Social Studies (grade 5) | 54435 |
| Social Studies (grade 6) | 54436 |
| Social Studies (grade 7) | 54437 |
| Social Studies (grade 8) | 54438 |
| Social Studies | 54439 |

All Others

| | |
|---|-------|
| Social Sciences and History—Supplemental | 54996 |
| Social Sciences and History—Independent Study | 54997 |
| Social Sciences and History—Other | 54999 |

Fine and Performing Arts (prior-to-secondary)

Dance

| | |
|-----------------------------------|-------|
| Dance Technique | 55001 |
| Dance Repertory | 55002 |
| Expressive Movement | 55003 |
| Dance Appreciation | 55004 |
| Choreography | 55005 |
| Dance (early childhood education) | 55028 |
| Dance (pre-kindergarten) | 55029 |
| Dance (kindergarten) | 55030 |
| Dance (grade 1) | 55031 |
| Dance (grade 2) | 55032 |
| Dance (grade 3) | 55033 |
| Dance (grade 4) | 55034 |
| Dance (grade 5) | 55035 |
| Dance (grade 6) | 55036 |
| Dance (grade 7) | 55037 |
| Dance (grade 8) | 55038 |
| Dance | 55039 |
| Dance—Independent Study | 55047 |
| Dance—Other | 55049 |

Drama

| | |
|-----------------------------------|-------|
| Introduction to the Theater | 55051 |
| Theatre Arts | 55052 |
| Drama—Comprehensive | 55053 |
| Exploration in Drama | 55054 |
| Drama (early childhood education) | 55068 |
| Drama (pre-kindergarten) | 55069 |
| Drama (kindergarten) | 55070 |
| Drama (grade 1) | 55071 |
| Drama (grade 2) | 55072 |
| Drama (grade 3) | 55073 |
| Drama (grade 4) | 55074 |
| Drama (grade 5) | 55075 |
| Drama (grade 6) | 55076 |
| Drama (grade 7) | 55077 |
| Drama (grade 8) | 55078 |
| Drama | 55079 |

| | |
|-------------------------|-------|
| Drama—Independent Study | 55097 |
| Drama—Other | 55099 |

Music

| | |
|-----------------------------------|-------|
| General Band | 55101 |
| Concert Band | 55102 |
| Marching Band | 55103 |
| Orchestra | 55104 |
| Contemporary Band | 55105 |
| Instrumental Ensembles | 55106 |
| Chorus | 55110 |
| Vocal Ensembles | 55111 |
| Music History/Appreciation | 55116 |
| Music Appreciation | 55118 |
| Music (early childhood education) | 55128 |
| Music (pre-kindergarten) | 55129 |
| Music (kindergarten) | 55130 |
| Music (grade 1) | 55131 |
| Music (grade 2) | 55132 |
| Music (grade 3) | 55133 |
| Music (grade 4) | 55134 |
| Music (grade 5) | 55135 |
| Music (grade 6) | 55136 |
| Music (grade 7) | 55137 |
| Music (grade 8) | 55138 |
| Music | 55139 |
| Music—Independent Study | 55147 |
| Music—Other | 55149 |

Visual Arts

| | |
|---------------------------------|-------|
| Art Appreciation | 55151 |
| Art History | 55152 |
| Creative Art—Comprehensive | 55154 |
| Creative Art—Drawing/Painting | 55155 |
| Creative Art—Drawing | 55156 |
| Creative Art—Painting | 55157 |
| Creative Art—Sculpture | 55158 |
| Ceramics/Pottery | 55159 |
| Crafts | 55165 |
| Photography | 55167 |
| Film/Videotape | 55168 |
| Art (early childhood education) | 55178 |
| Art (pre-kindergarten) | 55179 |
| Art (kindergarten) | 55180 |
| Art (grade 1) | 55181 |
| Art (grade 2) | 55182 |

| | |
|------------------------------|-------|
| Art (grade 3) | 55183 |
| Art (grade 4) | 55184 |
| Art (grade 5) | 55185 |
| Art (grade 6) | 55186 |
| Art (grade 7) | 55187 |
| Art (grade 8) | 55188 |
| Art | 55189 |
| Visual Art—Independent Study | 55197 |
| Visual Arts—Other | 55199 |

