Aledo High School/ Daniel Ninth Grade

Instructional Plans

*These documents provide a broad overview of concepts and approximate time frames for instruction.

2025-26 Instructional Plan

Course Name: Algebra 1 (9th Grade Math)

Course Instructor	Email Contact	Conference Time
Ashley Brown	aabrown@aledoisd.org	8:40-9:26AM

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Equations and Inequalities in 1 Variable A.10(A), AI10(D), A.5(A), A.5(B) **Unit 2: Functions** A.12(A), A.12(B), A.2(A), (also A.6(A) quadratic & A.12(A) exponential) A.4(B) **Unit 3: Graphing and Writing Linear Equations** A.2(B), A.2(C), A.2(D), A.3(A), A.3(B), A.3(C), A.12(E), ADV 8.3A 8.2B	**Unit 4: Systems** A.3(F), A.3(G), A.2(I), A.5(C), A.3(C), **Unit 5: Linear Inequalities** A.4(A), A.4(C), A.2(H), A.3(D), A.3(H), A.2(E), A.2(F), A.2(G), ADV 8.4C	**Unit 6: Exponents, Roots & Polynomial Operations** A.11(B), A.10(A), A.10(B), A.10(C), A.10(D) **Unit 7: Factoring** A.10(E), A.10(F) **Unit 8: Quadratic Functions** A.7(A), A.6(A), A.6(B), A.6(C), A.7(B), A.7(C), A.8(A), A.8(B), A.11(A), A.3(E)	**Unit 9: Exponential Functions** A.9(D), A.9(A), A.9(B), A.9(C), A.9(E), **Unit 10: Patterns, Sequences & Regression (all forms)** A.12(C), A.12(D)

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Algebra 1 (9th Grade Math)

Course Instructor	Email Contact	Conference Time
Kim Cox	kcox@aledoisd.org	8:40-9:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Equations and Inequalities in 1 Variable A.10(A), AI10(D), A.5(A), A.5(B) **Unit 2: Functions** A.12(A), A.12(B), A.2(A), (also A.6(A) quadratic & A.12(A) exponential) A.4(B) **Unit 3: Graphing and Writing Linear Equations** A.2(B), A.2(C), A.2(D), A.3(A), A.3(B), A.3(C), A.12(E), ADV 8.3A 8.2B	**Unit 4: Systems** A.3(F), A.3(G), A.2(I), A.5(C), A.3(C), **Unit 5: Linear Inequalities** A.4(A), A.4(C), A.2(H), A.3(D), A.3(H), A.2(E), A.2(F), A.2(G), ADV 8.4C	**Unit 6: Exponents, Roots & Polynomial Operations** A.11(B), A.10(A), A.10(B), A.10(C), A.10(D) **Unit 7: Factoring** A.10(E), A.10(F) **Unit 8: Quadratic Functions** A.7(A), A.6(A), A.6(B), A.6(C), A.7(B), A.7(C), A.8(A), A.8(B), A.11(A), A.3(E)	**Unit 9: Exponential Functions** A.9(D), A.9(A), A.9(B), A.9(C), A.9(E), **Unit 10: Patterns, Sequences & Regression (all forms)** A.12(C), A.12(D)

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Algebra 1 (9th Grade Math)

Course Instructor	Email Contact	Conference Time
Jill Edgington	jedgington@aledoisd.org	8:40-9:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Equations and Inequalities in 1 Variable A.10(A), AI10(D), A.5(A), A.5(B) **Unit 2: Functions** A.12(A), A.12(B), A.2(A), (also A.6(A) quadratic & A.12(A) exponential) A.4(B) **Unit 3: Graphing and Writing Linear Equations** A.2(B), A.2(C), A.2(D), A.3(A), A.3(B), A.3(C), A.12(E), ADV 8.3A 8.2B	**Unit 4: Systems** A.3(F), A.3(G), A.2(I), A.5(C), A.3(C), **Unit 5: Linear Inequalities** A.4(A), A.4(C), A.2(H), A.3(D), A.3(H), A.2(E), A.2(F), A.2(G), ADV 8.4C	**Unit 6: Exponents, Roots & Polynomial Operations** A.11(B), A.10(A), A.10(B), A.10(C), A.10(D) **Unit 7: Factoring** A.10(E), A.10(F) **Unit 8: Quadratic Functions** A.7(A), A.6(A), A.6(B), A.6(C), A.7(B), A.7(C), A.8(A), A.8(B), A.11(A), A.3(E)	**Unit 9: Exponential Functions** A.9(D), A.9(A), A.9(B), A.9(C), A.9(E), **Unit 10: Patterns, Sequences & Regression (all forms)** A.12(C), A.12(D)

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Algebra 2

Course Instructor	Email Contact	Conference Time
Brendan Adams	badams@aledoisd.org	7th Period: 2:32 - 3:18

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Systems of Equations and Inequalities **2A.3(A), 2A.3(B),** A.3(C), 2A.3(D), 2A.3(E), 2A.3(F), 2A.3(G) **Unit 2: Absolute Value Functions** **2A.2(A),** 2A.6(C), 2A.6(D), **2A.6(E),** 2A.6(F), 2A.7(I)	**Unit 3: Polynomials** 2A.7(B), 2A.7(C), 2A.7(G) **Unit 4: Factoring & Solving Quadratic Functions** **2A.4(F),** 2A.4(H), 2A.7(A) **Unit 5: Quadratic Function Graphs** **2A.4(B),** 2A.4(D), 2A.7(I)	**Unit 6: Inverses & Square Roots** **2A.2(A),** 2A.2(B), **2A.2(C), 2A.4(C), 2A.4(F),** 2A.4(G), 2A.7(I) **Unit 7: Cubic and Cube Root Functions** **2A.2(A),** 2A.2(B), **2A.2(C),** 2A.2(D), 2A.6(A) **Unit 8: Exponential Functions** 2A.5(B), 2A.8(A), 2A.8(B), 2A.8(C),	**Unit 9: Logarithmic Functions** **2A.2(A),** 2A.2(C), **2A.5(A),** 2A.5(B), 2A.5(C), **2A.5(D),** 2A.5(E) **Unit 10: Rational Functions** 2A.6(H), **2A.6(I),** 2A.6(J), 2A.6(K), 2A.7(F) **Unit 11: Regression & Applications** 2A.8(A), 2A.8(B)

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Algebra 2

Course Instructor	Email Contact	Conference Time
Joe McCoy	jmccoy@aledoisd.org	2:32-3:18

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Systems of Equations and Inequalities **2A.3(A), 2A.3(B),** A.3(C), 2A.3(D), 2A.3(E), 2A.3(F), 2A.3(G) **Unit 2: Absolute Value Functions** **2A.2(A),** 2A.6(C), 2A.6(D), **2A.6(E),** 2A.6(F), 2A.7(I)	**Unit 3: Polynomials** 2A.7(B), 2A.7(C), 2A.7(G) **Unit 4: Factoring & Solving Quadratic Functions** **2A.4(F),** 2A.4(H), 2A.7(A) **Unit 5: Quadratic Function Graphs** **2A.4(B),** 2A.4(D), 2A.7(I)	**Unit 6: Inverses & Square Roots** **2A.2(A),** 2A.2(B), **2A.2(C), 2A.4(C), 2A.4(F),** 2A.4(G), 2A.7(I) **Unit 7: Cubic and Cube Root Functions** **2A.2(A),** 2A.2(B), **2A.2(C),** 2A.2(D), 2A.6(A) **Unit 8: Exponential Functions** 2A.5(B), 2A.8(A), 2A.8(B), 2A.8(C),	**Unit 9: Logarithmic Functions** **2A.2(A),** 2A.2(C), **2A.5(A),** 2A.5(B), 2A.5(C), **2A.5(D),** 2A.5(E) **Unit 10: Rational Functions** 2A.6(H), **2A.6(I),** 2A.6(J), 2A.6(K), 2A.7(F) **Unit 11: Regression & Applications** 2A.8(A), 2A.8(B)

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Algebra 2

Course Instructor	Email Contact	Conference Time
Liza Faith	lfaith@aledoisd.org	2:32 pm-3:18 pm

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Systems of Equations and Inequalities **2A.3(A), 2A.3(B),** A.3(C), 2A.3(D), 2A.3(E), 2A.3(F), 2A.3(G) **Unit 2: Absolute Value Functions** **2A.2(A),** 2A.6(C), 2A.6(D), **2A.6(E),** 2A.6(F), 2A.7(I)	**Unit 3: Polynomials** 2A.7(B), 2A.7(C), 2A.7(G) **Unit 4: Factoring & Solving Quadratic Functions** **2A.4(F),** 2A.4(H), 2A.7(A) **Unit 5: Quadratic Function Graphs** **2A.4(B),** 2A.4(D), 2A.7(I)	**Unit 6: Inverses & Square Roots** **2A.2(A),** 2A.2(B), **2A.2(C), 2A.4(C), 2A.4(F),** 2A.4(G), 2A.7(I) **Unit 7: Cubic and Cube Root Functions** **2A.2(A),** 2A.2(B), **2A.2(C),** 2A.2(D), 2A.6(A) **Unit 8: Exponential Functions** 2A.5(B), 2A.8(A), 2A.8(B), 2A.8(C),	**Unit 9: Logarithmic Functions** **2A.2(A),** 2A.2(C), **2A.5(A),** 2A.5(B), 2A.5(C), **2A.5(D),** 2A.5(E) **Unit 10: Rational Functions** 2A.6(H), **2A.6(I),** 2A.6(J), 2A.6(K), 2A.7(F) **Unit 11: Regression & Applications** 2A.8(A), 2A.8(B)

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Algebra 2

Course Instructor	Email Contact	Conference Time
Teressa Love	tlove@aledoisd.org	**2:32 – 3:18**

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Systems of Equations and Inequalities **2A.3(A), 2A.3(B),** A.3(C), 2A.3(D), 2A.3(E), 2A.3(F), 2A.3(G) **Unit 2: Absolute Value Functions** **2A.2(A),** 2A.6(C), 2A.6(D), **2A.6(E),** 2A.6(F), 2A.7(I)	**Unit 3: Polynomials** 2A.7(B), 2A.7(C), 2A.7(G) **Unit 4: Factoring & Solving Quadratic Functions** **2A.4(F),** 2A.4(H), 2A.7(A) **Unit 5: Quadratic Function Graphs** **2A.4(B),** 2A.4(D), 2A.7(I)	**Unit 6: Inverses & Square Roots** **2A.2(A),** 2A.2(B), **2A.2(C), 2A.4(C), 2A.4(F),** 2A.4(G), 2A.7(I) **Unit 7: Cubic and Cube Root Functions** **2A.2(A),** 2A.2(B), **2A.2(C),** 2A.2(D), 2A.6(A) **Unit 8: Exponential Functions** 2A.5(B), 2A.8(A), 2A.8(B), 2A.8(C),	**Unit 9: Logarithmic Functions** **2A.2(A),** 2A.2(C), **2A.5(A),** 2A.5(B), 2A.5(C), **2A.5(D),** 2A.5(E) **Unit 10: Rational Functions** 2A.6(H), **2A.6(I),** 2A.6(J), 2A.6(K), 2A.7(F) **Unit 11: Regression & Applications** 2A.8(A), 2A.8(B)

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: PAP Algebra 2

Course Instructor	Email Contact	Conference Time
Teressa Love	tlove@aledoisd.org	**2:32 – 3:12**

Units / Topics / TEKS (Learning Objectives)			
Texas Essential Knowledge and Skills			
1st Grading Cycle	**2nd Grading Cycle**	**3rd Grading Cycle**	**4th Grading Cycle**
Unit 1: Systems of Equations and Inequalities **2A.3(A), 2A.3(B),** A.3(C), 2A.3(D), 2A.3(E), 2A.3(F), 2A.3(G) **Unit 2: Absolute Value Functions** **2A.2(A),** 2A.6(C), 2A.6(D), **2A.6(E),** 2A.6(F), 2A.7(I)	**Unit 3: Polynomials** 2A.7(B), 2A.7(C), 2A.7(G) **Unit 4: Factoring & Solving Quadratic Functions** **2A.4(F),** 2A.4(H), 2A.7(A) **Unit 5: Quadratic Function Graphs** **2A.4(B),** 2A.4(D), 2A.7(I)	**Unit 6: Inverses & Square Roots** **2A.2(A),** 2A.2(B), **2A.2(C), 2A.4(C), 2A.4(F),** 2A.4(G), 2A.7(I) **Unit 7: Cubic and Cube Root Functions** **2A.2(A),** 2A.2(B), **2A.2(C),** 2A.2(D), 2A.6(A) **Unit 8: Exponential Functions** 2A.5(B), 2A.8(A), 2A.8(B), 2A.8(C),	**Unit 9: Logarithmic Functions** **2A.2(A),** 2A.2(C), **2A.5(A),** 2A.5(B), 2A.5(C), **2A.5(D),** 2A.5(E) **Unit 10: Rational Functions** 2A.6(H), **2A.6(I),** 2A.6(J), 2A.6(K), 2A.7(F) **Unit 11: Regression & Applications** 2A.8(A), 2A.8(B)
Grading Policy			
Aledo ISD Grading Guidelines			

2025-26 Instructional Plan

Course Name: Geometry

Course Instructor	Email Contact	Conference Time
Brendan Adams	badams@aledoisd.org	7th Period: 2:32 - 3:18

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 G.4(A), G.5(C), G.2(B), G.6(A), G.2(A) **Unit 2** G.4(A), G.4(C), G.4(B), G.6. Unit 3 G.5(A), G.6(A), G.2(C), G.5(B), G.4(D)	**Unit 4** G.6(D), G.5(D), G.6(B), G.5(A) **Unit 5** G.7(A), G.7(B), G.8(A) **Unit 6** G.13(C), G.13(A), G.13(B), G.13(D), G.13(E)	**Unit 7** G.9(B), G.9(A), G.8(B) **Unit 8** G.11(B), G.11(D), G.11(C) G.10(B). G.10(A), **Unit 9** G.5(A), G.6(E), G.11(A)	**Unit 10** G.5(A), G.12(A), G.11(B), G.12(E), G.12(B)G.12(C), G.12(D) **Unit 11** G.3(B) , G.3(A) , G.3(C), G.3(D), G.6(C)

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Geometry

Course Instructor	Email Contact	Conference Time
Alex Groff	agroff@aledoisd.org	2:32 pm - 3:18 pm

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 G.4(A), G.5(C), G.2(B), G.6(A), G.2(A) **Unit 2** G.4(A), G.4(C), G.4(B), G.6. Unit 3 G.5(A), G.6(A), G.2(C), G.5(B), G.4(D)	**Unit 4** G.6(D), G.5(D), G.6(B), G.5(A) **Unit 5** G.7(A), G.7(B), G.8(A) **Unit 6** G.13(C), G.13(A), G.13(B), G.13(D), G.13(E)	**Unit 7** G.9(B), G.9(A), G.8(B) **Unit 8** G.11(B), G.11(D), G.11(C) G.10(B). G.10(A), **Unit 9** G.5(A), G.6(E), G.11(A)	**Unit 10** G.5(A), G.12(A), G.11(B), G.12(E), G.12(B)G.12(C), G.12(D) **Unit 11** G.3(B) , G.3(A) , G.3(C), G.3(D), G.6(C)

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Geometry

Course Instructor	Email Contact	Conference Time
John Kirk	jkirk@aledoisd.org	2:32-3:18

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 G.4(A), G.5(C), G.2(B), G.6(A), G.2(A) **Unit 2** G.4(A), G.4(C), G.4(B), G.6. Unit 3 G.5(A), G.6(A), G.2(C), G.5(B), G.4(D)	**Unit 4** G.6(D), G.5(D), G.6(B), G.5(A) **Unit 5** G.7(A), G.7(B), G.8(A) **Unit 6** G.13(C), G.13(A), G.13(B), G.13(D), G.13(E)	**Unit 7** G.9(B), G.9(A), G.8(B) **Unit 8** G.11(B), G.11(D), G.11(C) G.10(B). G.10(A), **Unit 9** G.5(A), G.6(E), G.11(A)	**Unit 10** G.5(A), G.12(A), G.11(B), G.12(E), G.12(B)G.12(C), G.12(D) **Unit 11** G.3(B) , G.3(A) , G.3(C), G.3(D), G.6(C)

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: PAP Geometry

Course Instructor	Email Contact	Conference Time
Allison Coffman	acoffman@aledoisd.org	8:40 - 9:26 am

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Statistics 1.1.2 , 1.1.4, 1.1.5, 1.1.6 **Unit 2: Probability** G.13C, G.13D, G.13B **Unit 3: Proofs** G.4B, G.4C, G.6	**Unit 4: Segments and Angles** G.4A, G.5C, G.2A, G.2B, G.6A, G.6, G.5B **Unit 5: Parallel and Perpendicular** G.5A, G.6A G.5B G.2C **Unit 6: Triangles** G.6D G.5D, G6B, G.5A	**Unit 7: Similar Figures** G.7A, G.7B, G.8A **Unit 8: Transformations** G.3D, G.3B **Unit 9: Right Triangles** G.9B, G.9A **Unit 10: Segments in Triangles** G.6A , G.5B	**Unit 11: Quadrilaterals** G.5A, G.6E **Unit 12: Circles** G.12B, G.12C, G.12A, G.12E **Unit 13: Area, Surface Area, Volume** G.11B, G.11C, G.11D

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: PAP Geometry

Course Instructor	Email Contact	Conference Time
Jill Edgington	jedgington@aledoisd.org	8:40-9:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Statistics 1.1.2 , 1.1.4, 1.1.5, 1.1.6 **Unit 2: Probability** G.13C, G.13D, G.13B **Unit 3: Proofs** G.4B, G.4C, G.6	**Unit 4: Segments and Angles** G.4A, G.5C, G.2A, G.2B, G.6A, G.6, G.5B **Unit 5: Parallel and Perpendicular** G.5A, G.6A G.5B G.2C **Unit 6: Triangles** G.6D G.5D, G6B, G.5A	**Unit 7: Similar Figures** G.7A, G.7B, G.8A **Unit 8: Transformations** G.3D, G.3B **Unit 9: Right Triangles** G.9B, G.9A **Unit 10: Segments in Triangles** G.6A , G.5B	**Unit 11: Quadrilaterals** G.5A, G.6E **Unit 12: Circles** G.12B, G.12C, G.12A, G.12E **Unit 13: Area, Surface Area, Volume** G.11B, G.11C, G.11D

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: PAP Geometry

Course Instructor	Email Contact	Conference Time
Laura Garcia	lgarcia@aledoisd.org	8:40 - 9:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Statistics 1.1.2 , 1.1.4, 1.1.5, 1.1.6 **Unit 2: Probability** G.13C, G.13D, G.13B **Unit 3: Proofs** G.4B, G.4C, G.6	**Unit 4: Segments and Angles** G.4A, G.5C, G.2A, G.2B, G.6A, G.6, G.5B **Unit 5: Parallel and Perpendicular** G.5A, G.6A G.5B G.2C **Unit 6: Triangles** G.6D G.5D, G6B, G.5A	**Unit 7: Similar Figures** G.7A, G.7B, G.8A **Unit 8: Transformations** G.3D, G.3B **Unit 9: Right Triangles** G.9B, G.9A **Unit 10: Segments in Triangles** G.6A , G.5B	**Unit 11: Quadrilaterals** G.5A, G.6E **Unit 12: Circles** G.12B, G.12C, G.12A, G.12E **Unit 13: Area, Surface Area, Volume** G.11B, G.11C, G.11D

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: College Prep Math

Course Instructor	Email Contact	Conference Time
Ashley Brown	aabrown@aledoisd.org	8:40-9:26AM

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

Stage 1

Whole Numbers
Introduction to Whole Numbers Adding and Subtracting Whole Numbers Multiplying and Dividing Whole Numbers Properties of Whole Numbers Exponents, Square Roots, and the Order of Operations

Fractions and Mixed Numbers
Introduction to Fractions and Mixed Numbers Multiplying and Dividing Fractions and Mixed Numbers Adding and Subtracting Fractions and Mixed Numbers

Decimals
Introduction to Decimals Decimal Operations

Ratios, Rates, and Proportions
Ratio and Rates Proportions

Percents
Introduction to Percents Solving Percent Problems

Geometry
Basic Geometric Concepts and Figures Perimeter, Circumference, and Area Volume of Geometric Solids

Real Numbers
Introduction to Real Numbers Operations with Real Numbers Properties of Real Numbers Simplifying Expressions

Graphing
Graphs and Applications Slope and Writing the Equation of a Line

Concepts in Statistics
Statistical Graphs and Tables Measures of Center Probability

Measurement
Metric Units of Measurement Temperature

Stage 2

Solving Equations and Inequalities
Solving Equations Solving Inequalities Compound Inequalities and Absolute Value

Exponents and Polynomials
Integer Exponents Polynomials with Single Variables Polynomials with Several Variables

Factoring
Introduction to Factoring Factoring Polynomials Solving Quadratic Equations

Functions
Introduction to Functions Using Functions Operations with Functions

Systems of Equations and Inequalities
Graphing Systems of Equations and Inequalities Algebraic Methods to Solve Systems of Equations

Rational Expressions
Operations with Rational Expressions Rational Equations

Radical Expressions and Quadratic Equations
Introduction to Roots and Rational Exponents Operations with Radicals Radical Equations Complex Numbers Solving Quadratic Equations

Students work through Stage 1 and Stage 2 at their own pace.

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: College Prep Math

Course Instructor	Email Contact	Conference Time
John Kirk	jkirk@aledoisd.org	2:32-3:18

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

Stage 1

Whole Numbers
Introduction to Whole Numbers Adding and Subtracting Whole Numbers Multiplying and Dividing Whole Numbers Properties of Whole Numbers Exponents, Square Roots, and the Order of Operations

Fractions and Mixed Numbers
Introduction to Fractions and Mixed Numbers Multiplying and Dividing Fractions and Mixed Numbers Adding and Subtracting Fractions and Mixed Numbers

Decimals
Introduction to Decimals Decimal Operations

Ratios, Rates, and Proportions
Ratio and Rates Proportions

Percents
Introduction to Percents Solving Percent Problems

Geometry
Basic Geometric Concepts and Figures Perimeter, Circumference, and Area Volume of Geometric Solids

Real Numbers
Introduction to Real Numbers Operations with Real Numbers Properties of Real Numbers Simplifying Expressions

Graphing
Graphs and Applications Slope and Writing the Equation of a Line

Concepts in Statistics
Statistical Graphs and Tables Measures of Center Probability

Measurement
Metric Units of Measurement Temperature

Stage 2

Solving Equations and Inequalities
Solving Equations Solving Inequalities Compound Inequalities and Absolute Value

Exponents and Polynomials
Integer Exponents Polynomials with Single Variables Polynomials with Several Variables

Factoring
Introduction to Factoring Factoring Polynomials Solving Quadratic Equations

Functions
Introduction to Functions Using Functions Operations with Functions

Systems of Equations and Inequalities
Graphing Systems of Equations and Inequalities Algebraic Methods to Solve Systems of Equations

Rational Expressions
Operations with Rational Expressions Rational Equations

Radical Expressions and Quadratic Equations
Introduction to Roots and Rational Exponents Operations with Radicals Radical Equations Complex Numbers Solving Quadratic Equations

Students work through Stage 1 and Stage 2 at their own pace.