All Others

| | |
|--|-------|
| Integrated Fine Arts | 55201 |
| IB Arts, Middle Years Program | 55202 |
| Fine and Performing Arts—Independent Study | 55997 |
| Fine and Performing Arts—Other | 55999 |

Foreign Language and Literature (prior-to-secondary)

| | |
|--|-------|
| Foreign Language (early childhood education) | 56028 |
| Foreign Language (pre-kindergarten) | 56029 |
| Foreign Language (kindergarten) | 56030 |
| Foreign Language (grade 1) | 56031 |
| Foreign Language (grade 2) | 56032 |
| Foreign Language (grade 3) | 56033 |
| Foreign Language (grade 4) | 56034 |
| Foreign Language (grade 5) | 56035 |
| Foreign Language (grade 6) | 56036 |
| Foreign Language (grade 7) | 56037 |
| Foreign Language (grade 8) | 56038 |
| Foreign Language | 56039 |

Romance Languages

| | |
|--|-------|
| Spanish | 56100 |
| IB Language B (Spanish), Middle Years Program | 56101 |
| French | 56120 |
| IB Language B (French), Middle Years Program | 56121 |
| Italian | 56140 |
| IB Language B (Italian), Middle Years Program | 56141 |
| Portuguese | 56160 |
| IB Language B (Portuguese), Middle Years Program | 56161 |

Germanic Languages

| | |
|--|-------|
| German | 56200 |
| IB Language B (German), Middle Years Program | 56201 |

Greek Language

| | |
|---|-------|
| Greek | 56280 |
| IB Language B (Greek), Middle Years Program | 56281 |

Classical Languages

| | |
|-----------------|-------|
| Latin | 56300 |
| Classical Greek | 56320 |

East Asian Languages

| | |
|--|-------|
| Chinese | 56400 |
| IB Language B (Chinese), Middle Years Program | 56401 |
| Japanese | 56420 |
| IB Language B (Japanese), Middle Years Program | 56421 |
| Korean | 56440 |
| IB Language B (Korean), Middle Years Program | 56441 |

Southeast Asian/Austral-Asian Languages

| | |
|--|-------|
| Vietnamese | 56500 |
| IB Language B (Vietnamese), Middle Years Program | 56501 |
| Filipino | 56520 |
| IB Language B (Filipino), Middle Years Program | 56521 |

Balto-Slavic Language

| | |
|---|-------|
| Russian | 56600 |
| IB Language B (Russian), Middle Years Program | 56601 |

Semitic and Near/Middle Eastern Languages

| | |
|--|-------|
| Hebrew | 56700 |
| IB Language B (Hebrew), Middle Years Program | 56701 |
| Arabic | 56720 |
| IB Language B (Arabic), Middle Years Program | 56721 |

African (non-Semitic) Languages

| | |
|---|-------|
| Swahili | 56760 |
| IB Language B (Swahili), Middle Years Program | 56761 |

American Sign Language

| | |
|---|-------|
| American Sign Language | 56800 |
| IB Language B (American Sign Language), Middle Years Program | 56801 |

American Indian Languages

| | |
|---|-------|
| American Indian Language | 56820 |
| IB Language B (American Indian Language), Middle Years Program | 56821 |

All Others

| | |
|---|-------|
| Foreign Language and Literature—Independent Study | 56997 |
| Foreign Language and Literature—Other | 56999 |

Religious Education and Theology (prior-to-secondary)

| | |
|--|-------|
| Religious Foundations | 57001 |
| Scriptures | 57005 |
| Old Testament | 57006 |
| New Testament | 57007 |
| Bible History | 57008 |
| Faith and Lifestyle | 57015 |
| Religious Education and Theology—Independent Study | 57997 |
| Religious Education and Theology—Other | 57999 |

Physical, Health, and Safety Education (prior-to-secondary)

Physical Education

| | |
|--|-------|
| Physical Education | 58001 |
| Team Sports | 58002 |
| Individual/Dual Sports | 58003 |
| Recreation Sports | 58004 |
| Fitness/Conditioning Activities | 58005 |
| Adapted Physical Education | 58007 |
| Gymnastics | 58008 |
| Aquatics/Water Sports | 58010 |
| Specific Sports Activities | 58013 |
| Physical Education Equivalent | 58014 |
| Off-Campus Sports | 58015 |
| Lifetime Fitness Education | 58016 |
| Physical Education (early childhood education) | 58028 |
| Physical Education (pre-kindergarten) | 58029 |
| Physical Education (kindergarten) | 58030 |
| Physical Education (grade 1) | 58031 |
| Physical Education (grade 2) | 58032 |
| Physical Education (grade 3) | 58033 |
| Physical Education (grade 4) | 58034 |
| Physical Education (grade 5) | 58035 |
| Physical Education (grade 6) | 58036 |
| Physical Education (grade 7) | 58037 |
| Physical Education (grade 8) | 58038 |

| | |
|---|-------|
| Physical Education | 58039 |
| IB Physical Education, Middle Years Program | 58040 |
| Physical Education—Independent Study | 58047 |
| Physical Education—Other | 58049 |

Health Education

| | |
|------------------------------------|-------|
| Health Education | 58051 |
| Health and Fitness | 58052 |
| Health and Life Management | 58057 |
| Substance Abuse Prevention | 58058 |
| Health Education—Independent Study | 58097 |

All Others

| | |
|--|-------|
| Physical, Health, and Safety Education— Independent Study | 58997 |
| Physical, Health, and Safety Education—Other | 58999 |

Computer and Information Sciences (prior-to-secondary)

Computer Literacy

| | |
|--|-------|
| Introduction to Computers | 60001 |
| Computing Systems | 60002 |
| Computer and Information Technology | 60003 |
| Computer Applications | 60004 |
| Particular Topics in Computer Literacy | 60008 |
| Computer Literacy | 60010 |
| Computer Literacy—Other | 60049 |

Media Technology

| | |
|------------------------------------|-------|
| Web Page Design | 60201 |
| Computer Graphics | 60202 |
| Interactive Media | 60203 |
| Media Technology—Independent Study | 60247 |

All Others

| | |
|---|-------|
| Computer and Information Sciences— Independent Study | 60997 |
| Computer and Information Sciences—Other | 60999 |

Communication and Audio/Video Technology (prior-to-secondary)

Communication

| | |
|------------------------------------|-------|
| Introduction to Communication | 61001 |
| Communication Technology | 61002 |
| Particular Topics in Communication | 61003 |

| | |
|---------------------------------|-------|
| Communication—Independent Study | 61047 |
| Communication—Other | 61049 |

Audio and Video Technology and Film

| | |
|--|-------|
| Audio/Visual Production | 61051 |
| Commercial Photography | 61052 |
| Photographic Laboratory and Darkroom | 61053 |
| Photo Imaging | 61054 |
| Video | 61055 |
| Particular Topics in Audio/Video Technology and Film | 61056 |
| Audio/Video Technology and Film—Other | 61099 |

Journalism and Broadcasting

| | |
|--|-------|
| Journalism | 61101 |
| Photojournalism | 61102 |
| Broadcasting Technology | 61103 |
| Publication Production | 61104 |
| Particular Topics in Journalism and Broadcasting | 61105 |
| Journalism and Broadcasting—Independent Study | 61147 |
| Journalism and Broadcasting—Other | 61149 |

Printing Technology and Production

| | |
|--|-------|
| Digital Media Technology | 61151 |
| Desktop Publishing | 61152 |
| Particular Topics in Printing Technology and Production | 61159 |
| Printing Technology—Independent Study | 61197 |
| Printing Technology—Other | 61199 |

All Others

| | |
|--|-------|
| Communication and Audio/Video Technology— Independent Study | 61997 |
| Communication and Audio/Video Technology—Other | 61999 |

Business and Marketing (prior-to-secondary)

Administration

| | |
|-------------------------------------|-------|
| Business/Office Career Exploration | 62001 |
| Keyboarding | 62005 |
| Word Processing | 62006 |
| Particular Topics in Administration | 62008 |
| Administration—Independent Study | 62047 |