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: OnRamps College Algebra

Course Instructor	Email Contact	Conference Time
Allison Coffman	acoffman@aledoisd.org	8:40 - 9:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 Thinking Like a Mathematician 2A.1A, 2A.1B, 2A.1C, 2A.1D, 2A.1E, 2A.1F, 2A.1G Unit 2 Functions 2A.1G, 2A.7I, 2A.2A, 2A.1B, 2A.1A, 2A.6D, 2A.6E, 2A.6F Unit 3 Systems 2A.4C, 2A.5A, 2A.6A, 2A.6C, 2A.6G, 2A.2D, 2A.2C	Unit 4 Matrices 2A.3A, 2A.3B, 2A.7B, 2A.3D, 2A.3G, 2A.3F, 2A.3C2A.4H, 2A.4A Unit 5 Quadratic Functions 2A.4B, 2A.4D, 2A.4F, 2A.1A Unit 6 Complex Numbers 2A.7A, 2A.4F	Unit 7 Polynomial Functions 2A.7D, 2A.7E, 2A.1A, 2A.7C, 2A.2D. 2A.6L Unit 8 Modeling & Data Analysis 2A.6L, 2A.6G, 2A.1A, 2A.8C, 2A.8B, 2A.4E	Unit 9 Rational & Radical Functions 2A.6I, 2A.7F, 2A.6K, 2A.2A, 2A.6G, 2A.6J, 2A.6L, 2A.1A, 2A.6H, 2A.7G, 2A.4F, 2A.4G, 2A.7I, 2A.4C, 2A.6A, 2A.2B, 2A.2C, 2A.2D, Unit 10 Exponents & Logarithms 2A.5C, 2A.2A, 2A.5A, 2A.7I, 2A.5B, 2A.5D, 2A.2A.5E, 2A.8A, 2A.8B

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: OnRamps College Algebra

Course Instructor	Email Contact	Conference Time
Mike Evans	mevans@aldeoisd.org	12:48-1:34

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 Thinking Like a Mathematician 2A.1A, 2A.1B, 2A.1C, 2A.1D, 2A.1E, 2A.1F, 2A.1G Unit 2 Functions 2A.1G, 2A.7I, 2A.2A, 2A.1B, 2A.1A, 2A.6D, 2A.6E, 2A.6F Unit 3 Systems 2A.4C, 2A.5A, 2A.6A, 2A.6C, 2A.6G, 2A.2D, 2A.2C	Unit 4 Matrices 2A.3A, 2A.3B, 2A.7B, 2A.3D, 2A.3G, 2A.3F, 2A.3C2A.4H, 2A.4A Unit 5 Quadratic Functions 2A.4B, 2A.4D, 2A.4f, 2A.1A Unit 6 Complex Numbers 2A.7A, 2A.4F	Unit 7 Polynomial Functions 2A.7D, 2A.7E, 2A.1A, 2A.7C, 2A.2D. 2A.6L Unit 8 Modeling & Data Analysis 2A.6L, 2A.6G, 2A.1A, 2A.8C, 2A.8B, 2A.4E	Unit 9 Rational & Radical Functions 2A.6I, 2A.7F, 2A.6K, 2A.2A, 2A.6G, 2A.6J, 2A.6L, 2A.1A, 2A.6H, 2A.7G, 2A.4F, 2A.4G, 2A.7I, 2A.4C, 2A.6A, 2A.2B, 2A.2C, 2A.2D, Unit 10 Exponents & Logarithms 2A.5C, 2A.2A, 2A.5A, 2A.7I, 2A.5B, 2A.5D, 2A.2A.5E, 2A.8A, 2A.8B

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: OnRamps College Algebra

Course Instructor	Email Contact	Conference Time
Benjamin Shaw	bshaw@aledoisd.org	12:48p - 1:34p

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 Thinking Like a Mathematician 2A.1A, 2A.1B, 2A.1C, 2A.1D, 2A.1E, 2A.1F, 2A.1G Unit 2 Functions 2A.1G, 2A.7I, 2A.2A, 2A.1B, 2A.1A, 2A.6D, 2A.6E, 2A.6F Unit 3 Systems 2A.4C, 2A.5A, 2A.6A, 2A.6C, 2A.6G, 2A.2D, 2A.2C	Unit 4 Matrices 2A.3A, 2A.3B, 2A.7B, 2A.3D, 2A.3G, 2A.3F, 2A.3C2A.4H, 2A.4A Unit 5 Quadratic Functions 2A.4B, 2A.4D, 2A.4F, 2A.1A Unit 6 Complex Numbers 2A.7A, 2A.4F	Unit 7 Polynomial Functions 2A.7D, 2A.7E, 2A.1A, 2A.7C, 2A.2D. 2A.6L Unit 8 Modeling & Data Analysis 2A.6L, 2A.6G, 2A.1A, 2A.8C, 2A.8B, 2A.4E	Unit 9 Rational & Radical Functions 2A.6I, 2A.7F, 2A.6K, 2A.2A, 2A.6G, 2A.6J, 2A.6L, 2A.1A, 2A.6H, 2A.7G, 2A.4F, 2A.4G, 2A.7I, 2A.4C, 2A.6A, 2A.2B, 2A.2C, 2A.2D Unit 10 Exponents & Logarithms 2A.5C, 2A.2A, 2A.5A, 2A.7I, 2A.5B, 2A.5D, 2A.2A.5E, 2A.8A, 2A.8B

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Statistics

Course Instructor	Email Contact	Conference Time
Statistics	nflores@aledoisd.org	8:40-9:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Intro to Statistics, Sampling and Experimental Design 2.A, 2.B, 2.C, 2.D, 2.E, 2.F **Unit 2: Probability** 5.A, 5.B, 5.C	**Unit 3 Categorical (Descriptive) Data** 4.A, 4.B, 4.F, 5.A **Unit 4 Quantitative Data** 4.A, 4.B, 4.C, 4.D, 4.E	**Unit 5 Descriptive Statistics** 4.B, 4.C, 4.D, 4.E **Unit 6 Normal Model** 3.A, 3.B, 3D, 5.A, 5.B **Unit 7 Sampling Distributions** 3.A, 3.B, 3.D, 5.C, 5.D	**Unit 8 Confidence Intervals** 6.A, 6.B, 6.C, 6.D, 6.E **Unit 9 Hypothesis Testing** 6.A, 6.B, 6.C, 6.D, 6.E, 6.F, 6.G, 6.H **Unit 10 Linear Regression** 7.A, 7.B, 7.C, 7.D, 7.E, 7.F

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: AP Statistics

Course Instructor	Email Contact	Conference Time
Mary McLellan	mmclellan@aledoisd.org	3:20 - 4:10

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 College Board Learning Objectives: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 **Unit 3** College Board Learning Objectives: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	**Unit 2** College Board Learning Objectives: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 **Unit 4** College Board Learning Objectives: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12	**Unit 5** College Board Learning Objectives:5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8 **Unit 6** College Board Learning Objectives: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11 **Unit 7** College Board Learning Objectives: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10	**Unit 8** College Board Learning Objectives: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 **Unit 9** College Board Learning Objectives: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Precalculus

Course Instructor	Email Contact	Conference Time
Kimber Norman	knorman@aledoisd.org	8:40-9:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 Fundamental Skills PC.1.A, PC.1.B, PC.1.G **Unit 2 Functions and Their Graphs:** PC.2A, PC.2B, PC.2D, PC.2G Unit 3 Piecewise Functions: PC.2C, PC.2F, PC.2I **Unit 4 Polynomials:** PC.2F, PC.2I, PC.2G, PC.2J, PC.2N, PC.5J, PC.5K	**Unit 5 Rational Functions:** PC.2F, PC.2I, PC.2J, PC.2K, PC.2L, PC.2M, PC.2N, PC.5L **Unit 6 Exponential Functions:** PC.2F, PC.2I, PC.2J, PC.2N, PC.2G, PC.5I **Unit 7 Logarithmic Functions:** PC.2E, PC.5G, PC.5H, PC.2F, PC.2G, PC.2I, PC.2J, PC.2N Unit 8 Conics: PC.3F, PC.3G, PC.3H, PC.3I	**Unit 9 Trig Basics:** PC.2P, PC.4B, PC.4C, PC.4D, PC.4E **Unit 10 Trig Equations:** PC.4E, PC.5N **Unit 11 Trig Identities:** PC.5M, PC.5N . **Unit 12 Solving Trig Equations:** PC.4E, PC.4F, PC.5N . **Unit 13 Trig Graphs:** PC.2H, PC.2O	**Unit14 Triangle Trig:** PC.4F, PC.4G, PC.4H Unit 15 Vectors: PC.4I, PC.4J, PC.4K **Unit 16 Sequences and Series:** PC.5A, PC.5B, PC.5C, PC.5D, PC.5E, PC.5F **Unit 17 Parametric Equations:** PC.3A, PC.3B, PC.3C **Unit 18 Polar Graphs:** PC.3D, PC.3E

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: OnRamps Precalculus

Course Instructor	Email Contact	Conference Time
Rachel Grier	rgrier@aledoisd.org	8:40-9:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 P.1D, P.1E, P.2A, P.2B, P.2C, P.1F, P.2I, P.2E, P.2D	Unit 2 P.2G, P.1D, P.1B, P.5J, P.3F, P.3H, P.3I, P.3G, P.1C, P.1A, P.2N Unit 3 P.5G, P.1C, P.2J, P.1A, P.2N, P.1G, P.2I, P.5H, P.5I, P.2I, P.1D, P.2F, P.2G, P.1F	Unit 4a P.4E, P.1F, P.4E, P.5M, P.2P, Unit 4b P.4A, P.4B, P.5M, P.5N, P.4C, P.4D, P.1D, P.1E,, Unit 5 P.2F, P.2G, P.1I, P.2O, P.4E, P.4G, P.4H, P.2J, P.2K, P.2L	Unit 6 P.1F, P.3A, P.3B, P.1A, P.3C, P.4J, P.4K, P.4I, P.1D, P.3D, P.3E, P.5A, P.5B, P.5C, P.5E, P.5F

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: OnRamps Precalculus

Course Instructor	Email Contact	Conference Time
Kimber Norman	knorman@aledoisd.org	8:40-9:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 P.1D, P.1E, P.2A, P.2B, P.2C, P.1F, P.2I, P.2E, P.2D	Unit 2 P.2G, P.1D, P.1B, P.5J, P.3F, P.3H, P.3I, P.3G, P.1C, P.1A, P.2N Unit 3 P.5G, P.1C, P.2J, P.1A, P.2N, P.1G, P.2I, P.5H, P.5I, P.2I, P.1D, P.2F, P.2G, P.1F	Unit 4a P.4E, P.1F, P.4E, P.5M, P.2P, Unit 4b P.4A, P.4B, P.5M, P.5N, P.4C, P.4D, P.1D, P.1E,, Unit 5 P.2F, P.2G, P.1I, P.2O, P.4E, P.4G, P.4H, P.2J, P.2K, P.2L	Unit 6 P.1F, P.3A, P.3B, P.1A, P.3C, P.4J, P.4K, P.4I, P.1D, P.3D, P.3E, P.5A, P.5B, P.5C, P.5E, P.5F

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: AP Calculus AB

Course Instructor	Email Contact	Conference Time
Rachel Grier	rgrier@aledoisd.orgl	8:40-9:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 College Board Learning Objectives: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12,. 1.13, 1.14, 1.15, 1.16 Unit 2 2.1, 2.2, 2.23, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10 **Unit 3** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	**Unit 3** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 **Unit 4** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 **Unit 5** 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	**Unit 5** 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 **Unit 6** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13, 6.14 **Unit 7** 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9	**Unit 8** 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 8.12, 8.13 **Unit 9** 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9 **Unit 10** 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10, 10.11, 10.12, 10.13, 10.14, 10.15

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: AP Calculus BC

Course Instructor	Email Contact	Conference Time
Rachel Grier	rgrier@aledoisd.org	8:40-9:20

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 College Board Learning Objectives: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16 Unit 2 College Board Learning Objectives: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10 Unit 3 College Board Learning Objectives: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Unit 4 College Board Learning Objectives: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 Unit 5 College Board Learning Objectives:5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 Unit 6 College Board Learning Objectives: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13, 6.14	Unit 7 College Board Learning Objectives: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9 Unit 8 College Board Learning Objectives: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 8.12, 8.13 Unit 9 College Board Learning Objectives: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9	Unit 10 College Board Learning Objectives: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10, 10.11, 10.12, 10.13, 10.14, 10.15 AP Review

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: OnRamps Algebraic Reasoning

Course Instructor	Email Contact	Conference Time
Travis Jones	tjones@aledoisd.orgt	2:32-3:18

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 AR.1.A, AR.1.B, AR.1.G **Unit 2** AR.4A, AR.4C, AR.4D, AR.6A, AR.6C, AR.6B **Unit 3** AR.4B, AR.7C, AR.7E **Unit 4** AR.5A, AR.5B, AR.5C, AR.5D, AR.5E	**Unit 5** AR.3D, AR.3E **Unit 6** AR.6B, AR.7B, AR.7D **Unit 7** AR.4A	**Unit 8** AR.1.A, AR.1.B, AR.1.G **Unit 9** AR.4A, AR.4C, AR.4D, AR.6A, AR.6C, AR.6B **Unit 10** AR.2A, AR.2B, AR.2C, AR.2D, AR.5E **Unit 11** AR.1.A, AR.1.B, AR.1C, AR.3D, AR.3E, AR.3F, AR.1.G	**Unit 11** AR.1.A, AR.1.B, AR.1C, AR.3D, AR.3E, AR.3F, AR.1.G **Unit 12** AR.4A **Unit 13** AR.3.A, AR.3.B, AR.3C, AR.3D, AR.7.A, AR.7.B

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Biology Science

Course Instructor	Email Contact	Conference Time
Scottee Brower	Scottee Brower	3rd period 11:04 - 11:50

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
When Pathogens Attack **Discuss cell structure and function, viral reproduction, cancer and cellular homeostasis.** **TEKS: B.5B, C, D, B.6A, C** *B.5(B) compare and contrast prokaryotic and eukaryotic cells, including their complexity, and compare and contrast scientific explanations for cellular complexity* *B.5(C) investigate homeostasis through the cellular transport of molecules* *B.5(D) compare the structures of viruses to cells and explain how viruses spread and cause disease* *B.6(A) explain the importance of the cell cycle to the growth of organisms, including an overview of the stages of the cell cycle and deoxyribonucleic acid (DNA) replication models* *B.6(C) relate disruptions of the cell cycle to how they lead to the development of diseases such as cancer*	**Gene Expression & Genetic Identity** **Discuss how DNA structure drives cell functions.** **TEKS: B.9A, B, B.10A, B, C, D** *B.9(B) examine scientific explanations for varying rates of change such as gradualism, abrupt appearance, and stasis in the fossil record* *B.9(A) analyze and evaluate how evidence of common ancestry among groups is provided by the fossil* *record, biogeography, and homologies, including anatomical, molecular, and developmental* *B.10(C) analyze and evaluate how natural selection may lead to speciation B.10(A) analyze and evaluate how natural selection produces change in populations and not in individuals B.10(B) analyze and evaluate how the elements of natural selection, including inherited variation, the potential of a population to produce more offspring than can survive, and a*	**Evolution leads to Change** **Discuss how adaptations can lead to changes within a population.** **TEKS: B.9A, B, B.10A, B, C, D** *B.9(B) examine scientific explanations for varying rates of change such as gradualism, abrupt appearance, and stasis in the fossil record B.9(A) analyze and evaluate how evidence of common ancestry among groups is provided by the fossil record, biogeography, and homologies, including anatomical, molecular, and developmental* *B.10(C) analyze and evaluate how natural selection may lead to speciation B.10(A) analyze and evaluate how natural selection produces change in populations and not in individuals B.10(B) analyze and evaluate how the elements of natural selection, including inherited variation, the potential of a population to produce more offspring than can survive, and a finite supply of environmental resources, result in differential reproductive success B.10(D) analyze evolutionary mechanisms other than natural selection, including genetic drift, gene flow, mutation, and genetic recombination, and their effect on the gene pool of a population*	**EOC Review and Assessment** **Dissections and Practical B.12 AB** *B.12(B) explain how the interactions that occur among systems that perform functions of transport, reproduction, and response in plants are facilitated by their structures B.12(A) analyze the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals*

	finite supply of environmental resources, result in differential reproductive success B.10(D) analyze evolutionary mechanisms other than natural selection, including genetic drift, gene flow, mutation, and genetic recombination, and their effect on the gene pool of a population	**Ecological Connections Discuss the transfer of energy within an ecosystem and the various roles within the ecosystem.** **TEKS: B.11A, B.12A, B, B.13A, B, C, D** *B.11(A) explain how matter is conserved and energy is transferred during photosynthesis and cellular respiration using models, including the chemical equations for these processes B.12(B) explain how the interactions that occur among systems that perform functions of transport, reproduction, and response in plants are facilitated by their structures B.12(A) analyze the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals B.13(D) explain how environmental change, including change due to human activity, affects biodiversity and analyze how changes in biodiversity impact ecosystem stability B.13(A) investigate and evaluate how ecological relationships, including predation, parasitism, commensalism, mutualism, and competition, influence ecosystem stability B.13(B) analyze how ecosystem stability is affected by disruptions to the cycling of matter and flow of energy through trophic levels using models B.13(C) explain the significance of the carbon and nitrogen cycles to ecosystem stability and analyze the consequences of disrupting these cycles*	

Grading Policy / Make-Up Work / Retest & Redo

Please see Aledo ISD Grading Guidelines for details.

2025-26 Instructional Plan

Course Name: Biology Science

Course Instructor	Email Contact	Conference Time
Ms.Jody Masseau	jmasseau@aledoisd.orgq	11:04am- 11:50am

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
When Pathogens Attack **Discuss cell structure and function, viral reproduction, cancer and cellular homeostasis.** **TEKS: B.5B, C, D, B.6A, C** *B.5(B) compare and contrast prokaryotic and eukaryotic cells, including their complexity, and compare and contrast scientific explanations for cellular complexity* *B.5(C) investigate homeostasis through the cellular transport of molecules* *B.5(D) compare the structures of viruses to cells and explain how viruses spread and cause disease* *B.6(A) explain the importance of the cell cycle to the growth of organisms, including an overview of the stages of the cell cycle and deoxyribonucleic acid (DNA) replication models* *B.6(C) relate disruptions of the cell cycle to how they lead to the development of diseases such as cancer*	**Gene Expression & Genetic Identity** **Discuss how DNA structure drives cell functions.** **TEKS: B.9A, B, B.10A, B, C, D** *B.9(B) examine scientific explanations for varying rates of change such as gradualism, abrupt appearance, and stasis in the fossil record* *B.9(A) analyze and evaluate how evidence of common ancestry among groups is provided by the fossil* *record, biogeography, and homologies, including anatomical, molecular, and developmental* *B.10(C) analyze and evaluate how natural selection may lead to speciation B.10(A) analyze and evaluate how natural selection produces change in populations and not in individuals B.10(B) analyze and evaluate how the elements of natural selection, including inherited variation, the potential of a population to produce more offspring than can survive, and a*	**Evolution leads to Change** **Discuss how adaptations can lead to changes within a population.** **TEKS: B.9A, B, B.10A, B, C, D** *B.9(B) examine scientific explanations for varying rates of change such as gradualism, abrupt appearance, and stasis in the fossil record B.9(A) analyze and evaluate how evidence of common ancestry among groups is provided by the fossil record, biogeography, and homologies, including anatomical, molecular, and developmental* *B.10(C) analyze and evaluate how natural selection may lead to speciation B.10(A) analyze and evaluate how natural selection produces change in populations and not in individuals B.10(B) analyze and evaluate how the elements of natural selection, including inherited variation, the potential of a population to produce more offspring than can survive, and a finite supply of environmental resources, result in differential reproductive success B.10(D) analyze evolutionary mechanisms other than natural selection, including genetic drift, gene flow, mutation, and genetic recombination, and their effect on the gene pool of a population*	**EOC Review and Assessment** **Dissections and Practical B.12 AB** *B.12(B) explain how the interactions that occur among systems that perform functions of transport, reproduction, and response in plants are facilitated by their structures B.12(A) analyze the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals*

	finite supply of environmental resources, result in differential reproductive success B.10(D) analyze evolutionary mechanisms other than natural selection, including genetic drift, gene flow, mutation, and genetic recombination, and their effect on the gene pool of a population	**Ecological Connections Discuss the transfer of energy within an ecosystem and the various roles within the ecosystem.** **TEKS: B.11A, B.12A, B, B.13A, B, C, D** *B.11(A) explain how matter is conserved and energy is transferred during photosynthesis and cellular respiration using models, including the chemical equations for these processes B.12(B) explain how the interactions that occur among systems that perform functions of transport, reproduction, and response in plants are facilitated by their structures B.12(A) analyze the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals B.13(D) explain how environmental change, including change due to human activity, affects biodiversity and analyze how changes in biodiversity impact ecosystem stability B.13(A) investigate and evaluate how ecological relationships, including predation, parasitism, commensalism, mutualism, and competition, influence ecosystem stability B.13(B) analyze how ecosystem stability is affected by disruptions to the cycling of matter and flow of energy through trophic levels using models B.13(C) explain the significance of the carbon and nitrogen cycles to ecosystem stability and analyze the consequences of disrupting these cycles*	

Grading Policy / Make-Up Work / Retest & Redo

Please see Aledo ISD Grading Guidelines for details.

2025-26 Instructional Plan

Course Name: Biology Science

Course Instructor	Email Contact	Conference Time
Meghan Roberson	Meghan Roberson	11:04-11:50

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
When Pathogens Attack **Discuss cell structure and function, viral reproduction, cancer and cellular homeostasis.** **TEKS: B.5B, C, D, B.6A, C** *B.5(B) compare and contrast prokaryotic and eukaryotic cells, including their complexity, and compare and contrast scientific explanations for cellular complexity* *B.5(C) investigate homeostasis through the cellular transport of molecules* *B.5(D) compare the structures of viruses to cells and explain how viruses spread and cause disease* *B.6(A) explain the importance of the cell cycle to the growth of organisms, including an overview of the stages of the cell cycle and deoxyribonucleic acid (DNA) replication models* *B.6(C) relate disruptions of the cell cycle to how they lead to the development of diseases such as cancer*	**Gene Expression & Genetic Identity** **Discuss how DNA structure drives cell functions.** **TEKS: B.9A, B, B.10A, B, C, D** *B.9(B) examine scientific explanations for varying rates of change such as gradualism, abrupt appearance, and stasis in the fossil record* *B.9(A) analyze and evaluate how evidence of common ancestry among groups is provided by the fossil* *record, biogeography, and homologies, including anatomical, molecular, and developmental* *B.10(C) analyze and evaluate how natural selection may lead to speciation B.10(A) analyze and evaluate how natural selection produces change in populations and not in individuals B.10(B) analyze and evaluate how the elements of natural selection, including inherited variation, the potential of a population to produce more offspring than can survive, and a*	**Evolution leads to Change** **Discuss how adaptations can lead to changes within a population.** **TEKS: B.9A, B, B.10A, B, C, D** *B.9(B) examine scientific explanations for varying rates of change such as gradualism, abrupt appearance, and stasis in the fossil record B.9(A) analyze and evaluate how evidence of common ancestry among groups is provided by the fossil record, biogeography, and homologies, including anatomical, molecular, and developmental* *B.10(C) analyze and evaluate how natural selection may lead to speciation B.10(A) analyze and evaluate how natural selection produces change in populations and not in individuals B.10(B) analyze and evaluate how the elements of natural selection, including inherited variation, the potential of a population to produce more offspring than can survive, and a finite supply of environmental resources, result in differential reproductive success B.10(D) analyze evolutionary mechanisms other than natural selection, including genetic drift, gene flow, mutation, and genetic recombination, and their effect on the gene pool of a population*	**EOC Review and Assessment** **Dissections and Practical B.12 AB** *B.12(B) explain how the interactions that occur among systems that perform functions of transport, reproduction, and response in plants are facilitated by their structures B.12(A) analyze the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals*

	finite supply of environmental resources, result in differential reproductive success B.10(D) analyze evolutionary mechanisms other than natural selection, including genetic drift, gene flow, mutation, and genetic recombination, and their effect on the gene pool of a population	**Ecological Connections Discuss the transfer of energy within an ecosystem and the various roles within the ecosystem.** **TEKS: B.11A, B.12A, B, B.13A, B, C, D** *B.11(A) explain how matter is conserved and energy is transferred during photosynthesis and cellular respiration using models, including the chemical equations for these processes B.12(B) explain how the interactions that occur among systems that perform functions of transport, reproduction, and response in plants are facilitated by their structures B.12(A) analyze the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals B.13(D) explain how environmental change, including change due to human activity, affects biodiversity and analyze how changes in biodiversity impact ecosystem stability B.13(A) investigate and evaluate how ecological relationships, including predation, parasitism, commensalism, mutualism, and competition, influence ecosystem stability B.13(B) analyze how ecosystem stability is affected by disruptions to the cycling of matter and flow of energy through trophic levels using models B.13(C) explain the significance of the carbon and nitrogen cycles to ecosystem stability and analyze the consequences of disrupting these cycles*	

Grading Policy / Make-Up Work / Retest & Redo

Please see Aledo ISD Grading Guidelines for details.