Management

| | |
|------------------------------|-------|
| Introductory Business | 62051 |
| Management—Independent Study | 62097 |

Finance

| | |
|---------------------------|-------|
| Banking and Finance | 62101 |
| Finance—Independent Study | 62147 |

Marketing

| | |
|------------------------------|-------|
| Marketing Career Exploration | 62151 |
| Marketing—Comprehensive | 62152 |
| Marketing—Independent Study | 62197 |

All Others

| | |
|--|-------|
| Business and Marketing—Independent Study | 62997 |
| Business and Marketing—Other | 62999 |

Manufacturing (prior-to-secondary)

Manufacturing Technology

| | |
|--|-------|
| Exploration of Manufacturing Occupations | 63001 |
| Industrial Arts | 63003 |

Processing/Production

| | |
|------------------------|-------|
| Material and Processes | 63052 |
|------------------------|-------|

All Others

| | |
|---------------------------------|-------|
| Manufacturing—Independent Study | 63997 |
| Manufacturing—Other | 63999 |

Health Care Sciences (prior-to-secondary)

Comprehensive

| | |
|--|-------|
| Exploration of Health Care Occupations | 64001 |
| Health Care Occupations—Comprehensive | 64002 |

All Others

| | |
|--|-------|
| Health Care Sciences—Independent Study | 64997 |
| Health Care Sciences—Other | 64999 |

Public, Protective, and Government Services (prior-to-secondary)

| | |
|--|-------|
| Exploration of Public Service Careers | 65001 |
| Public, Protective, and Government Service— Independent Study | 65997 |

Public, Protective, and Government Services—Other 65999

Hospitality and Tourism (prior-to-secondary)

Exploration of Hospitality Careers 66001
Hospitality and Tourism—Independent Study 66997
Hospitality and Tourism—Other 66999

Architecture and Construction (prior-to-secondary)

Construction Careers Exploration 67001
Construction—Comprehensive 67002
Architecture and Construction—Independent Study 67997
Architecture and Construction—Other 67999

Agriculture, Food, and Natural Resources (prior-to-secondary)

Introduction to Agriculture and Natural Resources 68001
Agriculture—Comprehensive 68002
Agriculture and Natural Resources—Comprehensive 68003
Agriculture, Food, and Natural Resources—
Independent Study 68997
Agriculture, Food, and Natural Resources—Other 68999

Human Services (prior-to-secondary)

Human Services Career Exploration 69001
Human Services—Independent Study 69997
Human Services—Other 69999

Transportation, Distribution, and Logistics (prior-to-secondary)

Exploration of Transportation, Distribution,
and Logistics 70001
Transportation, Distribution, and Logistics—
Independent Study 70997
Transportation, Distribution, and Logistics—Other 70999

Engineering and Technology (prior-to-secondary)

Engineering

Pre-Engineering Technology 71001
Engineering Applications 71002
Engineering Technology 71003
Principles of Engineering 71004
Engineering—Comprehensive 71005



| | |
|-------------------------------|-------|
| Engineering Design | 71006 |
| Robotics | 71009 |
| Engineering—Independent Study | 71047 |
| Engineering—Other | 71049 |

Technology

| | |
|-------------------------------------|-------|
| Technological Literacy | 71051 |
| IB Technology, Middle Years Program | 71052 |
| Technology—Independent Study | 71097 |

Drafting

| | |
|----------------------------|-------|
| Drafting—General | 71102 |
| Drafting—Independent Study | 71147 |

All Others

| | |
|--|-------|
| Engineering and Technology—Independent Study | 71997 |
| Engineering and Technology—Other | 71999 |

Miscellaneous (prior-to-secondary)

Academic Enrichment

| | |
|---|-------|
| Standardized Test Preparation | 72001 |
| State Test Preparation | 72002 |
| Study Skills | 72003 |
| Dropout Prevention Program | 72004 |
| Tutorial | 72005 |
| Study Hall | 72006 |
| Advancement Via Individual Determination (AVID) | 72007 |

School Organization/Leadership

| | |
|----------------------|-------|
| Leadership | 72101 |
| School Orientation | 72102 |
| School Governance | 72103 |
| Community Service | 72104 |
| Values Clarification | 72105 |
| Seminar | 72106 |

Career Exploration/Development

| | |
|----------------------|-------|
| Career Exploration | 72151 |
| Employability Skills | 72152 |

Family and Consumer Sciences

| | |
|---|-------|
| Family and Consumer Science—Comprehensive | 72201 |
| Food and Nutrition | 72202 |
| Food Science | 72203 |
| Clothing/Sewing | 72205 |

| | |
|-------------------------------------|-------|
| Life Skills | 72206 |
| Self-Management | 72207 |
| Family Living | 72208 |
| Personal Development | 72209 |
| Consumer Economics/Personal Finance | 72210 |
| Family and Consumer Science—Other | 72249 |

All Others

| | |
|---|-------|
| Exploratory | 72250 |
| IB Personal Project, Middle Years Program | 72260 |
| Miscellaneous—Aide | 72995 |
| Miscellaneous—Other | 72999 |

Nonsubject Specific (prior-to-secondary)

| | |
|------------------------------|-------|
| Early Childhood Education | 73028 |
| Pre-kindergarten | 73029 |
| Kindergarten | 73030 |
| Grade 1 | 73031 |
| Grade 2 | 73032 |
| Grade 3 | 73033 |
| Grade 4 | 73034 |
| Grade 5 | 73035 |
| Grade 6 | 73036 |
| Grade 7 | 73037 |
| Grade 8 | 73038 |
| Prior-to-Secondary Education | 73039 |
| IB Primary Years Program | 73041 |

APPENDIX B

State Use of Prior-to-Secondary Course Codes

The purpose and benefits of developing prior-to-secondary course codes may be best illustrated by states that are pioneering their use. The following use-cases were gathered from members of the Prior-to-Secondary Course Code Classification Working Group. Representatives from four state education agencies provided a brief description of how prior-to-secondary course codes are used in their states. Contact information is provided for states and districts that have follow-up questions for these staff.

Iowa

Iowa is implementing an electronic transcript and student record project to follow K-12 students across districts, and prior-to-secondary course codes are the missing link. The student record provides an immediate set of data to the receiving school to assist with appropriate education placement of the new student. Iowa currently lacks a standardized way of capturing this information below the high school level, given the diversity of courses, subjects, coding, and descriptions at the prior-to-secondary level. At the high school level, implementation of the NCES Pilot Standard National Course Classification System for Secondary Education since 1997 and the School Codes for the Exchange of Data (SCED) since 2007 has resulted in standardized state curriculum reporting, and improved data accuracy and equity.

Coleen McClanahan
Consultant, Iowa Department of Education
Phone: 515-233-1074
c_mcclanahan@msn.com

Kansas

As Kansas considered standard state course codes, the decision was made early in the process to not only adopt the national SCED codes, but to develop and adopt elementary and middle school course codes as well. Kansas developed national elementary codes in order to have comparable teacher assignment data. Teacher license endorsements were also mapped to the Kansas Course Codes, providing a consistent view of the data for educator assignment reports. Kansas included use of the Kansas Course Codes in collection of student level course information for program areas such as migrant and career and technical education, and will require it in the upcoming collection of student course completion transcript data for all K-12 students. The state's electronic transcript implementation requires the use of Kansas Course Codes in order to provide uniform sharing of information across districts and into postsecondary.

Jeannette Nobo
Assistant Director of Standards, Kansas State Department of Education
Phone: 785-296-3047
jnobo@ksde.org



Minnesota

Consistent prior-to-secondary codes across districts are an essential component of Minnesota's planned P-20 data warehouse. The warehouse will track students from their entry into the state educational system through workforce entry. Information on teachers assigned to each student will also be included. A high percentage of Minnesota's students attend higher education in Minnesota and participate in the state's workforce. Goals for the data warehouse include identifying student course-taking patterns and levels of achievement in relation to education and career choices, and outcomes. To understand these patterns, high school student achievement and course-taking data are an insufficient starting point.