2025-26 Instructional Plan

Course Name: Biology Science

Course Instructor	Email Contact	Conference Time
Elisha Woodson	Elisha Woodson	11:04-11:50

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
When Pathogens Attack **Discuss cell structure and function, viral reproduction, cancer and cellular homeostasis.** **TEKS: B.5B, C, D, B.6A, C** *B.5(B) compare and contrast prokaryotic and eukaryotic cells, including their complexity, and compare and contrast scientific explanations for cellular complexity* *B.5(C) investigate homeostasis through the cellular transport of molecules* *B.5(D) compare the structures of viruses to cells and explain how viruses spread and cause disease* *B.6(A) explain the importance of the cell cycle to the growth of organisms, including an overview of the stages of the cell cycle and deoxyribonucleic acid (DNA) replication models* *B.6(C) relate disruptions of the cell cycle to how they lead to the development of diseases such as cancer*	**Gene Expression & Genetic Identity** **Discuss how DNA structure drives cell functions.** **TEKS: B.9A, B, B.10A, B, C, D** *B.9(B) examine scientific explanations for varying rates of change such as gradualism, abrupt appearance, and stasis in the fossil record* *B.9(A) analyze and evaluate how evidence of common ancestry among groups is provided by the fossil* *record, biogeography, and homologies, including anatomical, molecular, and developmental* *B.10(C) analyze and evaluate how natural selection may lead to speciation B.10(A) analyze and evaluate how natural selection produces change in populations and not in individuals B.10(B) analyze and evaluate how the elements of natural selection, including inherited variation, the potential of a population to produce more offspring than can survive, and a*	**Evolution leads to Change** **Discuss how adaptations can lead to changes within a population.** **TEKS: B.9A, B, B.10A, B, C, D** *B.9(B) examine scientific explanations for varying rates of change such as gradualism, abrupt appearance, and stasis in the fossil record B.9(A) analyze and evaluate how evidence of common ancestry among groups is provided by the fossil record, biogeography, and homologies, including anatomical, molecular, and developmental* *B.10(C) analyze and evaluate how natural selection may lead to speciation B.10(A) analyze and evaluate how natural selection produces change in populations and not in individuals B.10(B) analyze and evaluate how the elements of natural selection, including inherited variation, the potential of a population to produce more offspring than can survive, and a finite supply of environmental resources, result in differential reproductive success B.10(D) analyze evolutionary mechanisms other than natural selection, including genetic drift, gene flow, mutation, and genetic recombination, and their effect on the gene pool of a population*	**EOC Review and Assessment** **Dissections and Practical B.12 AB** *B.12(B) explain how the interactions that occur among systems that perform functions of transport, reproduction, and response in plants are facilitated by their structures B.12(A) analyze the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals*

	finite supply of environmental resources, result in differential reproductive success B.10(D) analyze evolutionary mechanisms other than natural selection, including genetic drift, gene flow, mutation, and genetic recombination, and their effect on the gene pool of a population	**Ecological Connections Discuss the transfer of energy within an ecosystem and the various roles within the ecosystem.** **TEKS: B.11A, B.12A, B, B.13A, B, C, D** *B.11(A) explain how matter is conserved and energy is transferred during photosynthesis and cellular respiration using models, including the chemical equations for these processes B.12(B) explain how the interactions that occur among systems that perform functions of transport, reproduction, and response in plants are facilitated by their structures B.12(A) analyze the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals B.13(D) explain how environmental change, including change due to human activity, affects biodiversity and analyze how changes in biodiversity impact ecosystem stability B.13(A) investigate and evaluate how ecological relationships, including predation, parasitism, commensalism, mutualism, and competition, influence ecosystem stability B.13(B) analyze how ecosystem stability is affected by disruptions to the cycling of matter and flow of energy through trophic levels using models B.13(C) explain the significance of the carbon and nitrogen cycles to ecosystem stability and analyze the consequences of disrupting these cycles*	

Grading Policy / Make-Up Work / Retest & Redo

Please see Aledo ISD Grading Guidelines for details.

2025-26 Instructional Plan

Course Name: AP Biology

Course Instructor	Email Contact	Conference Time
Elaina Walden	ewalden@aledoisd.org	11:04-11:50

Units / Topics / TEKS (Learning Objectives)

Grading Cycle 1	Grading Cycle 2	Grading Cycle 3	Grading Cycle 4
Chemistry of Life *(1.1.A)Explain how the properties of water that result from its polarity and hydrogen bonding affect its biological function.* *(1.2.A) Describe the composition of macromolecules required by living organisms.* *(1.3.A) Describe the chemical reactions that build and break biological macromolecules.* *(1.4.A) Describe the structure and function of carbohydrates.* *(1.5.A) Describe the structure and function of lipids.* *(1.6.A) Describe the structure and function of DNA and RNA.* *(1.7.A) Describe the structure and function of proteins.* **Cells** *(2.1.A) Explain how the structure and function of subcellular components and organelles contribute to the function of cells.* *(2.2.A) Explain the effect of surface area-to-volume ratios on the exchange of materials between cells or organisms and the environment.* *(2.3.A) Describe the roles of each of the components of the cell membrane in maintaining the internal environment of the cell.*	**Cellular Energenics** *(3.4.A) Describe the photosynthetic processes and structural features of the chloroplast that allow organisms to capture and store energy.* *(3.4.B) Explain how cells capture energy from light and transfer it to biological molecules for storage and use.* *(3.5.A) Describe the processes and structural features of mitochondria that allow organisms to use energy stored in biological macromolecules.* *(3.5.B) Explain how cells obtain energy from biological macromolecules in order to power cellular functions.* **Cell Communication and Cell Cycle** *(4.1.A) Describe the ways that cells can communicate with one another.* *(4.1.B) Explain how cells communicate with one another over short and long distances.* *(4.2.A) Describe the components of a signal transduction pathway.* *(4.2.B) Describe the role of components of a signal*	**Heredity** *(5.4.A) Explain deviations from Mendel's model of the inheritance of traits.* *(5.5.A) Explain how the same genotype can result in multiple phenotypes under different environmental conditions.* **Gene Expression and Regulation** *(6.1.A) Describe the structures involved in passing hereditary information from one generation to the next.* *(6.1.B) Describe the characteristics of DNA that allow it to be used as hereditary material.* *(6.2.A) Describe the mechanisms by which genetic information is copied for transmission between generations.* *(6.3.A) Describe the mechanisms by which genetic information flows from DNA to RNA to protein* *(6.4.A) Explain how the phenotype of an organism is determined by its genotype.* *(6.5.A) Describe the types of interactions that regulate gene expression.* *(6.5.B) Explain how the location of regulatory sequences relates to their function.* *(6.6.A) Explain how the binding of transcription factors to promoter regions affects gene expression and the phenotype of the organism*	**Natural Selection** *(7.10.A) Describe the conditions under which new species may arise.* *(7.10.B) Describe the rate of evolution and speciation under different ecological conditions.* *(7.10.C) Explain the processes and mechanisms that drive speciation.* *(7.12.A) Describe the scientific evidence that supports models of the origin of life on Earth.* **Ecology** *(8.1.A) Explain how the behavioral and physiological response of an organism is related to changes in internal or external environment.* *(8.1.B) Explain how the behavioral responses of organisms affect their overall fitness and may contribute to the success of a population* *(8.2.A) Describe the strategies organisms use to acquire and use energy* *(8.2.B) Explain how energy flows and matter cycles through trophic levels.* *(8.2.C) Explain how changes in energy availability affect populations, communities, and ecosystems.* *(8.2.D) Explain how the activities of autotrophs and heterotrophs enable the flow*

2025-26 Instructional Plan

Course Name: Chemistry Science

Course Instructor	Email Contact	Conference Time
Meroney, Hunter	HMeroney@aledoisd.org	3rd Period

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 Matter Energy and Change(12 days) **6B, 9A, 13ABCD** *C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud* *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass* *C.13(A) explain everyday examples that illustrate the four laws of thermodynamics* *C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis C.13(B) investigate the process of heat transfer using calorimetry* *C.13(D) perform calculations involving heat, mass, temperature change, and specific heat* --- **Atomic Structure (12 day)** **6ABCDE**	**Chemical Bonding (12 days)** **5BC, 6ABE, 7ABCD** *C.5(B) predict the properties of elements in chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, based on valence electrons patterns using the Periodic Table* *C.5(C) analyze and interpret elemental data, including atomic radius, atomic mass, electronegativity, ionization energy, and reactivity to identify periodic trends* *C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud* *C.6(E) construct models to express the arrangement of electrons in atoms of representative elements using electron configurations and Lewis dot structures C.6(A) construct models using Dalton's Postulates,*	**Chemical Reactions (8 days)** **5B, 9AB, 11D, 13AC** *C.5(B) predict the properties of elements in chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, based on valence electrons patterns using the Periodic Table* *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass* *C.9(B) differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions* *C.11(D) investigate the general rules regarding solubility and predict the solubility of the products of a double replacement reaction* *C.13(A) explain everyday examples that illustrate the four laws of thermodynamics* *C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis* --- **Stoichiometry (9 days)**	**Progress of Chemical Reactions (9 days)** **9A, 13AC** *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass* *C.13(A) explain everyday examples that illustrate the four laws of thermodynamics* *C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis* --- **Acid-Base Chemistry (9 days)** **9AB, 12ABCDE** *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass C.9(B) differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions*

C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud C.6(E) construct models to express the arrangement of electrons in atoms of representative elements using electron configurations and Lewis dot structures C.6(A) construct models using Dalton's Postulates, Thomson's discovery of electron properties, Rutherford's nuclear atom, Bohr's nuclear atom, and Heisenberg's Uncertainty Principle to show the development of modern atomic theory over time C.6(C) investigate the mathematical relationship between energy, frequency, and wavelength of light using the electromagnetic spectrum and relate it to the quantization of energy in the emission spectrum C.6(D) calculate average atomic mass of an element using isotopic composition

---

Periodic Table (8 days)
5ABC, 6BE

C.5(B) predict the properties of elements in chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, based on valence electrons patterns using the Periodic Table C.5(C) analyze and interpret elemental data, including atomic radius, atomic mass, electronegativity, ionization energy, and reactivity to identify periodic trends C.5(A) explain the development of the Periodic Table over time using evidence such as chemical and physical properties
C.6(B) describe the structure of atoms and ions, including Thomson's discovery of electron properties, Rutherford's nuclear atom, Bohr's nuclear atom, and Heisenberg's Uncertainty Principle to show the development of modern atomic theory over time C.7(A) construct an argument to support how periodic trends such as electronegativity can predict bonding between elements C.7(B) name and write the chemical formulas for ionic and covalent compounds using International Union of Pure and Applied Chemistry (IUPAC) nomenclature rules C.7(C) classify and draw electron dot structures for molecules with linear, bent, trigonal planar, trigonal pyramidal, and tetrahedral molecular geometries as explained by Valence Shell Electron Pair Repulsion (VSEPR) theory C.7(D) analyze the properties of ionic, covalent, and metallic substances in terms of intramolecular and intermolecular forces

---

Physical Properties (14 days)
6B, 7ACD, 10AB, 11ABC

C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud
C.7(A) construct an argument to support how periodic trends such as electronegativity can predict bonding between elements
C.7(C) classify and draw electron dot structures for molecules with linear, bent, trigonal planar,

9ACD

C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass C.9(C) perform stoichiometric calculations, including determination of mass relationships, gas volume relationships, and percent yield C.9(D) describe the concept of limiting reactants in a balanced chemical equation

---

Behaviour of Gases (10 days)
10ABC

C.10(A) describe the postulates of the kinetic molecular theory C.10(B) describe and calculate the relationships among volume, pressure, number of moles, and temperature for an ideal gas C.10(C) define and apply Dalton's law of partial pressure

---

ThermoChemistry (9 days)
13ABCD

C.13(A) explain everyday examples that illustrate the four laws of thermodynamics C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis C.13(B) investigate the process of heat transfer using calorimetry C.13(D) perform calculations involving heat, mass, temperature change, and specific heat

C.12(A) name and write the chemical formulas for acids and bases using IUPAC nomenclature rules C.12(C) differentiate between strong and weak acids and bases C.12(B) define acids and bases and distinguish between Arrhenius and Bronsted-Lowry definitions C.12(D) predict products in acid-base reactions that form water C.12(E) define pH and calculate the pH of a solution using the hydrogen ion concentration

---

Oxidation Reduction Reactions (8 days)
9AB, 13A

C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass C.9(B) differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions C.13(A) explain everyday examples that illustrate the four laws of thermodynamics

---

Nuclear Processes (5 days)
13AC, 14ABC

C.13(A) explain everyday examples that illustrate the four laws of thermodynamics C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis C.14(C) give examples of applications of nuclear phenomena such as nuclear stability, radiation therapy, diagnostic imaging, solar cells, and nuclear power C.14(A) describe the characteristics of alpha, beta, and gamma radioactive decay processes in

the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud C.6(E) construct models to express the arrangement of electrons in atoms of representative elements using electron configurations and Lewis dot structures	*trigonal pyramidal, and tetrahedral molecular geometries as explained by Valence Shell Electron Pair Repulsion (VSEPR) theory C.7(D) analyze the properties of ionic, covalent, and metallic substances in terms of intramolecular and intermolecular forces C.10(A) describe the postulates of the kinetic molecular theory C.10(B) describe and calculate the relationships among volume, pressure, number of moles, and temperature for an ideal gas C.11(B) distinguish among types of solutions, including electrolytes and nonelectrolytes and unsaturated, saturated, and supersaturated solutions C.11(C) investigate how solid and gas solubilities are influenced by temperature using solubility curves and how rates of dissolution are influenced by temperature, agitation, and surface area C.11(A) describe the unique role of water in solutions in terms of polarity* **Chemical Quantities (10 days)** **8ABCD, 10AB, 11EF** *C.8(B) calculate the number of atoms or molecules in a sample of material using Avogadro's number C.8(A) define mole and apply the concept of molar mass to convert between moles and grams C.8(C) calculate percent composition of compounds C.8(D) differentiate between empirical and molecular formulas*		*terms of balanced nuclear equations C.14(B) compare fission and fusion reactions*

	C.10(A) describe the postulates of the kinetic molecular theory *C.10(B) describe and calculate the relationships among volume, pressure, number of moles, and temperature for an ideal gas* *C.11(E) calculate the concentration of solutions in units of molarity* *C.11(F) calculate the dilutions of solutions using molarity*		

Grading Policy / Make-Up Work / Retest & Redo

Please see Aledo ISD Grading Guidelines for details.

2025-26 Instructional Plan

Course Name: Chemistry Science

Course Instructor	Email Contact	Conference Time
Kimise Arpin	karpin@aledoisd.org	11:05-11:50

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 Matter Energy and Change(12 days) **6B, 9A, 13ABCD** *C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud* *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass* *C.13(A) explain everyday examples that illustrate the four laws of thermodynamics* *C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis C.13(B) investigate the process of heat transfer using calorimetry* *C.13(D) perform calculations involving heat, mass, temperature change, and specific heat* --- **Atomic Structure (12 day)** **6ABCDE**	**Chemical Bonding (12 days)** **5BC, 6ABE, 7ABCD** *C.5(B) predict the properties of elements in chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, based on valence electrons patterns using the Periodic Table* *C.5(C) analyze and interpret elemental data, including atomic radius, atomic mass, electronegativity, ionization energy, and reactivity to identify periodic trends* *C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud* *C.6(E) construct models to express the arrangement of electrons in atoms of representative elements using electron configurations and Lewis dot structures C.6(A) construct models using Dalton's Postulates,*	**Chemical Reactions (8 days)** **5B, 9AB, 11D, 13AC** *C.5(B) predict the properties of elements in chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, based on valence electrons patterns using the Periodic Table* *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass* *C.9(B) differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions* *C.11(D) investigate the general rules regarding solubility and predict the solubility of the products of a double replacement reaction* *C.13(A) explain everyday examples that illustrate the four laws of thermodynamics* *C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis* --- **Stoichiometry (9 days)**	**Progress of Chemical Reactions (9 days)** **9A, 13AC** *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass* *C.13(A) explain everyday examples that illustrate the four laws of thermodynamics* *C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis* --- **Acid-Base Chemistry (9 days)** **9AB, 12ABCDE** *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass C.9(B) differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions*

C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud C.6(E) construct models to express the arrangement of electrons in atoms of representative elements using electron configurations and Lewis dot structures C.6(A) construct models using Dalton's Postulates, Thomson's discovery of electron properties, Rutherford's nuclear atom, Bohr's nuclear atom, and Heisenberg's Uncertainty Principle to show the development of modern atomic theory over time C.6(C) investigate the mathematical relationship between energy, frequency, and wavelength of light using the electromagnetic spectrum and relate it to the quantization of energy in the emission spectrum C.6(D) calculate average atomic mass of an element using isotopic composition

---

Periodic Table (8 days)
5ABC, 6BE

C.5(B) predict the properties of elements in chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, based on valence electrons patterns using the Periodic Table C.5(C) analyze and interpret elemental data, including atomic radius, atomic mass, electronegativity, ionization energy, and reactivity to identify periodic trends C.5(A) explain the development of the Periodic Table over time using evidence such as chemical and physical properties
C.6(B) describe the structure of atoms and ions, including Thomson's discovery of electron properties, Rutherford's nuclear atom, Bohr's nuclear atom, and Heisenberg's Uncertainty Principle to show the development of modern atomic theory over time C.7(A) construct an argument to support how periodic trends such as electronegativity can predict bonding between elements C.7(B) name and write the chemical formulas for ionic and covalent compounds using International Union of Pure and Applied Chemistry (IUPAC) nomenclature rules C.7(C) classify and draw electron dot structures for molecules with linear, bent, trigonal planar, trigonal pyramidal, and tetrahedral molecular geometries as explained by Valence Shell Electron Pair Repulsion (VSEPR) theory C.7(D) analyze the properties of ionic, covalent, and metallic substances in terms of intramolecular and intermolecular forces

---

Physical Properties (14 days)
6B, 7ACD, 10AB, 11ABC

C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud
C.7(A) construct an argument to support how periodic trends such as electronegativity can predict bonding between elements
C.7(C) classify and draw electron dot structures for molecules with linear, bent, trigonal planar,

9ACD

C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass C.9(C) perform stoichiometric calculations, including determination of mass relationships, gas volume relationships, and percent yield C.9(D) describe the concept of limiting reactants in a balanced chemical equation

---

Behaviour of Gases (10 days)
10ABC

C.10(A) describe the postulates of the kinetic molecular theory C.10(B) describe and calculate the relationships among volume, pressure, number of moles, and temperature for an ideal gas C.10(C) define and apply Dalton's law of partial pressure

---

ThermoChemistry (9 days)
13ABCD

C.13(A) explain everyday examples that illustrate the four laws of thermodynamics C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis C.13(B) investigate the process of heat transfer using calorimetry C.13(D) perform calculations involving heat, mass, temperature change, and specific heat

C.12(A) name and write the chemical formulas for acids and bases using IUPAC nomenclature rules C.12(C) differentiate between strong and weak acids and bases C.12(B) define acids and bases and distinguish between Arrhenius and Bronsted-Lowry definitions C.12(D) predict products in acid-base reactions that form water C.12(E) define pH and calculate the pH of a solution using the hydrogen ion concentration

---

Oxidation Reduction Reactions (8 days)
9AB, 13A

C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass C.9(B) differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions C.13(A) explain everyday examples that illustrate the four laws of thermodynamics

---

Nuclear Processes (5 days)
13AC, 14ABC

C.13(A) explain everyday examples that illustrate the four laws of thermodynamics C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis C.14(C) give examples of applications of nuclear phenomena such as nuclear stability, radiation therapy, diagnostic imaging, solar cells, and nuclear power C.14(A) describe the characteristics of alpha, beta, and gamma radioactive decay processes in

the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud C.6(E) construct models to express the arrangement of electrons in atoms of representative elements using electron configurations and Lewis dot structures	*trigonal pyramidal, and tetrahedral molecular geometries as explained by Valence Shell Electron Pair Repulsion (VSEPR) theory C.7(D) analyze the properties of ionic, covalent, and metallic substances in terms of intramolecular and intermolecular forces C.10(A) describe the postulates of the kinetic molecular theory C.10(B) describe and calculate the relationships among volume, pressure, number of moles, and temperature for an ideal gas C.11(B) distinguish among types of solutions, including electrolytes and nonelectrolytes and unsaturated, saturated, and supersaturated solutions C.11(C) investigate how solid and gas solubilities are influenced by temperature using solubility curves and how rates of dissolution are influenced by temperature, agitation, and surface area C.11(A) describe the unique role of water in solutions in terms of polarity* **Chemical Quantities (10 days)** **8ABCD, 10AB, 11EF** *C.8(B) calculate the number of atoms or molecules in a sample of material using Avogadro's number C.8(A) define mole and apply the concept of molar mass to convert between moles and grams C.8(C) calculate percent composition of compounds C.8(D) differentiate between empirical and molecular formulas*		*terms of balanced nuclear equations C.14(B) compare fission and fusion reactions*

	C.10(A) describe the postulates of the kinetic molecular theory *C.10(B) describe and calculate the relationships among volume, pressure, number of moles, and temperature for an ideal gas* *C.11(E) calculate the concentration of solutions in units of molarity* *C.11(F) calculate the dilutions of solutions using molarity*		

Grading Policy / Make-Up Work / Retest & Redo

Please see Aledo ISD Grading Guidelines for details.

2025-26 Instructional Plan

Course Name: Chemistry Science

Course Instructor	Email Contact	Conference Time
Noah Bunting	nbunting@aledoisd.org	11:04 am - 11:50 am

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 Matter Energy and Change(12 days) **6B, 9A, 13ABCD** *C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud* *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass* *C.13(A) explain everyday examples that illustrate the four laws of thermodynamics* *C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis C.13(B) investigate the process of heat transfer using calorimetry* *C.13(D) perform calculations involving heat, mass, temperature change, and specific heat* --- **Atomic Structure (12 day)** **6ABCDE**	**Chemical Bonding (12 days)** **5BC, 6ABE, 7ABCD** *C.5(B) predict the properties of elements in chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, based on valence electrons patterns using the Periodic Table* *C.5(C) analyze and interpret elemental data, including atomic radius, atomic mass, electronegativity, ionization energy, and reactivity to identify periodic trends* *C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud* *C.6(E) construct models to express the arrangement of electrons in atoms of representative elements using electron configurations and Lewis dot structures C.6(A) construct models using Dalton's Postulates,*	**Chemical Reactions (8 days)** **5B, 9AB, 11D, 13AC** *C.5(B) predict the properties of elements in chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, based on valence electrons patterns using the Periodic Table* *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass* *C.9(B) differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions* *C.11(D) investigate the general rules regarding solubility and predict the solubility of the products of a double replacement reaction* *C.13(A) explain everyday examples that illustrate the four laws of thermodynamics* *C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis* --- **Stoichiometry (9 days)**	**Progress of Chemical Reactions (9 days)** **9A, 13AC** *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass* *C.13(A) explain everyday examples that illustrate the four laws of thermodynamics* *C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis* --- **Acid-Base Chemistry (9 days)** **9AB, 12ABCDE** *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass C.9(B) differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions*

C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud C.6(E) construct models to express the arrangement of electrons in atoms of representative elements using electron configurations and Lewis dot structures C.6(A) construct models using Dalton's Postulates, Thomson's discovery of electron properties, Rutherford's nuclear atom, Bohr's nuclear atom, and Heisenberg's Uncertainty Principle to show the development of modern atomic theory over time C.6(C) investigate the mathematical relationship between energy, frequency, and wavelength of light using the electromagnetic spectrum and relate it to the quantization of energy in the emission spectrum C.6(D) calculate average atomic mass of an element using isotopic composition

---

Periodic Table (8 days)
5ABC, 6BE

C.5(B) predict the properties of elements in chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, based on valence electrons patterns using the Periodic Table C.5(C) analyze and interpret elemental data, including atomic radius, atomic mass, electronegativity, ionization energy, and reactivity to identify periodic trends C.5(A) explain the development of the Periodic Table over time using evidence such as chemical and physical properties
C.6(B) describe the structure of atoms and ions, including Thomson's discovery of electron properties, Rutherford's nuclear atom, Bohr's nuclear atom, and Heisenberg's Uncertainty Principle to show the development of modern atomic theory over time C.7(A) construct an argument to support how periodic trends such as electronegativity can predict bonding between elements C.7(B) name and write the chemical formulas for ionic and covalent compounds using International Union of Pure and Applied Chemistry (IUPAC) nomenclature rules C.7(C) classify and draw electron dot structures for molecules with linear, bent, trigonal planar, trigonal pyramidal, and tetrahedral molecular geometries as explained by Valence Shell Electron Pair Repulsion (VSEPR) theory C.7(D) analyze the properties of ionic, covalent, and metallic substances in terms of intramolecular and intermolecular forces

---

Physical Properties (14 days)
6B, 7ACD, 10AB, 11ABC

C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud
C.7(A) construct an argument to support how periodic trends such as electronegativity can predict bonding between elements
C.7(C) classify and draw electron dot structures for molecules with linear, bent, trigonal planar,

9ACD

C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass C.9(C) perform stoichiometric calculations, including determination of mass relationships, gas volume relationships, and percent yield C.9(D) describe the concept of limiting reactants in a balanced chemical equation

---

Behaviour of Gases (10 days)
10ABC

C.10(A) describe the postulates of the kinetic molecular theory C.10(B) describe and calculate the relationships among volume, pressure, number of moles, and temperature for an ideal gas C.10(C) define and apply Dalton's law of partial pressure

---

ThermoChemistry (9 days)
13ABCD

C.13(A) explain everyday examples that illustrate the four laws of thermodynamics C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis C.13(B) investigate the process of heat transfer using calorimetry C.13(D) perform calculations involving heat, mass, temperature change, and specific heat

C.12(A) name and write the chemical formulas for acids and bases using IUPAC nomenclature rules C.12(C) differentiate between strong and weak acids and bases C.12(B) define acids and bases and distinguish between Arrhenius and Bronsted-Lowry definitions C.12(D) predict products in acid-base reactions that form water C.12(E) define pH and calculate the pH of a solution using the hydrogen ion concentration

---

Oxidation Reduction Reactions (8 days)
9AB, 13A

C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass C.9(B) differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions C.13(A) explain everyday examples that illustrate the four laws of thermodynamics

---

Nuclear Processes (5 days)
13AC, 14ABC

C.13(A) explain everyday examples that illustrate the four laws of thermodynamics C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis C.14(C) give examples of applications of nuclear phenomena such as nuclear stability, radiation therapy, diagnostic imaging, solar cells, and nuclear power C.14(A) describe the characteristics of alpha, beta, and gamma radioactive decay processes in

the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud C.6(E) construct models to express the arrangement of electrons in atoms of representative elements using electron configurations and Lewis dot structures	*trigonal pyramidal, and tetrahedral molecular geometries as explained by Valence Shell Electron Pair Repulsion (VSEPR) theory C.7(D) analyze the properties of ionic, covalent, and metallic substances in terms of intramolecular and intermolecular forces C.10(A) describe the postulates of the kinetic molecular theory C.10(B) describe and calculate the relationships among volume, pressure, number of moles, and temperature for an ideal gas C.11(B) distinguish among types of solutions, including electrolytes and nonelectrolytes and unsaturated, saturated, and supersaturated solutions C.11(C) investigate how solid and gas solubilities are influenced by temperature using solubility curves and how rates of dissolution are influenced by temperature, agitation, and surface area C.11(A) describe the unique role of water in solutions in terms of polarity* **Chemical Quantities (10 days)** **8ABCD, 10AB, 11EF** *C.8(B) calculate the number of atoms or molecules in a sample of material using Avogadro's number C.8(A) define mole and apply the concept of molar mass to convert between moles and grams C.8(C) calculate percent composition of compounds C.8(D) differentiate between empirical and molecular formulas*		*terms of balanced nuclear equations C.14(B) compare fission and fusion reactions*

	C.10(A) describe the postulates of the kinetic molecular theory *C.10(B) describe and calculate the relationships among volume, pressure, number of moles, and temperature for an ideal gas* *C.11(E) calculate the concentration of solutions in units of molarity* *C.11(F) calculate the dilutions of solutions using molarity*		

Grading Policy / Make-Up Work / Retest & Redo

Please see Aledo ISD Grading Guidelines for details.

2025-26 Instructional Plan

Course Name: Chemistry Science

Course Instructor	Email Contact	Conference Time
Emily Nichols	enichols@aledoisd.org	3rd Period 11:04-11:50

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 Matter Energy and Change(12 days) **6B, 9A, 13ABCD** *C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud* *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass* *C.13(A) explain everyday examples that illustrate the four laws of thermodynamics* *C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis C.13(B) investigate the process of heat transfer using calorimetry* *C.13(D) perform calculations involving heat, mass, temperature change, and specific heat* --- **Atomic Structure (12 day)** **6ABCDE**	**Chemical Bonding (12 days)** **5BC, 6ABE, 7ABCD** *C.5(B) predict the properties of elements in chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, based on valence electrons patterns using the Periodic Table* *C.5(C) analyze and interpret elemental data, including atomic radius, atomic mass, electronegativity, ionization energy, and reactivity to identify periodic trends* *C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud* *C.6(E) construct models to express the arrangement of electrons in atoms of representative elements using electron configurations and Lewis dot structures C.6(A) construct models using Dalton's Postulates,*	**Chemical Reactions (8 days)** **5B, 9AB, 11D, 13AC** *C.5(B) predict the properties of elements in chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, based on valence electrons patterns using the Periodic Table* *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass* *C.9(B) differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions* *C.11(D) investigate the general rules regarding solubility and predict the solubility of the products of a double replacement reaction* *C.13(A) explain everyday examples that illustrate the four laws of thermodynamics* *C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis* --- **Stoichiometry (9 days)**	**Progress of Chemical Reactions (9 days)** **9A, 13AC** *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass* *C.13(A) explain everyday examples that illustrate the four laws of thermodynamics* *C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis* --- **Acid-Base Chemistry (9 days)** **9AB, 12ABCDE** *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass C.9(B) differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions*

C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud C.6(E) construct models to express the arrangement of electrons in atoms of representative elements using electron configurations and Lewis dot structures C.6(A) construct models using Dalton's Postulates, Thomson's discovery of electron properties, Rutherford's nuclear atom, Bohr's nuclear atom, and Heisenberg's Uncertainty Principle to show the development of modern atomic theory over time C.6(C) investigate the mathematical relationship between energy, frequency, and wavelength of light using the electromagnetic spectrum and relate it to the quantization of energy in the emission spectrum C.6(D) calculate average atomic mass of an element using isotopic composition

---

Periodic Table (8 days)
5ABC, 6BE

C.5(B) predict the properties of elements in chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, based on valence electrons patterns using the Periodic Table C.5(C) analyze and interpret elemental data, including atomic radius, atomic mass, electronegativity, ionization energy, and reactivity to identify periodic trends C.5(A) explain the development of the Periodic Table over time using evidence such as chemical and physical properties
C.6(B) describe the structure of atoms and ions, including Thomson's discovery of electron properties, Rutherford's nuclear atom, Bohr's nuclear atom, and Heisenberg's Uncertainty Principle to show the development of modern atomic theory over time C.7(A) construct an argument to support how periodic trends such as electronegativity can predict bonding between elements C.7(B) name and write the chemical formulas for ionic and covalent compounds using International Union of Pure and Applied Chemistry (IUPAC) nomenclature rules C.7(C) classify and draw electron dot structures for molecules with linear, bent, trigonal planar, trigonal pyramidal, and tetrahedral molecular geometries as explained by Valence Shell Electron Pair Repulsion (VSEPR) theory C.7(D) analyze the properties of ionic, covalent, and metallic substances in terms of intramolecular and intermolecular forces

---

Physical Properties (14 days)
6B, 7ACD, 10AB, 11ABC

C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud
C.7(A) construct an argument to support how periodic trends such as electronegativity can predict bonding between elements
C.7(C) classify and draw electron dot structures for molecules with linear, bent, trigonal planar,

9ACD

C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass C.9(C) perform stoichiometric calculations, including determination of mass relationships, gas volume relationships, and percent yield C.9(D) describe the concept of limiting reactants in a balanced chemical equation

---

Behaviour of Gases (10 days)
10ABC

C.10(A) describe the postulates of the kinetic molecular theory C.10(B) describe and calculate the relationships among volume, pressure, number of moles, and temperature for an ideal gas C.10(C) define and apply Dalton's law of partial pressure

---

ThermoChemistry (9 days)
13ABCD

C.13(A) explain everyday examples that illustrate the four laws of thermodynamics C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis C.13(B) investigate the process of heat transfer using calorimetry C.13(D) perform calculations involving heat, mass, temperature change, and specific heat

C.12(A) name and write the chemical formulas for acids and bases using IUPAC nomenclature rules C.12(C) differentiate between strong and weak acids and bases C.12(B) define acids and bases and distinguish between Arrhenius and Bronsted-Lowry definitions C.12(D) predict products in acid-base reactions that form water C.12(E) define pH and calculate the pH of a solution using the hydrogen ion concentration

---

Oxidation Reduction Reactions (8 days)
9AB, 13A

C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass C.9(B) differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions C.13(A) explain everyday examples that illustrate the four laws of thermodynamics

---

Nuclear Processes (5 days)
13AC, 14ABC

C.13(A) explain everyday examples that illustrate the four laws of thermodynamics C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis C.14(C) give examples of applications of nuclear phenomena such as nuclear stability, radiation therapy, diagnostic imaging, solar cells, and nuclear power C.14(A) describe the characteristics of alpha, beta, and gamma radioactive decay processes in

the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud C.6(E) construct models to express the arrangement of electrons in atoms of representative elements using electron configurations and Lewis dot structures	*trigonal pyramidal, and tetrahedral molecular geometries as explained by Valence Shell Electron Pair Repulsion (VSEPR) theory C.7(D) analyze the properties of ionic, covalent, and metallic substances in terms of intramolecular and intermolecular forces C.10(A) describe the postulates of the kinetic molecular theory C.10(B) describe and calculate the relationships among volume, pressure, number of moles, and temperature for an ideal gas C.11(B) distinguish among types of solutions, including electrolytes and nonelectrolytes and unsaturated, saturated, and supersaturated solutions C.11(C) investigate how solid and gas solubilities are influenced by temperature using solubility curves and how rates of dissolution are influenced by temperature, agitation, and surface area C.11(A) describe the unique role of water in solutions in terms of polarity* **Chemical Quantities (10 days)** **8ABCD, 10AB, 11EF** *C.8(B) calculate the number of atoms or molecules in a sample of material using Avogadro's number C.8(A) define mole and apply the concept of molar mass to convert between moles and grams C.8(C) calculate percent composition of compounds C.8(D) differentiate between empirical and molecular formulas*		*terms of balanced nuclear equations C.14(B) compare fission and fusion reactions*

	C.10(A) describe the postulates of the kinetic molecular theory *C.10(B) describe and calculate the relationships among volume, pressure, number of moles, and temperature for an ideal gas* *C.11(E) calculate the concentration of solutions in units of molarity* *C.11(F) calculate the dilutions of solutions using molarity*		

Grading Policy / Make-Up Work / Retest & Redo

Please see Aledo ISD Grading Guidelines for details.

2025-26 Instructional Plan

Course Name: Chemistry Science

Course Instructor	Email Contact	Conference Time
Devin Hearl	dhearl@aledoisd.org	11:04-11:50

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 Matter Energy and Change(12 days) **6B, 9A, 13ABCD** *C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud* *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass* *C.13(A) explain everyday examples that illustrate the four laws of thermodynamics* *C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis C.13(B) investigate the process of heat transfer using calorimetry* *C.13(D) perform calculations involving heat, mass, temperature change, and specific heat* --- **Atomic Structure (12 day)** **6ABCDE**	**Chemical Bonding (12 days)** **5BC, 6ABE, 7ABCD** *C.5(B) predict the properties of elements in chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, based on valence electrons patterns using the Periodic Table* *C.5(C) analyze and interpret elemental data, including atomic radius, atomic mass, electronegativity, ionization energy, and reactivity to identify periodic trends* *C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud* *C.6(E) construct models to express the arrangement of electrons in atoms of representative elements using electron configurations and Lewis dot structures C.6(A) construct models using Dalton's Postulates,*	**Chemical Reactions (8 days)** **5B, 9AB, 11D, 13AC** *C.5(B) predict the properties of elements in chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, based on valence electrons patterns using the Periodic Table* *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass* *C.9(B) differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions* *C.11(D) investigate the general rules regarding solubility and predict the solubility of the products of a double replacement reaction* *C.13(A) explain everyday examples that illustrate the four laws of thermodynamics* *C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis* --- **Stoichiometry (9 days)**	**Progress of Chemical Reactions (9 days)** **9A, 13AC** *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass* *C.13(A) explain everyday examples that illustrate the four laws of thermodynamics* *C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis* --- **Acid-Base Chemistry (9 days)** **9AB, 12ABCDE** *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass C.9(B) differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions*

C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud C.6(E) construct models to express the arrangement of electrons in atoms of representative elements using electron configurations and Lewis dot structures C.6(A) construct models using Dalton's Postulates, Thomson's discovery of electron properties, Rutherford's nuclear atom, Bohr's nuclear atom, and Heisenberg's Uncertainty Principle to show the development of modern atomic theory over time C.6(C) investigate the mathematical relationship between energy, frequency, and wavelength of light using the electromagnetic spectrum and relate it to the quantization of energy in the emission spectrum C.6(D) calculate average atomic mass of an element using isotopic composition

---

Periodic Table (8 days)
5ABC, 6BE

C.5(B) predict the properties of elements in chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, based on valence electrons patterns using the Periodic Table C.5(C) analyze and interpret elemental data, including atomic radius, atomic mass, electronegativity, ionization energy, and reactivity to identify periodic trends C.5(A) explain the development of the Periodic Table over time using evidence such as chemical and physical properties
C.6(B) describe the structure of atoms and ions, including Thomson's discovery of electron properties, Rutherford's nuclear atom, Bohr's nuclear atom, and Heisenberg's Uncertainty Principle to show the development of modern atomic theory over time C.7(A) construct an argument to support how periodic trends such as electronegativity can predict bonding between elements C.7(B) name and write the chemical formulas for ionic and covalent compounds using International Union of Pure and Applied Chemistry (IUPAC) nomenclature rules C.7(C) classify and draw electron dot structures for molecules with linear, bent, trigonal planar, trigonal pyramidal, and tetrahedral molecular geometries as explained by Valence Shell Electron Pair Repulsion (VSEPR) theory C.7(D) analyze the properties of ionic, covalent, and metallic substances in terms of intramolecular and intermolecular forces

---

Physical Properties (14 days)
6B, 7ACD, 10AB, 11ABC

C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud
C.7(A) construct an argument to support how periodic trends such as electronegativity can predict bonding between elements
C.7(C) classify and draw electron dot structures for molecules with linear, bent, trigonal planar,

9ACD

C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass C.9(C) perform stoichiometric calculations, including determination of mass relationships, gas volume relationships, and percent yield C.9(D) describe the concept of limiting reactants in a balanced chemical equation

---

Behaviour of Gases (10 days)
10ABC

C.10(A) describe the postulates of the kinetic molecular theory C.10(B) describe and calculate the relationships among volume, pressure, number of moles, and temperature for an ideal gas C.10(C) define and apply Dalton's law of partial pressure

---

ThermoChemistry (9 days)
13ABCD

C.13(A) explain everyday examples that illustrate the four laws of thermodynamics C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis C.13(B) investigate the process of heat transfer using calorimetry C.13(D) perform calculations involving heat, mass, temperature change, and specific heat

C.12(A) name and write the chemical formulas for acids and bases using IUPAC nomenclature rules C.12(C) differentiate between strong and weak acids and bases C.12(B) define acids and bases and distinguish between Arrhenius and Bronsted-Lowry definitions C.12(D) predict products in acid-base reactions that form water C.12(E) define pH and calculate the pH of a solution using the hydrogen ion concentration

---

Oxidation Reduction Reactions (8 days)
9AB, 13A

C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass C.9(B) differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions C.13(A) explain everyday examples that illustrate the four laws of thermodynamics

---

Nuclear Processes (5 days)
13AC, 14ABC

C.13(A) explain everyday examples that illustrate the four laws of thermodynamics C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis C.14(C) give examples of applications of nuclear phenomena such as nuclear stability, radiation therapy, diagnostic imaging, solar cells, and nuclear power C.14(A) describe the characteristics of alpha, beta, and gamma radioactive decay processes in

the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud C.6(E) construct models to express the arrangement of electrons in atoms of representative elements using electron configurations and Lewis dot structures	*trigonal pyramidal, and tetrahedral molecular geometries as explained by Valence Shell Electron Pair Repulsion (VSEPR) theory C.7(D) analyze the properties of ionic, covalent, and metallic substances in terms of intramolecular and intermolecular forces C.10(A) describe the postulates of the kinetic molecular theory C.10(B) describe and calculate the relationships among volume, pressure, number of moles, and temperature for an ideal gas C.11(B) distinguish among types of solutions, including electrolytes and nonelectrolytes and unsaturated, saturated, and supersaturated solutions C.11(C) investigate how solid and gas solubilities are influenced by temperature using solubility curves and how rates of dissolution are influenced by temperature, agitation, and surface area C.11(A) describe the unique role of water in solutions in terms of polarity* **Chemical Quantities (10 days)** **8ABCD, 10AB, 11EF** *C.8(B) calculate the number of atoms or molecules in a sample of material using Avogadro's number C.8(A) define mole and apply the concept of molar mass to convert between moles and grams C.8(C) calculate percent composition of compounds C.8(D) differentiate between empirical and molecular formulas*		*terms of balanced nuclear equations C.14(B) compare fission and fusion reactions*

	C.10(A) describe the postulates of the kinetic molecular theory *C.10(B) describe and calculate the relationships among volume, pressure, number of moles, and temperature for an ideal gas* *C.11(E) calculate the concentration of solutions in units of molarity* *C.11(F) calculate the dilutions of solutions using molarity*		

Grading Policy / Make-Up Work / Retest & Redo

Please see Aledo ISD Grading Guidelines for details.