Cheryll Ostrom

Information Technologies Project Management, Minnesota Department of Education

Phone: 651-582-8417

cheryll.ostrom@state.mn.us

New Hampshire

In New Hampshire, many schools now provide report cards at the lower grade levels that include feedback for each subject (e.g., reading, math). To support this level of detail in the report cards, the schools have requested that more detail be included in the student information systems at the lower grades. Prior-to-secondary course codes can provide this detail.

Michael Schwartz

Consultant, New Hampshire Department of Education

Phone: 603-271-7455

mschwartz@ed.state.nh.us

APPENDIX C

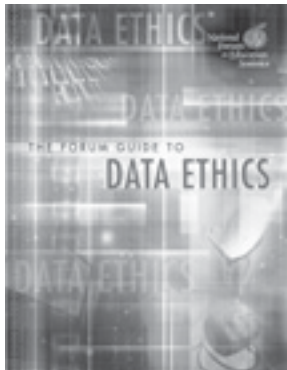
Forum and Other NCES Resources



Traveling Through Time: The Forum Guide to Longitudinal Data Systems, Book I: What is an LDS?

nces.ed.gov/pubs2010/2010805.pdf

This book, the first of the four-part Forum series, is a primer on longitudinal data systems (LDS). It focuses on the LDS fundamentals, providing a definition of “LDS” and detailing the features that a basic system should have as well as the components that can further expand the system’s utility. Benefits of an LDS are discussed and common misconceptions about these systems are dispelled. The book also includes basic organizational steps that should guide the development of a successful LDS.



The Forum Guide to Data Ethics (NFES 2010-801)

http://nces.ed.gov/forum/pub_2010801.asp

Every day, educators collect and use data about students, staff, and schools. Some of these data originate in individual student and staff records that are confidential or otherwise sensitive. And even those data that are a matter of public record, such as aggregate school enrollment, need to be accessed, presented, and used in an ethically responsible manner. While laws set the legal parameters that govern data use, ethics establish fundamental principles of “right and wrong” that are critical to the appropriate management and use of education data in the technology age. This guide reflects the experience and judgment of experienced data managers; while there is no mandate to follow these principles, the authors hope that the contents will prove a useful reference to others in their work.



Crisis Data Management: A Forum Guide to Collecting and Managing Data about Displaced Students (NFES 2010-804)

http://nces.ed.gov/forum/pub_2010804.asp

This publication provides guidelines that can be used by elementary and secondary education agencies to establish policies and procedures for collecting and managing education data before, during, and after a crisis.



The Forum Guide to Metadata: The Meaning Behind Education Data (NFES 2009-805)

http://nces.ed.gov/forum/pub_2009805.asp

This guide offers best practice concepts, definitions, implementation strategies, and templates/tools for an audience of data, technology, and program staff in state and local education agencies. This resource was developed to improve these audiences' awareness and understanding of metadata and, subsequently, the quality of the data in the systems they maintain.



Every School Day Counts: Forum Guide to Collecting and Using Attendance Data (NFES 2009-804)

http://nces.ed.gov/forum/pub_2009804.asp

This guide offers best practice suggestions on collecting and using student attendance data to improve performance. It includes a standard set of codes to make attendance data comparable across districts and states. The publication includes real-life examples of how attendance information has been used by school districts.

Handbooks Online

All online resource for standard education terms, definitions and classification codes.

NCES Handbooks Online

<http://www.nces.ed.gov/programs/handbook>

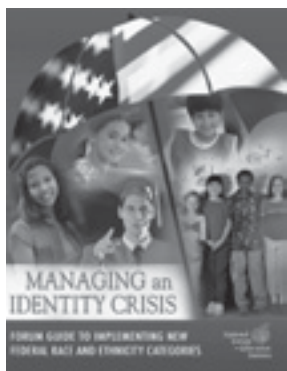
NCES Handbooks are a valuable source of metadata for organizations and individuals interested in education data. These print and online resources define standard education terms for students, staff, schools, local education agencies (LEA), intermediate education agencies, and state education agencies (SEA). The handbooks are intended as reference documents for public and private organizations, including education institutions and early childhood centers; as well as education researchers and other users of education data. In order to improve access to this valuable resource, NCES has also developed NCES Handbooks Online, a web-based tool that allows users to view and download information via an electronic table of contents, a drill-down finder, element name and first letter searches, and advanced query options.