2025-26 Instructional Plan

Course Name: Chemistry Science

Course Instructor	Email Contact	Conference Time
Shaina Wrobel	swrobel@aledoisd.org	3rd Period 11:04-11:50

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 Matter Energy and Change(12 days) **6B, 9A, 13ABCD** *C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud* *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass* *C.13(A) explain everyday examples that illustrate the four laws of thermodynamics* *C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis C.13(B) investigate the process of heat transfer using calorimetry* *C.13(D) perform calculations involving heat, mass, temperature change, and specific heat* --- **Atomic Structure (12 day)** **6ABCDE**	**Chemical Bonding (12 days)** **5BC, 6ABE, 7ABCD** *C.5(B) predict the properties of elements in chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, based on valence electrons patterns using the Periodic Table* *C.5(C) analyze and interpret elemental data, including atomic radius, atomic mass, electronegativity, ionization energy, and reactivity to identify periodic trends* *C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud* *C.6(E) construct models to express the arrangement of electrons in atoms of representative elements using electron configurations and Lewis dot structures C.6(A) construct models using Dalton's Postulates,*	**Chemical Reactions (8 days)** **5B, 9AB, 11D, 13AC** *C.5(B) predict the properties of elements in chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, based on valence electrons patterns using the Periodic Table* *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass* *C.9(B) differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions* *C.11(D) investigate the general rules regarding solubility and predict the solubility of the products of a double replacement reaction* *C.13(A) explain everyday examples that illustrate the four laws of thermodynamics* *C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis* --- **Stoichiometry (9 days)**	**Progress of Chemical Reactions (9 days)** **9A, 13AC** *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass* *C.13(A) explain everyday examples that illustrate the four laws of thermodynamics* *C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis* --- **Acid-Base Chemistry (9 days)** **9AB, 12ABCDE** *C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass C.9(B) differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions*

C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud C.6(E) construct models to express the arrangement of electrons in atoms of representative elements using electron configurations and Lewis dot structures C.6(A) construct models using Dalton's Postulates, Thomson's discovery of electron properties, Rutherford's nuclear atom, Bohr's nuclear atom, and Heisenberg's Uncertainty Principle to show the development of modern atomic theory over time C.6(C) investigate the mathematical relationship between energy, frequency, and wavelength of light using the electromagnetic spectrum and relate it to the quantization of energy in the emission spectrum C.6(D) calculate average atomic mass of an element using isotopic composition

---

Periodic Table (8 days)
5ABC, 6BE

C.5(B) predict the properties of elements in chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, based on valence electrons patterns using the Periodic Table C.5(C) analyze and interpret elemental data, including atomic radius, atomic mass, electronegativity, ionization energy, and reactivity to identify periodic trends C.5(A) explain the development of the Periodic Table over time using evidence such as chemical and physical properties
C.6(B) describe the structure of atoms and ions, including Thomson's discovery of electron properties, Rutherford's nuclear atom, Bohr's nuclear atom, and Heisenberg's Uncertainty Principle to show the development of modern atomic theory over time C.7(A) construct an argument to support how periodic trends such as electronegativity can predict bonding between elements C.7(B) name and write the chemical formulas for ionic and covalent compounds using International Union of Pure and Applied Chemistry (IUPAC) nomenclature rules C.7(C) classify and draw electron dot structures for molecules with linear, bent, trigonal planar, trigonal pyramidal, and tetrahedral molecular geometries as explained by Valence Shell Electron Pair Repulsion (VSEPR) theory C.7(D) analyze the properties of ionic, covalent, and metallic substances in terms of intramolecular and intermolecular forces

---

Physical Properties (14 days)
6B, 7ACD, 10AB, 11ABC

C.6(B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud
C.7(A) construct an argument to support how periodic trends such as electronegativity can predict bonding between elements
C.7(C) classify and draw electron dot structures for molecules with linear, bent, trigonal planar,

9ACD

C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass C.9(C) perform stoichiometric calculations, including determination of mass relationships, gas volume relationships, and percent yield C.9(D) describe the concept of limiting reactants in a balanced chemical equation

---

Behaviour of Gases (10 days)
10ABC

C.10(A) describe the postulates of the kinetic molecular theory C.10(B) describe and calculate the relationships among volume, pressure, number of moles, and temperature for an ideal gas C.10(C) define and apply Dalton's law of partial pressure

---

ThermoChemistry (9 days)
13ABCD

C.13(A) explain everyday examples that illustrate the four laws of thermodynamics C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis C.13(B) investigate the process of heat transfer using calorimetry C.13(D) perform calculations involving heat, mass, temperature change, and specific heat

C.12(A) name and write the chemical formulas for acids and bases using IUPAC nomenclature rules C.12(C) differentiate between strong and weak acids and bases C.12(B) define acids and bases and distinguish between Arrhenius and Bronsted-Lowry definitions C.12(D) predict products in acid-base reactions that form water C.12(E) define pH and calculate the pH of a solution using the hydrogen ion concentration

---

Oxidation Reduction Reactions (8 days)
9AB, 13A

C.9(A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass C.9(B) differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions C.13(A) explain everyday examples that illustrate the four laws of thermodynamics

---

Nuclear Processes (5 days)
13AC, 14ABC

C.13(A) explain everyday examples that illustrate the four laws of thermodynamics C.13(C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis C.14(C) give examples of applications of nuclear phenomena such as nuclear stability, radiation therapy, diagnostic imaging, solar cells, and nuclear power C.14(A) describe the characteristics of alpha, beta, and gamma radioactive decay processes in

the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud C.6(E) construct models to express the arrangement of electrons in atoms of representative elements using electron configurations and Lewis dot structures	*trigonal pyramidal, and tetrahedral molecular geometries as explained by Valence Shell Electron Pair Repulsion (VSEPR) theory C.7(D) analyze the properties of ionic, covalent, and metallic substances in terms of intramolecular and intermolecular forces C.10(A) describe the postulates of the kinetic molecular theory C.10(B) describe and calculate the relationships among volume, pressure, number of moles, and temperature for an ideal gas C.11(B) distinguish among types of solutions, including electrolytes and nonelectrolytes and unsaturated, saturated, and supersaturated solutions C.11(C) investigate how solid and gas solubilities are influenced by temperature using solubility curves and how rates of dissolution are influenced by temperature, agitation, and surface area C.11(A) describe the unique role of water in solutions in terms of polarity* **Chemical Quantities (10 days)** **8ABCD, 10AB, 11EF** *C.8(B) calculate the number of atoms or molecules in a sample of material using Avogadro's number C.8(A) define mole and apply the concept of molar mass to convert between moles and grams C.8(C) calculate percent composition of compounds C.8(D) differentiate between empirical and molecular formulas*		*terms of balanced nuclear equations C.14(B) compare fission and fusion reactions*

	C.10(A) describe the postulates of the kinetic molecular theory *C.10(B) describe and calculate the relationships among volume, pressure, number of moles, and temperature for an ideal gas* *C.11(E) calculate the concentration of solutions in units of molarity* *C.11(F) calculate the dilutions of solutions using molarity*		

Grading Policy / Make-Up Work / Retest & Redo

Please see Aledo ISD Grading Guidelines for details.

2025-26 Instructional Plan

Course Name: Pre AP Chemistry

Course Instructor	Email Contact	Conference Time
Terry Snow	tsnow@aledoisd.org	11:04-11:50

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 Matter Energy and Change 6B, 9A, 13ABCD **Atomic Structure** 6ABCDE **Periodic Table** 5ABC, 6BE	**Chemical Bonding** 5BC, 6ABE, 7ABCD **Physical Properties** 6B, 7ACD, 10AB, 11ABC **Chemical Quantities** 8ABCD, 10AB, 11EF	**Chemical Reactions** 5B, 9AB, 11D, 13AC **Stoichiometry** 9ACD **Behaviour of Gases** 10ABC **ThermoChemistry** 13ABCD	**Progress of Chemical Reactions** 9A, 13AC **Acid-Base Chemistry** 9AB, 12ABCDE **Oxidation Reduction Reactions** 9AB, 13A **Nuclear Processes** 13AC, 14ABC

2025-26 Instructional Plan

Course Name: AP Chemistry

Course Instructor	Email Contact	Conference Time
Emily Nichols	enichols@aledoisd.org	3rd Period 11:04-11:50

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills
College Board

Grading Cycle 1	Grading Cycle 2	Grading Cycle 3	Grading Cycle 4
Atomic Structure and Properties 1.1 Moles and Molar Mass 1.2 Mass Spectra of Elements 1.3 Elemental Composition of Pure Substances 1.4 Composition of Mixtures 1.5 Atomic Structure and Electron Configuration 1.6 Photoelectron Spectroscopy 1.7 Periodic Trends 1.8 Valence Electrons and Ionic Compounds **Compound Structure and Properties** 2.1 Types of Chemical Bonds 2.2 Intramolecular Force and Potential Energy 2.3 Structure of Ionic Solids 2.4 Structure of Metals and Alloys 2.5 Lewis Diagrams 2.6 Resonance and Formal Charge 2.7 VSEPR and Hybridization	**Properties of Substances and Mixtures** 3.1 Intermolecular and Interparticle Forces 3.2 Properties of Solids 3.3 Solids, Liquids, and Gases 3.4 Ideal Gas Law 3.5 Kinetic Molecular theory 3.6 Deviation from Ideal Gas Law 3.7 Solutions and Mixtures 3.8 Representations of Solutions 3.9 Separation of Solutions and Mixtures 3.10 Solubility 3.11 Spectroscopy and The Electromagnetic Spectrum 3.12 Properties of Photons 3.13 Beer-Lambert Law **Chemical Reactions** 4.1 Introduction for Reactions 4.2 Net Ionic Equations 4.3 Representations of Reactions 4.4 Physical and Chemical Changes 4.5 Stoichiometry 4.6 Introduction to Titration 4.7 Types of Chemical	**Thermochemistry** 6.1 Endothermic and Exothermic Processes 6.2 Energy Diagrams 6.3 Heat Transfer and Thermal Equilibrium 6.4 Heat Capacity and Calorimetry 6.5 Energy of Phase Changes 6.6 Introduction to Enthalpy of Reaction 6.7 Bond Enthalpies 6.8 Enthalpy of Formation 6.9 Hess's Law **Equilibrium** 7.1 Introduction to Equilibrium 7.2 Direction of Reversible Reactions 7.3 Reaction Quotient and Equilibrium Constant 7.4 Calculating the Equilibrium Constant 7.5 Magnitude of the Equilibrium Constant 7.6 Properties of the Equilibrium Constant 7.7 Calculating Equilibrium Concentrations 7.8 Representations of Equilibrium 7.9 Introduction to Le Châtelier's Principle 7.10 Reaction Quotient and	**Acids and Bases** 8.1 Introduction to Acids and Bases 8.2 pH and pOH of Strong Acids and Bases 8.3 Weak Acid and Base Equilibria 8.4 Acid-Base Reactions and Buffers 8.5 Acid-Base Titrations 8.6 Molecular Structure of Acids and Bases 8.7 pH and pKa 8.8 Properties of Buffers 8.9 Henderson-Hasselbalch Equation 8.10 Buffer Capacity 8.11 pH and Solubility **Thermodynamics and Electrochemistry** 9.1 Introduction to Entropy 9.2 Absolute Entropy and Entropy Change 9.3 Gibbs Free Energy and Thermodynamic Favorability 9.4 Thermodynamic and Kinetic Control Thermodynamics and Electrochemistry 9.5 Free Energy and Equilibrium Thermodynamics and Electrochemistry 9.6 Free Energy of

	Reactions 4.8 Introduction to Acid-Base Reactions 4.9 Oxidation-Reduction (Redox) Reactions **Kinetics** 5.1 Reaction Rates 5 5.2 Introduction to Rate Law 5.3 Concentration Changes Over Time 5.4 Elementary Reactions 5.5 Collision Model 5.6 Reaction Energy Profile 5.7 Introduction to Reaction Mechanisms 5.8 Reaction Mechanism and Rate Law 5.9 Pre-Equilibrium Approximation 5.10 Multistep Reaction Energy Profile 5.11 Catalysis	Le Châtelier's Principle 7.11 Introduction to Solubility Equilibria 7.12 Common-Ion Effect	Dissolution 4 9.7 Coupled Reactions 9.8 Galvanic (Voltaic) and Electrolytic Cells 9.9 Cell Potential and Free Energy 9.10 Cell Potential Under Nonstandard Conditions 9.11 Electrolysis and Faraday's Law
Grading Policy / Make-Up Work / Retest & Redo			
Please see Aledo ISD Grading Guidelines for details.			

2025-26 Instructional Plan

Course Name: Physics Science

Course Instructor	Email Contact	Conference Time
Kim Arpin	karpin@aledoisd.org	11:05-11:50

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Modeling Motion (18 days) **P.5A, P.5B, P.5C, P.5D, P.1B, P.1G, P.2B, P.4C, P.4A, P.1E, P.3B** *P.5(A) analyze different types of motion by generating and interpreting position versus time, velocity versus time, and acceleration versus time using hand graphing and real time technology such as motion detectors, photogates, or digital applications P.5(C) describe and analyze motion in one dimension using equations with the concepts of distance, displacement, speed velocity, frames of reference, and acceleration* *P.5(B) define scalar and vector quantities related to one- and two-dimensional motion and combine vectors using both graphical vector addition and the Pythagorean theorem* *P.5(D) describe and analyze acceleration in uniform circular and horizontal projectile motion in two dimensions using equations* **Forces (18 days)** **P.5D, P.5E, P.5F, P.5G, P.1C, P.1F, P.2C, P.2B, P.2C, P.3C** *P.5(D) describe and analyze acceleration in uniform circular and horizontal*	**Gravitational Forces (18 days)** **P.5F, P.5H, P.1A, P.1H, P.2A, P.2C, P.1F, P.2D, P.3B, P.1D, P.1H, P.4A** *P.5(F) calculate the effect of forces on objects, including tension, friction, normal, gravity, centripetal, and applied forces, using free body diagrams and the relationship between force and acceleration as represented by Newton's second law of motion* *P.5(H) describe and calculate, using scientific notation, how the magnitude of force between two objects depends on their masses and the distance between their centers, and predict the effects on objects in linear and orbiting systems using Newton's law of universal gravitation* **Electrical Forces (18 days)** **P.6A, P.6B, P.6C, P.6D, P.6E, P.1A, P.1H, P.3A, P.3B, P.1F, P.3C, P.4C, P.1F, P.1B, P.2C, P.3A** *P.6(A) use scientific notation and predict how the magnitude of the*	**Magnetic Forces (15 days)** **P.6B, P.1A, P.1C, P.1D, P.2C, P.3A, P.3B, P.3C, P.4A, P.4C** *P.6(B) identify and describe examples of electric and magnetic forces and fields in everyday life such as generators, motors, and transformers* **Work and Energy (15 days)** **P.7A, P.7B, P.7C, P.1C, P.1F, P.1G, P.2B, P.2C, P.3A, P.3B, P.3C, P.4A, P.4C** *P.7(A) calculate and explain work and power in one dimension and identify when work is and is not being done by or on a system* *P.7(B) investigate and calculate mechanical, kinetic, and potential energy of a system P.7(C) apply the concept of conservation of energy using the work-energy theorem, energy diagrams, and energy transformation equations, including transformations between kinetic, potential, and thermal energy* **Collisions pt 1 (5 days)** **P.7D, P.1F, P.1G, P.2A, P.4C** *P.7(D) calculate and describe the impulse and momentum of objects in physical systems such as automobile safety features, athletics, and rockets*	**Collisions pt 2 (10 days)** **P.7D, P.7E, P.1F, P.1G, P.3A P.3B, P.3C, P.4A** *P.7(D) calculate and describe the impulse and momentum of objects in physical systems such as automobile safety features, athletics, and rockets* *P.7(E) analyze the conservation of momentum qualitatively in inelastic and elastic collisions in one dimension using models, diagrams, and simulations* **Electricity and Circuits (15 days)** **P.6E, P.6D, P.6B, P.1f, P.1G, P.1H, P.2C, P.3A, P.3C, P.3B, P.4A, P.4C** *P.6(B) identify and describe examples of electric and magnetic forces and fields in everyday life such as generators, motors, and transformers* *P.6(D) analyze, design, and construct series and parallel circuits using schematics and materials such as switches, wires, resistors, lightbulbs, batteries, voltmeters, and ammeters* *P.6(E) calculate current through, potential difference across, resistance of, and power used by*

projectile motion in two dimensions using equations P.5(E) explain and apply the concepts of equilibrium and inertia as represented by Newton's first law of motion using relevant real-world examples such as rockets, satellites, and automobile safety devices P.5(F) calculate the effect of forces on objects, including tension, friction, normal, gravity, centripetal, and applied forces, using free body diagrams and the relationship between force and acceleration as represented by Newton's second law of motion P.5(G) illustrate and analyze the simultaneous forces between two objects as represented in Newton's third law of motion using free body diagrams and in an experimental design scenario	*electric force between two objects depends on their charges and the distance between their centers using Coulomb's law P.6(D) analyze, design, and construct series and parallel circuits using schematics and materials such as switches, wires, resistors, lightbulbs, batteries, voltmeters, and ammeters P.6(E) calculate current through, potential difference across, resistance of, and power used by electric circuit elements connected in both series and parallel circuits using Ohm's law P.6(B) identify and describe examples of electric and magnetic forces and fields in everyday life such as generators, motors, and transformers P.6(C) investigate and describe conservation of charge during the processes of induction, conduction, and polarization using different materials such as electroscopes, balloons, rods, fur, silk, and Van de Graaf generators*		**Waves, Sound and Light (10 days)** **P.8A, P.8B, P.8C, P.8D, P.8G, P.1A, P.1B, P.1C, P.1D, P.2B, P.2C, P.3B, P.3A, P.4A, P.4C** *P.8(C) investigate and analyze characteristics of waves, including velocity, frequency, amplitude, and wavelength, and calculate using the relationships between wave speed, frequency, and wavelength P.8(D) investigate behaviors of waves, including reflection, refraction, diffraction, interference, standing wave, the Doppler effect and polarization and superposition P.8(A) examine and describe simple harmonic motion such as masses on springs and pendulums and wave energy propagation in various types of media such as surface waves on a body of water and pulses in ropes P.8(B) compare the characteristics of transverse and longitudinal waves, including electromagnetic and sound waves P.8(G) describe and predict image formation as a consequence of reflection from a plane mirror and refraction through a thin convex lens* **Electromagnetic Radiation (5 days)** **P.8B, P.8D, P.8E, P.8F, P.9A, P.9B, P.9C, P.1F, P.1E, P.1G, P.2C, P.3A, P.3B, P.3C, P.4B, P.4C** *P.8(D) investigate behaviors of waves, including reflection, refraction, diffraction, interference, standing wave, the Doppler effect and polarization and superposition P.8(B) compare the characteristics of transverse and longitudinal waves, including electromagnetic and sound waves*

			P.8(E) compare the different applications of the electromagnetic spectrum, including radio telescopes, microwaves, and x-rays P.8(F) investigate the emission spectra produced by various atoms and explain the relationship to the electromagnetic spectrum

Grading Policy / Make-Up Work / Retest & Redo
Please see Aledo ISD Grading Guidelines for details.

2025-26 Instructional Plan

Course Name: AP Physics

Course Instructor	Email Contact	Conference Time
David Caruso	dcaruso@aledoisd.org	8th Period

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills
College Board

Grading Cycle 1	Grading Cycle 2	Grading Cycle 3	Grading Cycle 4
Kinematics 1.1 Scalars and Vectors in One Dimension 1 2 3 1.2 1 2 3 1.3 Representing Motion 1 2 3 1.4 Reference Frames and Relative Motion 1 2 3 1.5 Vectors and Motion in Two Dimensions **Force and translational Dynamics** 2.1 Systems and Center of Mass 1 2 3 2.2 Forces and Free-Body Diagrams 1 2 3 2.3 Newton's Third Law 1 2 3 2.4 1 2 3 2.5 Newton's Second Law 1 2 3 2.6 Gravitational Force 1 2 3 2.7 1 2 3 2.8 Spring Forces 1 2 3 2.9 Circular Motion	**Work, Power and Energy** 3.1 Translational Kinetic Energy 1 2 3 3.2 Work 1 2 3 3.3 Potential Energy 1 2 3 3.4 Conservation of Energy 1 2 3 3.5 Power **Momentum** 4.1 Linear Momentum 1 2 3 4.2 Change in Momentum and Impulse 1 2 3 4.3 Conservation of Linear Momentum 1 2 3 4.4 Elastic and Inelastic Collisions	**Torque and Rotational dynamics** 5.1 Rotational Kinematics 1 2 3 5.2 Connecting Linear and Rotational Motion 1 2 3 5.3 1 2 3 5.4 1 2 3 5.5 Rotational Equilibrium and Newton's First Law in Rotational Form 1 2 3 5.6 Newton's Second Law in Rotational Form **Energy and Momentum of Rotating Systems** 6.1 Rotational Kinetic Energy 1 2 3 1 6.2 Torque and Work 2 3 6.3 Angular Momentum and Angular Impulse 1 2 3 6.4 Conservation of Angular Momentum 1 2 3 1 6.5 Rolling 2 3 6.6 Motion of Orbiting Satellites	**Oscillations** 7.1 Defining Simple Harmonic Motion (SHM) 1 2 3 7.2 Frequency and Period of SHM 1 2 3 7.3 Representing and Analyzing SHM 1 2 3 7.4 Energy of Simple Harmonic Oscillators **Fluids** 8.1 Internal Structure and Density 1 2 3 8.2 Pressure 1 2 3 8.3 Fluids and Newton's Laws 1 2 3 8.4 Fluids and Conservation Laws

Grading Policy / Make-Up Work / Retest & Redo

Please see Aledo ISD Grading Guidelines for details.

2025-26 Instructional Plan

Course Name: AP Physics 2 Science

Course Instructor	Email Contact	Conference Time
David Caruso	dcaruso@aledoisd.org	8th Period (3:15 – 4:10)

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills
College Board

Grading Cycle 1	Grading Cycle 2	Grading Cycle 3	Grading Cycle 4
Thermodynamics 9.1 Kinetic Theory of Temperature and Pressure 1 2 3 9.2 Ideal Gas Law 1 2 3 9.3 Thermal Energy Transfer and Equilibrium 1 2 3 9.4 1 2 3 9.5 Specific Heat and Thermal Conductivity 1 2 3 9.6 Entropy and the Second Law of Thermodynamics **Electric Force, Field, and Potential** 10.1 Electric Charge and Electric Force 10.2 Conservation of Electric Charge and the Process of Charging 10.3 Electric Fields 10.4 Electric Potential Energy 10.5 Electric Potential 10.6 Capacitors 10.7 Conservation of Electrical Energy	**Electric Circuits** 11.1 Electric currents 11.2 Simple Circuits 11.3 Resistance, Resistivity, amd Ohms Law 11.4 Electric Power 11.5 Compound direct Current Circuits 11.6 Kirchoff's Loop Rule 11.7 Kirchoff's Junction rule 11.8 Resistor-Capacitor Circuits **Magnetism and Electromagnetism** 12. 1 Magnetic Fields 12. 2 Magnetism and moving charges 12.3 Magnetism and Current Carrying wires 12. 4 Electromagnetic Induction and Faraday's Law	**Geometric Optics** 13.1 Reflection 13.2 Images formed by Mirrors 13.3 Refraction 13.4 Images formed by Lenses **Waves, Sound, and Physical Optics** 14.1 Properties of Waves - Pulses and Waves 14.2The Bohr Model of Atomic Structure 14.3 boundary Behavior of waves and polarization 14.4 Electromagnetic Waves 14.5 The Doppler Effect 14.6 Wave Inference and Standing Waves 14.7 Diffraction 14.8 Double Slit Interference and diffraction gratings 14.9 Thin-film interference	**Modern Physics** 15.1 Quantum Theory 15.2 The Bohr Model 15.3 emission Spectrum and Absorption spectra 15.4 Blackbody radiation 15.5 The Photoelectric Effect 15.6 Compton scattering 15.8 Fission, Fusion, and Nuclear Decay 15.8 Type of Radioactive decay

Grading Policy / Make-Up Work / Retest & Redo

Please see Aledo ISD Grading Guidelines for details.

2025-26 Instructional Plan

Course Name: AP Physics C Elec / Mag Science

Course Instructor	Email Contact	Conference Time
David Caruso	dcaruso@aledoisd.org	8th Period (3:15 – 4:10)

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills
College Board

Grading Cycle 1	Grading Cycle 2	Grading Cycle 3	Grading Cycle 4
Electric Charges, Fields, and Gauss's Law 8.1 Electric Charge and Electric Force 8.2 Conservation of Electric Charge and the Process of Charging 8.3 Electric Fields 8.4 Electric Fields of Charge Distributions 8.5 Electric Flux 8.6 Gauss's Law **Electric Potential** 9.1 Electric Potential Energy 9.2 Electric Potential 9.3 Conservation of Electric Energy	**Conductors and Capacitors** 10.1 Electrostatics with Conductors 10.2 Redistribution of Charge between Conductors 10.3 Capacitors 10.4 Dielectrics **Electric Circuits** 11.1 Electric Current 11.2 Simple Circuits 11.3 Resistance, Resistivity, and Ohm's Law 11.4 Electric Power 11.5 Compound Direct Current Circuits 11.6 Kirchhoff's Loop Rule 11.7 Kirchhoff's Junction Rule 11.8 Resistor Capacitor (RC) Circuits	**Magnetic Fields and Electromagnetism** 12.1 Magnetic Fields 12.2 Magnetism and Moving Charges 12.3 Magnetic Fields of Current-Carrying Wires and the Biot-Savart Law 12.4 Ampère's Law	**Electromagnetic Induction** 13.1 Magnetic Flux 13.2 Electromagnetic Induction 13.3 Induced Currents and Magnetic Forces 13.4 Inductance 13.5 Circuits with Resistors and Inductors (LR Circuits) 13.6 Circuits with Capacitors and Inductors (LC Circuits)

Grading Policy / Make-Up Work / Retest & Redo

Please see Aledo ISD Grading Guidelines for details.

2025-26 Instructional Plan

Course Name: AP Physics C Mechanics Science

Course Instructor	Email Contact	Conference Time
David Caruso	dcaruso@aledoisd.org	8th Period (3:15 – 4:10)

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills
College Board

Grading Cycle 1	Grading Cycle 2	Grading Cycle 3	Grading Cycle 4
Kinematics 1.1 Scalars and Vectors 1.2 Displacement, Velocity, and Acceleration 1.3 Representing Motion 1.4 Reference Frames and Relative Motion 1.5 Motion in Two or Three Dimensions **Force and Translational Dynamics** 2.1 Systems and Center of Mass 2.2 Forces and Free-Body Diagrams 2.3 Newton's Third Law 2.4 Newton's First Law 2.5 Newton's Second Law 2.6 Gravitational Force 2.7 Kinetic and Static Friction 2.8 Spring Forces 2.9 Resistive Forces 2.10 Circular Motion	**Work, Energy, and Power** 3.1 Translational Kinetic Energy 3.2 Work 3.3 Potential Energy 3.4 Conservation of Energy 3.5 Power **Linear Momentum** 4.1 Linear Momentum 4.2 Change in Momentum and Impulse 4.3 Conservation of Linear Momentum 4.4 Elastic and Inelastic Collisions	**Torque and Rotational Dynamics** 5.1 Rotational Kinematics 5.2 Connecting Linear and Rotational Motion 5.3 Torque 5.4 Rotational Inertia 5.5 Rotational Equilibrium and Newton's First Law in Rotational Form 5.6 Newton's Second Law in Rotational Form **Energy and Momentum of Rotating Systems** 6.1 Rotational Kinetic Energy 6.2 Torque and Work 6.3 Angular Momentum and Angular Impulse 6.4 Conservation of Angular Momentum 6.5 Rolling 6.6 Motion of Orbiting Satellites	**Oscillations** 7.1 Defining Simple Harmonic Motion (SHM) 7.2 Frequency and Period of SHM 7.3 Representing and Analyzing SHM 7.4 Energy of Simple Harmonic Oscillators 7.5 Simple and Physical Pendulums

Grading Policy / Make-Up Work / Retest & Redo

Please see Aledo ISD Grading Guidelines for details.

2025-26 Instructional Plan

Course Name: Environmental Systems

Course Instructor	Email Contact	Conference Time
Terry Snow	tsnow@aledoisd.org	11:04-11:50

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Save the Park Project (38 days) Relationships within Habitats, Ecosystems, and Biomes E.5(A-G) Resources with Local Environmental Systems E.6(B-E) Energy Flow and Environmental Resources E.7(B, D) Carrying Capacity and Ecosystem Populations E.8(A-D) Individual and Collective Actions E.11(A-B) Environmental Legislation E.13(A)	**Complete Save the Park Project (22 Days)** **Human Impact through Emissions and Pollutants (23 Days)** Resources within Local Environmental Systems E.6(A-B) Natural Patterns in Environments E.9(B) Human Impacts on Environments E.10(C-E)	**Earth's Spheres (40 days)** Energy Flow and Environmental Resources E.7(A-D) Natural Patterns in Environments E.9(E) Human Impact on Environments E.10(A-C)	**Complete Earth's Spheres (5 days)** **Future Ready Solutions (36 Days)** Individual and Collective Actions E.11(C) Ethics and Economic Priorities E.12(A-E) Environmental Legislation E.13(A-B,D)

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Anatomy & Physiology

Course Instructor	Email Contact	Conference Time
Courtney Cox	crcox@aledoisd.org	11:04-11:50 AM

Units / Topics / TEKS (Learning Objectives)

[Texas Essential Knowledge and Skills]

Grading Cycle 1	Grading Cycle 2	Grading Cycle 3	Grading Cycle 4
Course Introduction (5 days) AP.2A, AP.3A **Introduction to Anatomy and Physiology (9 days)** AP.6ABCDE **Histology (14 days)** AP.2D, AP.7AB, AP.2BG **Concept: Control, Structure, & Body Movement** **The Integumentary System (10 days)** AP.9ABCD, AP.7C	**The Nervous System (10 days) & Special Senses** (8 days) AP.11ABCDEFGHIJ, AP.2BCDEG **The Skeletal System (12 days)** AP.8ABCDEFG **The Muscular System (12 days)** AP.10ABCEFGH, AP.4ABC	**The Endocrine System (10 days)** **AP.**12ABCDEF **The Cardiovascular System (15 days)** **AP.**14ABCDEFGH **The Respiratory System (10 days)** **AP.**10ABCDEF **The Digestive System (10 days)** AP.16ABCD, AP.8D	**The Urinary/Excretory System (10 days)** AP.13ABCDEFG **The Reproductive System (10 days)** AP.18ABCDEF **Lymphatic System (10 Days)** AP.15ABCDEFG

Grading Policy / Make-Up Work / Retest & Redo

Please see Aledo ISD Grading Guidelines for details.

2025-26 Instructional Plan

Course Name: Integrated Physics and Chemistry Science

Course Instructor	Email Contact	Conference Time

Units / Topics / TEKS (Learning Objectives)

[Texas Essential Knowledge and Skills]

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Safety Rules & Procedures and Metric System (3 days) **Standards covered: 1C, 1D** **Graphing & Analyzing Motion (5 days)** **Standards covered: 5A, 5B** *I.5(A) investigate, analyze, and model motion in terms of position, velocity, acceleration, and time using tables, graphs, and mathematical relationships I.5(B) analyze data to explain the relationship between mass and acceleration in terms of the net force on an object in one dimension using force diagrams, tables, and graphs* **Momentum & Collisions (5 days)** **Standards covered: 5C, 5E** *I.5(C) apply the concepts of momentum and impulse to design, evaluate, and refine a device to minimize the net force on objects during collisions such as those that occur during vehicular accidents, sports activities, or the dropping of personal electronic devices I.5(E) construct and communicate an explanation based on evidence for how changes in mass, charge, and distance*	**Transferring Energy (8 days)** **Standards covered: 6D, 6E** *I.6(D) investigate and demonstrate the movement of thermal energy through solids, liquids, and gases by convection, conduction, and radiation such as weather, living, and mechanical systems I.6(E) plan and conduct an investigation to evaluate the transfer of energy or information through different materials by different types of waves such as wireless signals, ultraviolet radiation, and microwaves* **Renewable Energy (4 days)** **Standards covered: 6G** *I.6(G) evaluate evidence from multiple sources to critique the advantages and disadvantages of various renewable and nonrenewable energy sources and their impact on society and the environment* **Elements & Periodic Table (8 days)**	**Investigating Reaction & Solution Rates (8 days)** **Standards covered: 7F** *I.7(F) plan and conduct an investigation to provide evidence that the rate of reaction or dissolving is affected by multiple factors such as particle size, stirring, temperature, and concentration* **Changes in Chemical Reactions (10 days)** **Standards covered: 8A** *I.8(A) investigate how changes in properties are indicative of chemical reactions such as hydrochloric acid with a metal, oxidation of metal, combustion, and neutralizing an acid with a base* **Balancing Reactions (22 days)** **Standards covered: 8B** *I.8(B) develop and use models to balance chemical equations and support the claim that atoms, and therefore mass, are conserved during a chemical reaction*	**Nuclear Reactions (4 days)** **Standards covered: 8C** *I.8(C) research and communicate the uses, advantages, and disadvantages of nuclear reactions in current technologies* **Chemistry's Impact on Environment (19 days)** **Standards covered: 8D** *I.8(D) construct and communicate an evidence-based explanation of the environmental impact of the end-products of chemical reactions* **Stoichiometry (19 days)** **Standards covered:** *C.9(C) perform stoichiometric calculations, including determination of mass relationships, gas volume relationships, and percent yield*

affect the strength of gravitational and electrical forces between two objects **The Four Fundamental Forces (4 days)** **Standards covered: 5D** *I.5(D) describe the nature of the four fundamental forces: gravitation; electromagnetic; the strong and weak nuclear forces, including fission and fusion; and mass-energy equivalency* **Gravity & Electromagnetism (4 days)** **Standards covered: 5E** *I.5(E) construct and communicate an explanation based on evidence for how changes in mass, charge, and distance affect the strength of gravitational and electrical forces between two objects* **Series & Parallel Circuits (5 days)** **Standards covered: 6A** *I.6(A) design and construct series and parallel circuits that model real-world circuits such as in-home wiring, automobile wiring, and simple electrical devices to evaluate the transfer of electrical energy* **Generating Electricity (5 days)** **Standards covered: 6B** *I.6(B) design, evaluate, and refine a device that generates electrical energy through the interaction of electric charges and magnetic fields* **Conservation of Energy (7 days)** **Standards covered: 6C** *I.6(C) plan and conduct an investigation to provide evidence that energy is conserved within a closed system*	**Standards covered: 7A, 7B** *I.7(A) model basic atomic structure and relate an element's atomic structure to its bonding, reactivity, and placement on the Periodic Table I.7(B) use patterns within the Periodic Table to predict the relative physical and chemical properties of elements* **Properties & Substances (6 days)** **Standards covered: 7C,** *I.7(C) explain how physical and chemical properties of substances are related to their usage in everyday life such as in sunscreen, cookware, industrial applications, and fuels* **Atomic Emission Spectra (8 days)** **Standards covered: 7E** *I.7(E) explain how atomic energy levels and emission spectra present evidence for the wave particle duality*		

Grading Policy / Make-Up Work / Retest & Redo			
Please see Aledo ISD Grading Guidelines for details.			

2025-26 Instructional Plan

Course Name: AP Environmental Systems

Course Instructor	Email Contact	Conference Time
Meroney, Hunter	Hmeroney@aledoisd.org	3rd

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills
College Board

Grading Cycle 1	Grading Cycle 2	Grading Cycle 3	Grading Cycle 4
The Living World: Ecosystems 1.1 Introduction to Ecosystems 1 ERT 1.2 Terrestrial Biomes ERT 1.3 Aquatic Biomes ERT 1.4 The Carbon Cycle ERT 1.5 The Nitrogen Cycle ERT 1.6 The Phosphorus Cycle ERT 1.7 The Hydrologic (Water) Cycle ENG 1.8 Primary Productivity ENG 1.9 Trophic Levels ENG 1.10 Energy Flow and the 10% Rule 6 ENG 1.11 Food Chains and Food Webs **The Living World: Biodiversity** 2.1 Introduction to Biodiversity ERT 2.2 Ecosystem Services ERT 2.3 Island Biogeography ERT 2.4 Ecological Tolerance ERT 2.5 Natural Disruptions to Ecosystems 5 ERT 2.6 Adaptations ERT 2.7 Ecological Succession	**Populations** 3.1 Generalist and Specialist Species 1 ERT 3.2 K-Selected r-Selected Species 5 ERT 3.3 Survivorship Curves 5 ERT 3.4 Carrying Capacity 5 ERT 3.5 Population Growth and Resource Availability 6 EIN 3.6 Age Structure Diagrams 5 EIN 3.7 Total Fertility Rate 5 EIN 3.8 Human Population Dynamics 7 EIN 3.9 Demographic Transition **Earth Systems and Resources** 4.1 Plate Tectonics 2 ERT 4.2 Soil Formation and Erosion 4 ERT 4.3 Soil Composition and Properties 4 ERT 4.4 Earth's Atmosphere 2 ERT 4.5 Global Wind Patterns 2 ERT 4.6 Watersheds 1 ENG 4.7 Solar Radiation and Earth's Seasons 2 ENG 4.8 Earth's Geography	**Energy Resources and Consumption** 6.1 Renewable and Nonrenewable Resources 1 ENG 6.2 Global Energy Consumption 6 ENG 6.3 Fuel Types and Uses 1 ENG 6.4 Distribution of Natural Energy Resources 2 ENG 6.5 Fossil Fuels 7 ENG 6.6 Nuclear Power 2 ENG 6.7 Energy from Biomass 7 ENG 6.8 Solar Energy 5 ENG 6.9 Hydroelectric Power 7 ENG 6.10 Geothermal Energy 1 ENG 6.11 Hydrogen Fuel Cell 1 ENG 6.12 Wind Energy 7 ENG 6.13 Energy Conservation **Atmospheric Pollution** 7.1 Introduction to Air 4 Pollution STB 7.2 Photochemical Smog 5 STB 7.3 Thermal Inversion 2 STB 7.4 Atmospheric CO_2 and Particulates 4 STB 7.5 Indoor Air Pollutants 5 STB 7.6 Reduction of Air Pollutants 7 STB 7.7 Acid Rain 4	**Aquatic and Terrestrial Pollution** 8.1 Sources of Pollution 1 STB 8.2 Human Impacts on Ecosystems 6 STB 8.3 Endocrine Disruptors 1 STB 8.4 Human Impacts on Wetlands and Mangroves 7 STB 8.5 Eutrophication 2 STB 8.6 Thermal Pollution 1 STB 8.7 Persistent Organic Pollutants (POPs) 1 STB 8.8 Bioaccumulation and Biomagnification 4 STB 8.9 Solid Waste Disposal 7 STB 8.10 Waste Reduction Methods 6 STB 8.11 Sewage Treatment 2 EIN 8.12 Lethal Dose 50% (LD50) 6 EIN 8.13 Dose Response Curve 5 EIN 8.14 Pollution and Human Health 4 EIN 8.15 Pathogens and Infectious Diseases **Global Change** 9.1 Stratospheric Ozone 1 Depletion STB 9.2 Reducing Ozone Depletion 7 STB 9.3 The Greenhouse Effect 1

	and Climate 2 ENG 4.9 El Niño and La Niña **Land and Water Use** 5.1 The Tragedy of the 1 Commons EIN 5.2 Clearcutting 1 EIN 5.3 The Green Revolution 3 EIN 5.4 Impacts of Agricultural 1 Practices EIN 5.5 Irrigation Methods 7 EIN 5.6 Pest Control Methods 7 EIN 5.7 Meat Production 5 Methods EIN 5.8 Impacts of Overfishing 7 EIN 5.9 Impacts of Mining 7 EIN 5.10 Impacts of Urbanization 7 EIN 5.11 Ecological Footprints 5 STB 5.12 Introduction to 5 Sustainability STB 5.13 Methods to Reduce 4 Urban Runoff STB 5.14 Integrated Pest Management 7 STB 5.15 Sustainable Agriculture 7 STB 5.16 Aquaculture 7 STB 5.17 Sustainable Forestry	STB 7.8 Noise Pollution	STB 9.4 Increases in the Greenhouse Gases 2 STB 9.5 Global Climate Change 5 STB 9.6 Ocean Warming 7 STB 9.7 Ocean Acidification 1 EIN 9.8 Invasive Species 7 EIN 9.9 Endangered Species 7 EIN 9.10 Human Impacts on Biodiversity
Grading Policy / Make-Up Work / Retest & Redo			
Please see Aledo ISD Grading Guidelines for details.			

2025-26 Instructional Plan

Course Name: Forensics

Course Instructor	Email Contact	Conference Time
M. Taylor Willmer	mwillmer@aledoisd.org	11:04-11:50

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

Grading Cycle 1	Grading Cycle 2	Grading Cycle 3	Grading Cycle 4
Unit 1: Intro to Forensics, History, Careers, and Law (16 days) **Standards covered: 6 A-B, 7 A-E, 8 A-C** **Unit 2: Crime Scene Investigation & Evidence Collection (19 days)** **Standards covered: 6B, 7 A-D, 9 A-G**	**Unit 3 Trace Evidence - Hair, Fiber, & Glass (17 days)** **Standards covered: 9G, 12 A-E, 13 A-D** **Unit 4 Fingerprints (9 days)** **Standards covered: 9G, 10 A-F** **Unit 5 Questioned Documents & Counterfeiting (7 days)** **Standards covered: 9G, 14 A-C**	**Unit 6: Ballistics, Toolmarks, & Impressions (13 days)** **Standards covered: 11 A-D, 15 A-E** **Unit 7: Toxicology- Drugs, Alcohol, & Poisons (14 days)** **Standards covered: 16 A-C, 17 A-D** **Unit: 8 Serology & Blood Spatter (14 days)** **Standards covered: 18 A-C, 19 A-B**	**Unit 9: DNA Profiling (14 days)** **Standards covered: 19 A-G** **Unit 10: Death Investigation-Decomposition & Anthropology (18 days)** **Standards covered: 20 A-D, 21 A-E** **U** **Unit 1-10 End of Year Project (8 days)** **Standards covered:**

Grading Policy / Make-Up Work / Retest & Redo

Please see Aledo ISD Grading Guidelines for details.

(2.3.B) Describe the fluid mosaic model of cell membranes.
(2.4.A) Explain how the structure of biological membranes influences selective permeability.
(2.4.B) Describe the role of the cell wall in maintaining cell structure and function.
(2.5.A) Describe the mechanisms that organisms use to maintain solute and water balance.
(2.5.B) Describe the mechanisms that organisms use to transport large molecules across the plasma membrane.
(2.6.A) Explain how the structure of a molecule affects its ability to pass through the plasma membrane.
(2.7.A) Explain how concentration gradients affect the movement of molecules across membranes.
(2.7.B) Explain how osmoregulatory mechanisms contribute to the health and survival of organisms.
(2.8.A) Describe the processes that allow ions and other molecules to move across membranes.
(2.9.A) Describe the membrane- bound structures of the eukaryotic cell.
(2.9.B) Explain how internal membranes and membrane-bound organelles contribute to compartmentalization of eukaryotic cell functions.
(2.10.A) Describe similarities and/or differences in compartmentalization between prokaryotic and eukaryotic cells.

Cellular Energenics

(3.1.A) Explain how enzymes affect the rate of biological reactions.
(3.2.A) Explain how changes to the structure of an enzyme may affect its function.
transduction pathway in producing a cellular response.
(4.3.A) Describe the different types of cellular responses elicited by a signal transduction pathway.
(4.3.B) Explain how a change in the structure of any signaling molecule affects the activity of the signaling pathway.
(4.4.A) Explain how positive and negative feedback helps maintain homeostasis.
(4.5.A) Describe the events that occur in the cell cycle.
(4.5.B) Explain how mitosis results in the transmission of chromosomes from one generation of cells to the next.
(4.6.A) Describe the role of checkpoints in regulating the cell cycle.
(4.6.B) Describe the effects of disruptions to the cell cycle on the cell or organism.

Heredity

(5.1.A) Explain how meiosis results in the transmission of chromosomes from one generation to the next.
(5.1.B) Describe similarities and differences between the phases and outcomes of mitosis and meiosis.
(5.2.A) Explain how the process of meiosis generates genetic diversity.
(5.3.A) Explain the inheritance of genes and traits as described by Mendel's laws.
(6.6.B) Explain the connection between the regulation of gene expression and phenotypic differences in cells and organisms.
(6.7.A) Describe the various types of mutation.
(6.7.B) Explain how changes in genotype may result in changes in phenotype.
(6.7.C) Explain how alterations in DNA sequences contribute to variation that can be subject to natural selection.
(6.8.A) Explain the use of genetic engineering techniques in analyzing or manipulating DNA.

Natural Selection

(7.1.A) Describe the causes of natural selection.
(7.1.B) Explain how natural selection affects populations.
(7.2.A) Describe the importance of phenotypic variation in a population.
(7.2.B) Explain how variation in molecules within cells connects to the fitness of an organism.
(7.3.A) Explain how humans can affect diversity within a population.
(7.4.A) Explain how random occurrences affect the genetic makeup of a population.
(7.4.B) Describe the role of random processes in the evolution of specific populations.
(7.4.C) Describe the change in the genetic makeup of a population over time.
(7.5.A) Describe the conditions under which allele and genotype frequencies will change in populations.
(7.11.A) Explain how the genetic diversity of a species or population affects its ability to withstand environmental pressures.
(7.6.A) Describe the types of data that provide evidence for evolution.
(7.6.B) Explain how morphological, biochemical, and geological data provide evidence that organisms have changed over time.
of energy within an ecosystem.
(8.3.A) Describe factors that influence growth dynamics of populations.
(8.4.A) Explain how the density of a population affects and is determined by resource availability in the environment.
(8.5.A) Describe the structure of a community according to its species composition and diversity.
(8.5.B) Explain how interactions within and among populations influence community structure.
(8.6.A) Describe the relationship between ecosystem diversity and its resilience to changes in the environment.
(8.6.B) Explain how the addition or removal of any component of an ecosystem will affect its overall short-term and long- term structure.
(8.7.A) Explain the interaction between the environment and random or preexisting variations in populations.
(8.7.B) Explain how invasive species affect ecosystem dynamics.
(8.7.C) Describe human activities that lead to changes in ecosystem structure and dynamics.
(8.7.D) Explain how geological and meteorological activity leads to changes in ecosystem structure and dynamics.

(3.2.B) Explain how the cellular environment affects enzyme activity. *(3.3.A) Describe the role of energy in living organisms.* *(3.3.B) Explain how shared, conserved, and fundamental processes and features support the concept of common ancestry for all organisms.*		*(7.7.A) Describe structural and functional evidence on cellular and molecular levels that provides evidence for the common ancestry of all eukaryotes* *(7.8.A) Explain how evolution is an ongoing process in all living organisms.* *(7.9.A) Describe the types of evidence that can be used to infer an evolutionary relationship.* *(7.9.B) Explain how phylogenetic trees and cladograms can be used to infer evolutionary relatedness.*	
Grading Policy / Make-Up Work / Retest & Redo			
Please see Aledo ISD Grading Guidelines for details.			

2025-26 Instructional Plan

Course Name: Forensics

Course Instructor	Email Contact	Conference Time
Noah Bunting	nbunting@aledoisd.org	11:04 am - 11:50 am

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

Grading Cycle 1	Grading Cycle 2	Grading Cycle 3	Grading Cycle 4
Unit 1: Intro to Forensics, History, Careers, and Law (16 days) **Standards covered: 6 A-B, 7 A-E, 8 A-C** **Unit 2: Crime Scene Investigation & Evidence Collection (19 days)** **Standards covered: 6B, 7 A-D, 9 A-G**	**Unit 3 Trace Evidence - Hair, Fiber, & Glass (17 days)** **Standards covered: 9G, 12 A-E, 13 A-D** **Unit 4 Fingerprints (9 days)** **Standards covered: 9G, 10 A-F** **Unit 5 Questioned Documents & Counterfeiting (7 days)** **Standards covered: 9G, 14 A-C**	**Unit 6: Ballistics, Toolmarks, & Impressions (13 days)** **Standards covered: 11 A-D, 15 A-E** **Unit 7: Toxicology- Drugs, Alcohol, & Poisons (14 days)** **Standards covered: 16 A-C, 17 A-D** **Unit: 8 Serology & Blood Spatter (14 days)** **Standards covered: 18 A-C, 19 A-B**	**Unit 9: DNA Profiling (14 days)** **Standards covered: 19 A-G** **Unit 10: Death Investigation-Decomposition & Anthropology (18 days)** **Standards covered: 20 A-D, 21 A-E** **U** **nit 1-10 End of Year Project (8 days)** **Standards covered:**

Grading Policy / Make-Up Work / Retest & Redo

Please see Aledo ISD Grading Guidelines for details.