National Education Data Model

<http://nces.ed.gov/forum/datamodel/index.aspx>

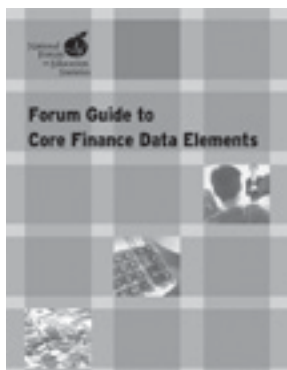
The National Education Data Model (NEDM) is the first nonproprietary, national education data model developed to help schools, LEAs, and states design or guide the selection of systems for instructional delivery, data-driven decisionmaking, data collection, operations, and reporting. The model provides a national blueprint to help schools evaluate and improve instructional tools; communicate needs to their umbrella agency or to vendors; enhance the movement of student information from one LEA to another; and, in the end, have better tools to inform instruction. NEDM can be used by educators, vendors, and researchers to understand the information required for teaching, learning, and administrative systems.



Managing an Identity Crisis: Forum Guide to Implementing New Federal Race and Ethnicity Categories (NFES 2008–802)

http://nces.ed.gov/forum/pub_2008802.asp

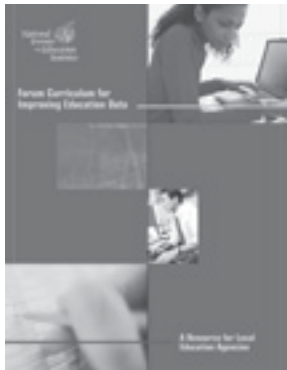
This best practice guide was developed to help state and local education agencies implement the new federal race and ethnicity categories, thereby reducing redundant efforts within and across states, improving data comparability, and minimizing reporting burden. Users may select and adopt strategies that will help them quickly begin the process of implementation in their agencies.



Forum Guide to Core Finance Data Elements (NFES 2007–801)

http://nces.ed.gov/forum/pub_2007801.asp

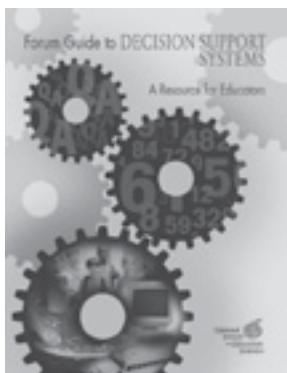
This publication establishes current and consistent terms and definitions for maintaining, collecting, reporting, and exchanging comparable information related to education finances. It is designed to accompany *Financial Accounting for Local and State School Systems: 2003 Edition* by identifying common reporting requirements and defining frequently used indicators and calculations that use data elements from accounting and other data systems.



Forum Curriculum for Improving Education Data: A Resource for Local Education Agencies (NFES 2007-808)

http://nces.ed.gov/forum/pub_2007808.asp

This resource supports efforts to improve the quality of education data by serving as training materials for K–12 school and district staff. It provides lesson plans, instructional handouts, and other resources; and presents concepts necessary to help schools develop a culture for improving data quality.



Forum Guide to Decision Support Systems: A Resource for Educators (NFES 2006-807)

http://nces.ed.gov/forum/pub_2006807.asp

This Forum guide was developed to help the education community better understand what decision support systems are, how they are configured, how they operate, and how they might be developed and implemented in an education setting.



Forum Guide to Virtual Education (NFES 2006-803)

http://nces.ed.gov/forum/pub_2006803.asp

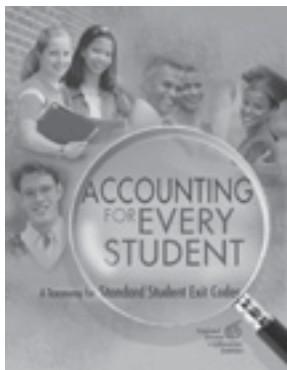
This publication offers recommendations for collecting accurate, comparable, and useful data about virtual education in elementary and secondary education settings. It highlights policy questions and data elements critical to meeting the information needs of policymakers, administrators, instructors, and parents of students involved in virtual education.