2025-26 Instructional Plan

Course Name: Government

Course Instructor	Email Contact	Conference Time
Derek Vierling	dvierling@aledoisd.org	2:32-3:18

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Foundations of the U.S. Constitution TEKS: GOV 1A, 1B, 1C, 1D, 1E, 6A, 6C, 6F **Unit 2: Introduction to the U.S. Constitution** TEKS: GOV 6B, 6D, 6E, 7A, 7E, 7G, 7H, 8A, 8B, 8C, 8D, 11A, 12A, 12B, 12C, 12D **Unit 3: The Branches of Government** TEKS: GOV 1F, 7A, 7B, 7C, 7D, 9B, 9C, 12E, 12F, 12G	**Unit 4: Levels of Government, the Economy and Civil Rights** TEKS: GOV 4A, 4B, 4C, 5A, 5B, 7F, 16A, 16B, 17A, 17B **Unit 5: Political Participation** TEKS: GOV 2A, 2B, 3A, 3B, 3C, 9A, 10A, 10B, 13A, 13B, 13C, 14A, 14B, 14C, 15A, 15B, 18A, 18B	**Unit 1: Foundations of the U.S. Constitution** TEKS: GOV 1A, 1B, 1C, 1D, 1E, 6A, 6C, 6F **Unit 2: Introduction to the U.S. Constitution** TEKS: GOV 6B, 6D, 6E, 7A, 7E, 7G, 7H, 8A, 8B, 8C, 8D, 11A, 12A, 12B, 12C, 12D **Unit 3: The Branches of Government** TEKS: GOV 1F, 7A, 7B, 7C, 7D, 9B, 9C, 12E, 12F, 12G	**Unit 4: Levels of Government, the Economy and Civil Rights** TEKS: GOV 4A, 4B, 4C, 5A, 5B, 7F, 16A, 16B, 17A, 17B **Unit 5: Political Participation** TEKS: GOV 2A, 2B, 3A, 3B, 3C, 9A, 10A, 10B, 13A, 13B, 13C, 14A, 14B, 14C, 15A, 15B, 18A, 18B

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Government

Course Instructor	Email Contact	Conference Time
Andy Clark	aclark@aledoisd.org	7th Period 2:32-3:18

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Foundations of the U.S. Constitution TEKS: GOV 1A, 1B, 1C, 1D, 1E, 6A, 6C, 6F **Unit 2: Introduction to the U.S. Constitution** TEKS: GOV 6B, 6D, 6E, 7A, 7E, 7G, 7H, 8A, 8B, 8C, 8D, 11A, 12A, 12B, 12C, 12D **Unit 3: The Branches of Government** TEKS: GOV 1F, 7A, 7B, 7C, 7D, 9B, 9C, 12E, 12F, 12G	**Unit 4: Levels of Government, the Economy and Civil Rights** TEKS: GOV 4A, 4B, 4C, 5A, 5B, 7F, 16A, 16B, 17A, 17B **Unit 5: Political Participation** TEKS: GOV 2A, 2B, 3A, 3B, 3C, 9A, 10A, 10B, 13A, 13B, 13C, 14A, 14B, 14C, 15A, 15B, 18A, 18B	**Unit 1: Foundations of the U.S. Constitution** TEKS: GOV 1A, 1B, 1C, 1D, 1E, 6A, 6C, 6F **Unit 2: Introduction to the U.S. Constitution** TEKS: GOV 6B, 6D, 6E, 7A, 7E, 7G, 7H, 8A, 8B, 8C, 8D, 11A, 12A, 12B, 12C, 12D **Unit 3: The Branches of Government** TEKS: GOV 1F, 7A, 7B, 7C, 7D, 9B, 9C, 12E, 12F, 12G	**Unit 4: Levels of Government, the Economy and Civil Rights** TEKS: GOV 4A, 4B, 4C, 5A, 5B, 7F, 16A, 16B, 17A, 17B **Unit 5: Political Participation** TEKS: GOV 2A, 2B, 3A, 3B, 3C, 9A, 10A, 10B, 13A, 13B, 13C, 14A, 14B, 14C, 15A, 15B, 18A, 18B

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Advanced Place Government

Course Instructor	Email Contact	Conference Time
Sam Spencer	Sspencer@aledoisd.org	1:40 - 2:26

Units / Topics / TEKS (Learning Objectives)

College Board AP Government CED

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Foundations of the American Democracy College Board Learning Objectives: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 **Unit 2: Interactions Among the Branches of Government** College Board Learning Objectives: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.5 **Unit 3: Civil Liberties and Civil Rights** College Board Learning Objectives: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3, 10, 3.11, 3.12, 3.13	**Unit 4: American Political Beliefs and Ideologies** College Board Learning Objectives: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10 **Unit 5: Political Participation** College Board Learning Objectives: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13	**Unit 1: Foundations of the American Democracy** College Board Learning Objectives: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 **Unit 2: Interactions Among the Branches of Government** College Board Learning Objectives: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.5 **Unit 3: Civil Liberties and Civil Rights** College Board Learning Objectives: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3, 10, 3.11, 3.12, 3.13	**Unit 4: American Political Beliefs and Ideologies** College Board Learning Objectives: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10 **Unit 5: Political Participation** College Board Learning Objectives: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Economics

Course Instructor	Email Contact	Conference Time
David Kubicsek	dkubicsek@aledoisd.org	2:32-3:18

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 - Banking and Investing TEKS: 2A,2B, 2C, 4A, 4B, 4C, 5A, 5B, 13A, 13B, 16A, 16B, 16C, 16D, **17B, 17C** **Unit 2 - Credit and Trade** TEKS: 3A, 3B, 3C, 10A, 10B, 10C,17A,17D, **17E,** 17F, **18A**, 18B	**Unit 3 - College and Career** TEKS: 1A, 1B, 9A, 9B, 15A, 15B, 20A, **20B**, 20C, **20D**, 20E **Unit 4 - Consumer Skills** TEKS: 6A, 6B, 7A, 7B, 8A, 8B, **11A**, 11B, 11C, 12A, 12B, 12C, 12D, **14A**, 14B, 14C, 18C, 18D, 19A, 19B	**Unit 1 - Banking and Investing** TEKS: 2A,2B, 2C, 4A, 4B, 4C, 5A, 5B, 13A, 13B, 16A, 16B, 16C, 16D, **17B, 17C** **Unit 2 - Credit and Trade** TEKS: 3A, 3B, 3C, 10A, 10B, 10C,17A,17D, **17E,** 17F, **18A**, 18B	**Unit 3 - College and Career** TEKS: 1A, 1B, 9A, 9B, 15A, 15B, 20A, **20B**, 20C, **20D**, 20E **Unit 4 - Consumer Skills** TEKS: 6A, 6B, 7A, 7B, 8A, 8B, **11A**, 11B, 11C, 12A, 12B, 12C, 12D, **14A**, 14B, 14C, 18C, 18D, 19A, 19B

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Economics

Course Instructor	Email Contact	Conference Time
Coach Stephen Reves	sreves@aledoisd.org	2:32-3:18

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 - Banking and Investing TEKS: 2A,2B, 2C, 4A, 4B, 4C, 5A, 5B, 13A, 13B, 16A, 16B, 16C, 16D, **17B, 17C** **Unit 2 - Credit and Trade** TEKS: 3A, 3B, 3C, 10A, 10B, 10C,17A,17D, **17E,** 17F, **18A**, 18B	**Unit 3 - College and Career** TEKS: 1A, 1B, 9A, 9B, 15A, 15B, 20A, **20B**, 20C, **20D**, 20E **Unit 4 - Consumer Skills** TEKS: 6A, 6B, 7A, 7B, 8A, 8B, **11A**, 11B, 11C, 12A, 12B, 12C, 12D, **14A**, 14B, 14C, 18C, 18D, 19A, 19B	**Unit 1 - Banking and Investing** TEKS: 2A,2B, 2C, 4A, 4B, 4C, 5A, 5B, 13A, 13B, 16A, 16B, 16C, 16D, **17B, 17C** **Unit 2 - Credit and Trade** TEKS: 3A, 3B, 3C, 10A, 10B, 10C,17A,17D, **17E,** 17F, **18A**, 18B	**Unit 3 - College and Career** TEKS: 1A, 1B, 9A, 9B, 15A, 15B, 20A, **20B**, 20C, **20D**, 20E **Unit 4 - Consumer Skills** TEKS: 6A, 6B, 7A, 7B, 8A, 8B, **11A**, 11B, 11C, 12A, 12B, 12C, 12D, **14A**, 14B, 14C, 18C, 18D, 19A, 19B

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: OnRamps Economics

Course Instructor	Email Contact	Conference Time
Karah Dale	kdale@aledoisd.org	1:40 p.m.- 2:26 p.m.

Units / Topics / TEKS (Learning Objectives)

UT On Ramps Curriculum

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Foundations of Economics TEKS: 1A, 1B, 1C, 1D, 3A, 4C, 5B, 7A, 18B, 11C, 19B, 19A, 20A, 20B, 20C, 20D, 7B, 9A, 10B, 9A, 21A **Unit 2: The Role of Markets** TEKS: 2A, 2B, 14C, 19B, 2C, 4A, 21C, 21D, 14A, 18A, 21A, 22A, 23, 14C, 5A, 5B, 6B, 10C, 13B, 21E, 6A, 8B	**Unit 3: The Theory of the Firm** TEKS: 7A, 8A, 10A, 15A, 15B, 21A, 21B, 21E, 8B, 7B, 22C **Unit 4: Consumer Behavior** TEKS: 21A, 21E, 1C, 18A, 17B, 17D, 17E,17F, 16D, 17C, 1C, 18C, 18D, 12A, 12C, 21C, 22B, 14A, 17D, 17E, 19B, 23	**Unit 1: Foundations of Economics** TEKS: 1A, 1B, 1C, 1D, 3A, 4C, 5B, 7A, 18B, 11C, 19B, 19A, 20A, 20B, 20C, 20D, 7B, 9A, 10B, 9A, 21A **Unit 2: The Role of Markets** TEKS: 2A, 2B, 14C, 19B, 2C, 4A, 21C, 21D, 14A, 18A, 21A, 22A, 23, 14C, 5A, 5B, 6B, 10C, 13B, 21E, 6A, 8B **Unit 3: The Theory of the Firm** TEKS: 7A, 8A, 10A, 15A, 15B, 21A	**Unit 3: The Theory of the Firm** TEKS: 7A, 8A, 21A, 21B, 21E, 7B, 22C **Unit 4: Consumer Behavior** TEKS: 21A, 21E, 1C, 18A, 17B, 17D, 17E,17F, 16D, 17C, 1C, 18C, 18D, 12A, 12C, 21C, 22B, 14A, 17D, 17E, 19B, 23

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Advanced Placement Macroeconomics

Course Instructor	Email Contact	Conference Time
Karah Dale	kdale@aledoisd.org	6th period - 1:40-2:26

Units / Topics / TEKS (Learning Objectives)

AP Macroeconomics College Board CED

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 -Basic Economic Concepts College Board Learning Objectives: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 **Unit 2 - Economic Indicators and the Business Cycle** College Board Learning Objectives: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 **Unit 3- National Income and Price Determination** College Board Learning Objectives: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9	**Unit 4 - Financial Sector** College Board Learning Objectives: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 **Unit 5 - Long-Run Consequences of Stabilization Policies** College Board Learning Objectives: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 **Unit 6 - Open Economy—International Trade and Finance** College Board Learning Objectives: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6	**Unit 1 -Basic Economic Concepts** College Board Learning Objectives: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 **Unit 2 - Economic Indicators and the Business Cycle** College Board Learning Objectives: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 **Unit 3- National Income and Price Determination** College Board Learning Objectives: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9	**Unit 4 - Financial Sector** College Board Learning Objectives: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, **Unit 5 - Long-Run Consequences of Stabilization Policies** College Board Learning Objectives: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 **Unit 6 - Open Economy—International Trade and Finance** College Board Learning Objectives: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: World History

Course Instructor	Email Contact	Conference Time
Blake Burns	baburns@aledoisd.org	1:40 - 2:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Beginnings of Civilization 4 million B.C. - 200 B. C. TEKS: WH 1A, 2A, 2B, 2C, 15A, 15B, 16A, 18A, 18B, 19A, 19B, 22A, 22B, 23A, 26A, 28A **Unit 2: New Directions in Government and Society 2000B. C. - A.D. 700** TEKS: WH 1B, 2C, 3A, 4I, 15A, 15B, 15C, 18B, 19A, 20B, 21B, 22B, 22C, 23A, 24A, 24B, 25B, 26A, 26E **Unit 3 An Age of Exchange and Encounter 500-1500** TEKS: WH 1C, 3B, 3C, 4A, 4B, 4C, 4D, 4F, 4G, 4I, 4J, 7E, 15A, 19A, 19B, 22A, 22B, 22C, 25A, 26A	**Unit 4 Connecting Hemispheres 500-1800** TEKS: WH 1D, 4H, 5A, 5B, 6A, 6B, 7A, 7B, 7C, 7D, 7F, 15A, 23B, 24C, 25A, 25B, 26B, 26C **Unit 5 Absolutism to Revolution 1500-1900** TEKS: WH 1E, 9A, 9B, 9C, 9D, 15A, 19A, 19B, 19C, 20A, 20B, 20C, 21A, 21F, 23A, 26D, 26E	**Unit 6 Industrialism and the Race for Empire 1700-1914** TEKS: WH 1E, 8A, 8B, 8C, 8D, 15A, 15B, 16B, 17A, 23B, 27A, 27B, 27E **Unit 7 The World at War 1900-1945** 7.1 1900-1920 TEKS: WH 1F, 10A, 10B, 10C, 10D, 11A, 11B, 12A, 12B, 12C, 15A, 15C, 17B, 17C, 17D, 19D, 21D, 21F, 23A, 23B, 27C, 27E	**Unit 8 1945-Present** TEKS: WH 1F, 4E, 13A, 13B, 13C, 13D, 13E, 13F, 14A, 14B, 14C, 15A, 15C, 16C, 17E, 21C, 21D, 21E, 21F, 23B, 24D, 27C, 27D

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: World History

Course Instructor	Email Contact	Conference Time
John Collins	jcollins@aledoisd.org	1:40 PM -2:26 PM

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Beginnings of Civilization 4 million B.C. - 200 B. C. TEKS: WH 1A, 2A, 2B, 2C, 15A, 15B, 16A, 18A, 18B, 19A, 19B, 22A, 22B, 23A, 26A, 28A **Unit 2: New Directions in Government and Society 2000B. C. - A.D. 700** TEKS: WH 1B, 2C, 3A, 4I, 15A, 15B, 15C, 18B, 19A, 20B, 21B, 22B, 22C, 23A, 24A, 24B, 25B, 26A, 26E **Unit 3 An Age of Exchange and Encounter 500-1500** TEKS: WH 1C, 3B, 3C, 4A, 4B, 4C, 4D, 4F, 4G, 4I, 4J, 7E, 15A, 19A, 19B, 22A, 22B, 22C, 25A, 26A	**Unit 4 Connecting Hemispheres 500-1800** TEKS: WH 1D, 4H, 5A, 5B, 6A, 6B, 7A, 7B, 7C, 7D, 7F, 15A, 23B, 24C, 25A, 25B, 26B, 26C **Unit 5 Absolutism to Revolution 1500-1900** TEKS: WH 1E, 9A, 9B, 9C, 9D, 15A, 19A, 19B, 19C, 20A, 20B, 20C, 21A, 21F, 23A, 26D, 26E	**Unit 6 Industrialism and the Race for Empire 1700-1914** TEKS: WH 1E, 8A, 8B, 8C, 8D, 15A, 15B, 16B, 17A, 23B, 27A, 27B, 27E **Unit 7 The World at War 1900-1945** 7.1 1900-1920 TEKS: WH 1F, 10A, 10B, 10C, 10D, 11A, 11B, 12A, 12B, 12C, 15A, 15C, 17B, 17C, 17D, 19D, 21D, 21F, 23A, 23B, 27C, 27E	**Unit 8 1945-Present** TEKS: WH 1F, 4E, 13A, 13B, 13C, 13D, 13E, 13F, 14A, 14B, 14C, 15A, 15C, 16C, 17E, 21C, 21D, 21E, 21F, 23B, 24D, 27C, 27D

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: World History

Course Instructor	Email Contact	Conference Time
Sam Spencer	sspencer@aledoisd.org	1:40 PM -2:26 PM

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Beginnings of Civilization 4 million B.C. - 200 B. C. TEKS: WH 1A, 2A, 2B, 2C, 15A, 15B, 16A, 18A, 18B, 19A, 19B, 22A, 22B, 23A, 26A, 28A **Unit 2: New Directions in Government and Society 2000B. C. - A.D. 700** TEKS: WH 1B, 2C, 3A, 4I, 15A, 15B, 15C, 18B, 19A, 20B, 21B, 22B, 22C, 23A, 24A, 24B, 25B, 26A, 26E **Unit 3 An Age of Exchange and Encounter 500-1500** TEKS: WH 1C, 3B, 3C, 4A, 4B, 4C, 4D, 4F, 4G, 4I, 4J, 7E, 15A, 19A, 19B, 22A, 22B, 22C, 25A, 26A	**Unit 4 Connecting Hemispheres 500-1800** TEKS: WH 1D, 4H, 5A, 5B, 6A, 6B, 7A, 7B, 7C, 7D, 7F, 15A, 23B, 24C, 25A, 25B, 26B, 26C **Unit 5 Absolutism to Revolution 1500-1900** TEKS: WH 1E, 9A, 9B, 9C, 9D, 15A, 19A, 19B, 19C, 20A, 20B, 20C, 21A, 21F, 23A, 26D, 26E	**Unit 6 Industrialism and the Race for Empire 1700-1914** TEKS: WH 1E, 8A, 8B, 8C, 8D, 15A, 15B, 16B, 17A, 23B, 27A, 27B, 27E **Unit 7 The World at War 1900-1945** 7.1 1900-1920 TEKS: WH 1F, 10A, 10B, 10C, 10D, 11A, 11B, 12A, 12B, 12C, 15A, 15C, 17B, 17C, 17D, 19D, 21D, 21F, 23A, 23B, 27C, 27E	**Unit 8 1945-Present** TEKS: WH 1F, 4E, 13A, 13B, 13C, 13D, 13E, 13F, 14A, 14B, 14C, 15A, 15C, 16C, 17E, 21C, 21D, 21E, 21F, 23B, 24D, 27C, 27D

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: World History

Course Instructor	Email Contact	Conference Time
Joe Roquemore	jroquemore@aledoisd.org	Period 6 1:40-2:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Beginnings of Civilization 4 million B.C. - 200 B. C. TEKS: WH 1A, 2A, 2B, 2C, 15A, 15B, 16A, 18A, 18B, 19A, 19B, 22A, 22B, 23A, 26A, 28A **Unit 2: New Directions in Government and Society 2000B. C. - A.D. 700** TEKS: WH 1B, 2C, 3A, 4I, 15A, 15B, 15C, 18B, 19A, 20B, 21B, 22B, 22C, 23A, 24A, 24B, 25B, 26A, 26E **Unit 3 An Age of Exchange and Encounter 500-1500** TEKS: WH 1C, 3B, 3C, 4A, 4B, 4C, 4D, 4F, 4G, 4I, 4J, 7E, 15A, 19A, 19B, 22A, 22B, 22C, 25A, 26A	**Unit 4 Connecting Hemispheres 500-1800** TEKS: WH 1D, 4H, 5A, 5B, 6A, 6B, 7A, 7B, 7C, 7D, 7F, 15A, 23B, 24C, 25A, 25B, 26B, 26C **Unit 5 Absolutism to Revolution 1500-1900** TEKS: WH 1E, 9A, 9B, 9C, 9D, 15A, 19A, 19B, 19C, 20A, 20B, 20C, 21A, 21F, 23A, 26D, 26E	**Unit 6 Industrialism and the Race for Empire 1700-1914** TEKS: WH 1E, 8A, 8B, 8C, 8D, 15A, 15B, 16B, 17A, 23B, 27A, 27B, 27E **Unit 7 The World at War 1900-1945** 7.1 1900-1920 TEKS: WH 1F, 10A, 10B, 10C, 10D, 11A, 11B, 12A, 12B, 12C, 15A, 15C, 17B, 17C, 17D, 19D, 21D, 21F, 23A, 23B, 27C, 27E	**Unit 8 1945-Present** TEKS: WH 1F, 4E, 13A, 13B, 13C, 13D, 13E, 13F, 14A, 14B, 14C, 15A, 15C, 16C, 17E, 21C, 21D, 21E, 21F, 23B, 24D, 27C, 27D

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Advanced Placement World History

Course Instructor	Email Contact	Conference Time
Donna Bonaldi	Dbonaldi@aledoisd.org	6th period - 1:40-2:26

Units / Topics / TEKS (Learning Objectives)

AP World History College Board CED

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: The Global Tapestry College Board Learning Objectives: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 **Unit 2: Networks of Exchange** College Board Learning Objectives: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 **Unit 3: Land-Based Empires** College Board Learning Objectives: 3.1, 3.2, 3.3, 3.4	**Unit 4: Transoceanic Interconnections** College Board Learning Objectives: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8 **Unit 5: Revolutions** College Board Learning Objectives: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	**Unit 6: Consequences of Industrialization** College Board Learning Objectives: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8 **Unit 7: Global Conflict** College Board Learning Objectives: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9	**Unit 8: Cold War and Decolonization** College Board Learning Objectives: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9 **Unit 9: Globalization** College Board Learning Objectives: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Advanced Placement World History

Course Instructor	Email Contact	Conference Time
Karah Dale	kdale@aledoisd.org	6th period - 1:40-2:26

Units / Topics / TEKS (Learning Objectives)

AP World History College Board CED

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: The Global Tapestry College Board Learning Objectives: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 **Unit 2: Networks of Exchange** College Board Learning Objectives: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 **Unit 3: Land-Based Empires** College Board Learning Objectives: 3.1, 3.2, 3.3, 3.4	**Unit 4: Transoceanic Interconnections** College Board Learning Objectives: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8 **Unit 5: Revolutions** College Board Learning Objectives: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	**Unit 6: Consequences of Industrialization** College Board Learning Objectives: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8 **Unit 7: Global Conflict** College Board Learning Objectives: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9	**Unit 8: Cold War and Decolonization** College Board Learning Objectives: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9 **Unit 9: Globalization** College Board Learning Objectives: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Advanced Placement World History

Course Instructor	Email Contact	Conference Time
John Collins	jmcollins@aledoisd.org	6th period - 1:40-2:26

Units / Topics / TEKS (Learning Objectives)

AP World History College Board CED

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: The Global Tapestry College Board Learning Objectives: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 **Unit 2: Networks of Exchange** College Board Learning Objectives: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 **Unit 3: Land-Based Empires** College Board Learning Objectives: 3.1, 3.2, 3.3, 3.4	**Unit 4: Transoceanic Interconnections** College Board Learning Objectives: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8 **Unit 5: Revolutions** College Board Learning Objectives: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	**Unit 6: Consequences of Industrialization** College Board Learning Objectives: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8 **Unit 7: Global Conflict** College Board Learning Objectives: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9	**Unit 8: Cold War and Decolonization** College Board Learning Objectives: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9 **Unit 9: Globalization** College Board Learning Objectives: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: United States History