Forum Guide to the Privacy of Student Information: A Resource for Schools (NFES 2006-805)

http://nces.ed.gov/forum/pub_2006805.asp

This publication was written to help school and local education agency staff better understand and apply the Family Educational Rights and Privacy Act (FERPA), a federal law that protects the privacy interests of parents and students with respect to information maintained in student education records. It defines terms such as “education records” and “directory information,” and offers guidance for developing appropriate privacy policies and information disclosure procedures related to military recruiting, parental rights and annual notification, videotaping, online information, media releases, surveillance cameras, and health-related information.



Accounting for Every Student: A Taxonomy for Standard Student Exit Codes (NFES 2006-804)

http://nces.ed.gov/forum/pub_2006804.asp

This publication was developed to help education agencies develop effective information systems for tracking students’ enrollment status. It presents a student-level exit code taxonomy for states and districts that accounts for 100 percent (not 90 or 110 percent) of all students. It also offers “best practice” advice regarding tracking students, collecting exit codes data, and distinguishing among high school completion credentials.



Forum Guide to Education Indicators (NFES 2005-802)

http://nces.ed.gov/forum/pub_2005802.asp

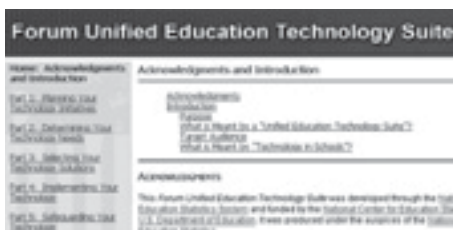
This publication provides encyclopedia-type entries for 44 commonly used education indicators. Each indicator entry includes a definition, recommended uses, caveats and cautions, related policy questions, data element components, a formula, commonly reported subgroups, and display suggestions. The document will help readers better understand how to appropriately develop, apply, and interpret commonly used education indicators.



Forum Guide to Building a Culture of Quality Data (NFES 2005-801)

http://nces.ed.gov/forum/pub_2005801.asp

This publication focuses on data entry: getting things done right at the source. It recommends a practical process for developing a “culture of quality data” based around individual tip sheets for individuals involved in providing data, including principals, teachers, office staff, school board members, superintendents, data stewards, and technology staff.



Forum Unified Education Technology Suite (2005)

http://nces.ed.gov/forum/pub_tech_suite.asp

This publication presents a practical, comprehensive, and tested approach to assessing, acquiring, instituting, managing, securing, and using technology in education settings. It is written for individuals without extensive experience with technology who have been tasked with leading technology initiatives in a school or district setting.



Forum Guide to Protecting the Privacy of Student Information: State and Local Education Agencies (NCES 2004-330)

http://nces.ed.gov/forum/pub_2004330.asp

This publication presents a general overview of privacy laws and professional practices that apply to information collected for, and maintained in, student records. The guide provides an overview of key principles and concepts governing student privacy; summarizes federal privacy laws; identifies issues concerning the release of information to both parents and external organizations; and suggests good data management practices for schools, districts, and state education agencies.



Facilities Information Management: A Guide for State and Local Education Agencies (NCES 2003-400)

http://nces.ed.gov/forum/pub_2003400.asp

This publication provides a framework for identifying a basic set of school facilities data elements and definitions that will meet the information needs of school and community decisionmakers, school facility managers, and the general public. It presents recommendations for designing and maintaining an information system that addresses the condition, design, use, management, and financing of elementary and secondary education facilities. Commonly used measures, data elements, and additional resources for the practitioner are also included.



Planning Guide for Maintaining School Facilities (NCES 2003-347)

http://nces.ed.gov/forum/pub_2003347.asp

This publication is intended to help school facilities managers plan for efficient and effective operations. It provides practical advice on a range of topics, including how to conduct a facilities audit, plan for maintenance to ensure smooth operations and avoid costly surprises, manage staff and contractors, and evaluate maintenance efforts.