Course Instructor	Email Contact	Conference Time
Kristee Allen	kallen@aledoisd.org	13:40-14:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 0: Founding Principles TEKS: 1A, 1B, 1C, 21A and 8th grade TEKS **Unit 1: Gilded Age** TEKS: 2A, 3A, 3B, 3C,12A, 13A, 13B, 14A, 15A, 15B, 15C, 21A, 23A, 25B, 25C, 26A, 26B, 27A, 28B, 29B **Unit 2: Progressive Era** TEKS 2A, 5A, 5B, 5C, 9B, 14B, 15B, 20B, 22A, 22B, 22C, 24A, 25A, 25C, 28B, 28D, 29B **Unit 3: Rise to World Power** TEKS 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 12A, 13A, 15C, 15D, 18B, 23B, 26B, 28B, 28D, 29B	**Unit 4: Roaring '20's** TEKS 2A, 2B, 5A, 6A, 6B, 13A, 15C, 16A, 18C, 20B, 22B, 24A, 24B, 24C, 25C, 26C, 27A, 28A, 28B, 28C, 28D, 29A, 29B **Unit 5: Great Depression and New Deal** TEKS 2A, 2B, 12A, 13A, 14A, 16B, 16C, 16D, 16E, 18A, 18B, 19B, 24A, 25D, 28A, 28B, 28C, 28D, 28E, 29A, 29B **Unit 6: World War II** TEKS 2A, 2B, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 17A, 18B, 23B, 25D, 26B, 28A, 28B, 28D, 28E, 29A, 29B, 30A, 30B, 31	**Unit 7: The Cold War** TEKS: 1C, 2A, 2B, 8A, 8B, 8C, 8D, 8E, 8F, 13A, 14A, 17A, 17B, 17C, 17D, 18B, 19A, 20A, 20B, 22A, 22B, 23B, 24A, 24B, 25A, 26A, 26B, 27A, 27B, 28A, 28B, 28D, 28E, 29B **Unit 8 : The Civil Rights Movement** TEKS: 2A, 2B, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 9H, 9I, 9J, 17D, 20A, 20B, 22A, 22B, 22C, 23A, 23B, 24B, 25A, 25C, 25D, 28A, 28B, 28D, 28E, 29A, 29B	**Unit 9: 1970 - 1990** TEKS: 2A, 2B, 10A, 10B, 10C, 10D, 10E, 13A, 13B, 14B, 17E, 18C, 18D, 20A, 23A, 24D, 26A, 26C, 27A, 28A, 28B, 28D, 28E, 29A, 29B **Unit 10: 1990 to Present** TEKS: 2A, 2B, 10D, 11A, 11B, 11C, 11D, 12A, 13B, 17E, 18B, 18C, 18D, 19B, 23A, 24C, 25D, 26C, 27A, 27B, 28A, 28B, 28D, 28E, 29A, 29B

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: United States History

Course Instructor	Email Contact	Conference Time
Madsyn Kumpula	mkumpula@aledoisd.org	1:40-2:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 0: Founding Principles TEKS: 1A, 1B, 1C, 21A and 8th grade TEKS **Unit 1: Gilded Age** TEKS: 2A, 3A, 3B, 3C,12A, 13A, 13B, 14A, 15A, 15B, 15C, 21A, 23A, 25B, 25C, 26A, 26B, 27A, 28B, 29B **Unit 2: Progressive Era** TEKS 2A, 5A, 5B, 5C, 9B, 14B, 15B, 20B, 22A, 22B, 22C, 24A, 25A, 25C, 28B, 28D, 29B **Unit 3: Rise to World Power** TEKS 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 12A, 13A, 15C, 15D, 18B, 23B, 26B, 28B, 28D, 29B	**Unit 4: Roaring '20's** TEKS 2A, 2B, 5A, 6A, 6B, 13A, 15C, 16A, 18C, 20B, 22B, 24A, 24B, 24C, 25C, 26C, 27A, 28A, 28B, 28C, 28D, 29A, 29B **Unit 5: Great Depression and New Deal** TEKS 2A, 2B, 12A, 13A, 14A, 16B, 16C, 16D, 16E, 18A, 18B, 19B, 24A, 25D, 28A, 28B, 28C, 28D, 28E, 29A, 29B **Unit 6: World War II** TEKS 2A, 2B, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 17A, 18B, 23B, 25D, 26B, 28A, 28B, 28D, 28E, 29A, 29B, 30A, 30B, 31	**Unit 7: The Cold War** TEKS: 1C, 2A, 2B, 8A, 8B, 8C, 8D, 8E, 8F, 13A, 14A, 17A, 17B, 17C, 17D, 18B, 19A, 20A, 20B, 22A, 22B, 23B, 24A, 24B, 25A, 26A, 26B, 27A, 27B, 28A, 28B, 28D, 28E, 29B **Unit 8 : The Civil Rights Movement** TEKS: 2A, 2B, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 9H, 9I, 9J, 17D, 20A, 20B, 22A, 22B, 22C, 23A, 23B, 24B, 25A, 25C, 25D, 28A, 28B, 28D, 28E, 29A, 29B	**Unit 9: 1970 - 1990** TEKS: 2A, 2B, 10A, 10B, 10C, 10D, 10E, 13A, 13B, 14B, 17E, 18C, 18D, 20A, 23A, 24D, 26A, 26C, 27A, 28A, 28B, 28D, 28E, 29A, 29B **Unit 10: 1990 to Present** TEKS: 2A, 2B, 10D, 11A, 11B, 11C, 11D, 12A, 13B, 17E, 18B, 18C, 18D, 19B, 23A, 24C, 25D, 26C, 27A, 27B, 28A, 28B, 28D, 28E, 29A, 29B

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Advanced Placement US History

Course Instructor	Email Contact	Conference Time
William Smith	wsmith@aledoisd.org	6th period - 1:40-2:26

Units / Topics / TEKS (Learning Objectives)

College Board - AP US History CED

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Period 1: 1491 - 1607 College Board Learning Objectives: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 **Period 2: 1607 - 1754** College Board Learning Objectives: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 **Period 3: 1754 - 1800** College Board Learning Objectives: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13	**Period 4: 1800 - 1848** College Board Learning Objectives: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.14, **Period 5: 1844-1877** College Board Learning Objectives: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	**Period 6: 1865-1898** College Board Learning Objectives: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13, 6.14 **Period 7: 1890-1945** College Board Learning Objectives: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 7.14, 7.15	**Period 8: 1945 - 1980** College Board Learning Objectives: 8.1,8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15 **Period 9: 1980- Present** College Board Learning Objectives: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Advanced Placement US History

Course Instructor	Email Contact	Conference Time
Jordan Huemoeller M.Ed	jhuemoeller@aledoisd.org	6th period - 1:40-2:26

Units / Topics / TEKS (Learning Objectives)

College Board - AP US History CED

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Period 1: 1491 - 1607 College Board Learning Objectives: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 **Period 2: 1607 - 1754** College Board Learning Objectives: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 **Period 3: 1754 - 1800** College Board Learning Objectives: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13	**Period 4: 1800 - 1848** College Board Learning Objectives: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14 **Period 5: 1844-1877** College Board Learning Objectives: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	**Period 6: 1865-1898** College Board Learning Objectives: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13, 6.14 **Period 7: 1890-1945** College Board Learning Objectives: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 7.14, 7.15	**Period 8: 1945 - 1980** College Board Learning Objectives: 8.1,8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15 **Period 9: 1980- Present** College Board Learning Objectives: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: World Geography

Course Instructor	Email Contact	Conference Time
Justin Gee	jgee@aledoisd.org	1:40-2:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1A: Basics of Geography: Physical Geography TEKS: WG 3A, 3B, 3C, 4A, 4B, 4C, 5A, 5B, 7A, 7B, 7C, 8A, 8B, 8C, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 13B, 14B, 15B, 16B, 16C, 17B, 18D, 19A, 20A, 21D, 21E, 23C **Unit 1B: Basics of Geography: Human Geography** TEKS: WG 3A, 3B, 3C, 4A, 4B, 4C, 5A, 5B, 7A, 7B, 7C, 8A, 8B, 8C, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 13B, 14B, 15B, 16B, 16C, 17B, 18D, 19A, 20A, 21D, 21E, 23C	**Unit 2: U.S. & Canada** TEKS: WG 1A, 1B, 2A, 4B, 4C, 5A, 5B, 6A, 6B, 7B, 7D, 8A, 9A, 11C, 12A, 13A, 14C, 15A, 15B, 16A, 17D, 18D, 19A, 19B, 21A, 21D, 21B, 21C, 21E **Unit 3: Latin America** TEKS: WG 1A, 1B, 4A, 4C, 5A, 5B, 6B, 7B, 7D, 8A, 8B, 8C, 11A, 11B, 11C, 13A, 15A, 17D, 18A, 20B, 21A, 21B, 21C, 21D, 21E, 22A, 22C **Unit 4: Europe** TEKS: WG 1A, 5A, 5B, 6B, 7A, 7B, 7D, 8A, 8C, 10A, 11B, 11C, 12A, 14A, 14C, 15A, 15B, 16A, 16B, 18A, 18B, 18D, 21A, 21B, 21C, 21D, 21E, 23B, 23C	**Unit 5: Russia and the Republics** TEKS: WG 1A, 2A, 4A, 4C, 5A, 5B, 6A, 6B, 7B, 8A, 9A, 13A, 16A, 16C, 18A, 19C, 21A, 21B, 21C, 21D, 21E, 23B, 23C, **Unit 6: Southwest Asia and North Africa** TEKS: WG 2A, 4C, 5A, 5B, 6A, 7A, 7B, 8A, 12A, 12B, 13A, 14A, 14C, 16B, 17B, 17C, 18B, 19B, 21A, 21B, 21C, 21D, 21E **Unit 7: Sub-Sahara Africa** TEKS: WG 2A, 4C, 5B, 6A, 7A, 7D, 8A, 8C, 10C, 11A, 11B, 13A, 14A, 17A, 17C, 18A, 18B, 18C, 21A, 21B, 21C, 21D, 21E, 23B, 23C	**Unit 8: South Asia** TEKS: WG 2A, 3B, 4A, 4B, 5A, 5B, 7A, 7B, 7C, 8A, 8B, 10D, 11A, 11B, 12B, 13A, 14A, 14B, 14C, 17A, 17B, 17C, 18B, 21A, 21B, 21C, 21D, 21E, 23A, 23B **Unit 9: East and Southeast Asia** TEKS: WG 1A, 1B, 2A, 2B, 3B, 5A, 5B, 6B, 7C, 7D, 8A, 10B, 10D, 14B, 14C, 15A, 15B, 17A, 17B, 18A, 18B, 21A, 21B, 21C, 21D, 21E, 23B, 23C **Unit 10: Oceania, Australia and Antarctica** TEKS: WG 3B, 4B, 4C, 5A, 5B, 6A, 8A, 8C, 18A, 18C, 21A, 21B, 21C, 21D, 21E, 23B, 23C

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: World Geography

Course Instructor	Email Contact	Conference Time
Alinna Morales	amorales@aledoisd.org	6th Period: 1:40 - 2:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1A: Basics of Geography: Physical Geography TEKS: WG 3A, 3B, 3C, 4A, 4B, 4C, 5A, 5B, 7A, 7B, 7C, 8A, 8B, 8C, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 13B, 14B, 15B, 16B, 16C, 17B, 18D, 19A, 20A, 21D, 21E, 23C **Unit 1B: Basics of Geography: Human Geography** TEKS: WG 3A, 3B, 3C, 4A, 4B, 4C, 5A, 5B, 7A, 7B, 7C, 8A, 8B, 8C, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 13B, 14B, 15B, 16B, 16C, 17B, 18D, 19A, 20A, 21D, 21E, 23C	**Unit 2: U.S. & Canada** TEKS: WG 1A, 1B, 2A, 4B, 4C, 5A, 5B, 6A, 6B, 7B, 7D, 8A, 9A, 11C, 12A, 13A, 14C, 15A, 15B, 16A, 17D, 18D, 19A, 19B, 21A, 21D, 21B, 21C, 21E **Unit 3: Latin America** TEKS: WG 1A, 1B, 4A, 4C, 5A, 5B, 6B, 7B, 7D, 8A, 8B, 8C, 11A, 11B, 11C, 13A, 15A, 17D, 18A, 20B, 21A, 21B, 21C, 21D, 21E, 22A, 22C **Unit 4: Europe** TEKS: WG 1A, 5A, 5B, 6B, 7A, 7B, 7D, 8A, 8C, 10A, 11B, 11C, 12A, 14A, 14C, 15A, 15B, 16A, 16B, 18A, 18B, 18D, 21A, 21B, 21C, 21D, 21E, 23B, 23C	**Unit 5: Russia and the Republics** TEKS: WG 1A, 2A, 4A, 4C, 5A, 5B, 6A, 6B, 7B, 8A, 9A, 13A, 16A, 16C, 18A, 19C, 21A, 21B, 21C, 21D, 21E, 23B, 23C, **Unit 6: Southwest Asia and North Africa** TEKS: WG 2A, 4C, 5A, 5B, 6A, 7A, 7B, 8A, 12A, 12B, 13A, 14A, 14C, 16B, 17B, 17C, 18B, 19B, 21A, 21B, 21C, 21D, 21E **Unit 7: Sub-Sahara Africa** TEKS: WG 2A, 4C, 5B, 6A, 7A, 7D, 8A, 8C, 10C, 11A, 11B, 13A, 14A, 17A, 17C, 18A, 18B, 18C, 21A, 21B, 21C, 21D, 21E, 23B, 23C	**Unit 8: South Asia** TEKS: WG 2A, 3B, 4A, 4B, 5A, 5B, 7A, 7B, 7C, 8A, 8B, 10D, 11A, 11B, 12B, 13A, 14A, 14B, 14C, 17A, 17B, 17C, 18B, 21A, 21B, 21C, 21D, 21E, 23A, 23B **Unit 9: East and Southeast Asia** TEKS: WG 1A, 1B, 2A, 2B, 3B, 5A, 5B, 6B, 7C, 7D, 8A, 10B, 10D, 14B, 14C, 15A, 15B, 17A, 17B, 18A, 18B, 21A, 21B, 21C, 21D, 21E, 23B, 23C **Unit 10: Oceania, Australia and Antarctica** TEKS: WG 3B, 4B, 4C, 5A, 5B, 6A, 8A, 8C, 18A, 18C, 21A, 21B, 21C, 21D, 21E, 23B, 23C

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: World Geography

Course Instructor	Email Contact	Conference Time
Chad Barry	cbarry@aledoisd.org	1:40-2:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1A: Basics of Geography: Physical Geography TEKS: WG 3A, 3B, 3C, 4A, 4B, 4C, 5A, 5B, 7A, 7B, 7C, 8A, 8B, 8C, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 13B, 14B, 15B, 16B, 16C, 17B, 18D, 19A, 20A, 21D, 21E, 23C **Unit 1B: Basics of Geography: Human Geography** TEKS: WG 3A, 3B, 3C, 4A, 4B, 4C, 5A, 5B, 7A, 7B, 7C, 8A, 8B, 8C, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 13B, 14B, 15B, 16B, 16C, 17B, 18D, 19A, 20A, 21D, 21E, 23C	**Unit 2: U.S. & Canada** TEKS: WG 1A, 1B, 2A, 4B, 4C, 5A, 5B, 6A, 6B, 7B, 7D, 8A, 9A, 11C, 12A, 13A, 14C, 15A, 15B, 16A, 17D, 18D, 19A, 19B, 21A, 21D, 21B, 21C, 21E **Unit 3: Latin America** TEKS: WG 1A, 1B, 4A, 4C, 5A, 5B, 6B, 7B, 7D, 8A, 8B, 8C, 11A, 11B, 11C, 13A, 15A, 17D, 18A, 20B, 21A, 21B, 21C, 21D, 21E, 22A, 22C **Unit 4: Europe** TEKS: WG 1A, 5A, 5B, 6B, 7A, 7B, 7D, 8A, 8C, 10A, 11B, 11C, 12A, 14A, 14C, 15A, 15B, 16A, 16B, 18A, 18B, 18D, 21A, 21B, 21C, 21D, 21E, 23B, 23C	**Unit 5: Russia and the Republics** TEKS: WG 1A, 2A, 4A, 4C, 5A, 5B, 6A, 6B, 7B, 8A, 9A, 13A, 16A, 16C, 18A, 19C, 21A, 21B, 21C, 21D, 21E, 23B, 23C, **Unit 6: Southwest Asia and North Africa** TEKS: WG 2A, 4C, 5A, 5B, 6A, 7A, 7B, 8A, 12A, 12B, 13A, 14A, 14C, 16B, 17B, 17C, 18B, 19B, 21A, 21B, 21C, 21D, 21E **Unit 7: Sub-Sahara Africa** TEKS: WG 2A, 4C, 5B, 6A, 7A, 7D, 8A, 8C, 10C, 11A, 11B, 13A, 14A, 17A, 17C, 18A, 18B, 18C, 21A, 21B, 21C, 21D, 21E, 23B, 23C	**Unit 8: South Asia** TEKS: WG 2A, 3B, 4A, 4B, 5A, 5B, 7A, 7B, 7C, 8A, 8B, 10D, 11A, 11B, 12B, 13A, 14A, 14B, 14C, 17A, 17B, 17C, 18B, 21A, 21B, 21C, 21D, 21E, 23A, 23B **Unit 9: East and Southeast Asia** TEKS: WG 1A, 1B, 2A, 2B, 3B, 5A, 5B, 6B, 7C, 7D, 8A, 10B, 10D, 14B, 14C, 15A, 15B, 17A, 17B, 18A, 18B, 21A, 21B, 21C, 21D, 21E, 23B, 23C **Unit 10: Oceania, Australia and Antarctica** TEKS: WG 3B, 4B, 4C, 5A, 5B, 6A, 8A, 8C, 18A, 18C, 21A, 21B, 21C, 21D, 21E, 23B, 23C

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: World Geography

Course Instructor	Email Contact	Conference Time
Drew Baker	abaker@aledoisd.org	1:40 - 2:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1A: Basics of Geography: Physical Geography TEKS: WG 3A, 3B, 3C, 4A, 4B, 4C, 5A, 5B, 7A, 7B, 7C, 8A, 8B, 8C, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 13B, 14B, 15B, 16B, 16C, 17B, 18D, 19A, 20A, 21D, 21E, 23C **Unit 1B: Basics of Geography: Human Geography** TEKS: WG 3A, 3B, 3C, 4A, 4B, 4C, 5A, 5B, 7A, 7B, 7C, 8A, 8B, 8C, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 13B, 14B, 15B, 16B, 16C, 17B, 18D, 19A, 20A, 21D, 21E, 23C	**Unit 2: U.S. & Canada** TEKS: WG 1A, 1B, 2A, 4B, 4C, 5A, 5B, 6A, 6B, 7B, 7D, 8A, 9A, 11C, 12A, 13A, 14C, 15A, 15B, 16A, 17D, 18D, 19A, 19B, 21A, 21D, 21B, 21C, 21E **Unit 3: Latin America** TEKS: WG 1A, 1B, 4A, 4C, 5A, 5B, 6B, 7B, 7D, 8A, 8B, 8C, 11A, 11B, 11C, 13A, 15A, 17D, 18A, 20B, 21A, 21B, 21C, 21D, 21E, 22A, 22C **Unit 4: Europe** TEKS: WG 1A, 5A, 5B, 6B, 7A, 7B, 7D, 8A, 8C, 10A, 11B, 11C, 12A, 14A, 14C, 15A, 15B, 16A, 16B, 18A, 18B, 18D, 21A, 21B, 21C, 21D, 21E, 23B, 23C	**Unit 5: Russia and the Republics** TEKS: WG 1A, 2A, 4A, 4C, 5A, 5B, 6A, 6B, 7B, 8A, 9A, 13A, 16A, 16C, 18A, 19C, 21A, 21B, 21C, 21D, 21E, 23B, 23C, **Unit 6: Southwest Asia and North Africa** TEKS: WG 2A, 4C, 5A, 5B, 6A, 7A, 7B, 8A, 12A, 12B, 13A, 14A, 14C, 16B, 17B, 17C, 18B, 19B, 21A, 21B, 21C, 21D, 21E **Unit 7: Sub-Sahara Africa** TEKS: WG 2A, 4C, 5B, 6A, 7A, 7D, 8A, 8C, 10C, 11A, 11B, 13A, 14A, 17A, 17C, 18A, 18B, 18C, 21A, 21B, 21C, 21D, 21E, 23B, 23C	**Unit 8: South Asia** TEKS: WG 2A, 3B, 4A, 4B, 5A, 5B, 7A, 7B, 7C, 8A, 8B, 10D, 11A, 11B, 12B, 13A, 14A, 14B, 14C, 17A, 17B, 17C, 18B, 21A, 21B, 21C, 21D, 21E, 23A, 23B **Unit 9: East and Southeast Asia** TEKS: WG 1A, 1B, 2A, 2B, 3B, 5A, 5B, 6B, 7C, 7D, 8A, 10B, 10D, 14B, 14C, 15A, 15B, 17A, 17B, 18A, 18B, 21A, 21B, 21C, 21D, 21E, 23B, 23C **Unit 10: Oceania, Australia and Antarctica** TEKS: WG 3B, 4B, 4C, 5A, 5B, 6A, 8A, 8C, 18A, 18C, 21A, 21B, 21C, 21D, 21E, 23B, 23C

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Advanced Placement Human Geography

Course Instructor	Email Contact	Conference Time
Michael Corley	mcorley@aledoisd.org	1:40-1:26

Units / Topics / TEKS (Learning Objectives)

College Board - AP Human Geography CED

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Thinking Geographically College Board Learning Objectives: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 **Unit 2: Population and Migration Patterns and Processes** College Board Learning Objectives: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12	**Unit 3: Cultural Patterns and Processes** College Board Learning Objectives: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 **Unit 4: Political Patterns and Processes** College Board Learning Objectives: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	**Unit 5: Agriculture and Rural Land-Use Patterns and Processes** College Board Learning Objectives: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 **Unit 6: Cities and Urban Land-Use Patterns and Processes** College Board Learning Objectives: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11	**Unit 7: Industrial and Economic Development Patterns and Processes** College Board Learning Objectives: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Advanced Placement Human Geography

Course Instructor	Email Contact	Conference Time
Alinna Morales	amorales@aledoisd.org	6th Period: 1:40 - 2:26

Units / Topics / TEKS (Learning Objectives)

College Board - AP Human Geography CED

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Thinking Geographically College Board Learning Objectives: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 **Unit 2: Population and Migration Patterns and Processes** College Board Learning Objectives: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12	**Unit 3: Cultural Patterns and Processes** College Board Learning Objectives: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 **Unit 4: Political Patterns and Processes** College Board Learning Objectives: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	**Unit 5: Agriculture and Rural Land-Use Patterns and Processes** College Board Learning Objectives: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 **Unit 6: Cities and Urban Land-Use Patterns and Processes** College Board Learning Objectives: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11	**Unit 7: Industrial and Economic Development Patterns and Processes** College Board Learning Objectives: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Advanced Placement Human Geography

Course Instructor	Email Contact	Conference Time
Jennifer Faulkner	Jfaulkner@aledoisd.org	1:40-1:25

Units / Topics / TEKS (Learning Objectives)

College Board - AP Human Geography CED

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Thinking Geographically College Board Learning Objectives: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 **Unit 2: Population and Migration Patterns and Processes** College Board Learning Objectives: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12	**Unit 3: Cultural Patterns and Processes** College Board Learning Objectives: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 **Unit 4: Political Patterns and Processes** College Board Learning Objectives: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	**Unit 5: Agriculture and Rural Land-Use Patterns and Processes** College Board Learning Objectives: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 **Unit 6: Cities and Urban Land-Use Patterns and Processes** College Board Learning Objectives: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11	**Unit 7: Industrial and Economic Development Patterns and Processes** College Board Learning Objectives: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Advanced Placement European History

Course Instructor	Email Contact	Conference Time
Jordan Huemoeller	Jhuemoeller @aledoisd.org	6th period - 1:40-2:26

Units / Topics / TEKS (Learning Objectives)

College Board AP European History CED

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 - Renaissance and Exploration College Board Learning Objectives: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10,.1.11 **Unit 2: Age of Reformation** College Board Learning Objectives: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 **Unit 3 - Absolutism and Constitutionism** College Board Learning Objectives: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8	**Unit 4 - Scientific, Philosophical, and Political Developments** College Board Learning Objectives: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 **Unit 5 - Conflict, Crisis, and Reaction in the late 18th Century** College Board Learning Objectives: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9,	**Unit 6 - Industrialization and Its Effects** College Board Learning Objectives: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10 **Unit 7 - 19th Century Perspectives and Political Developments** College Board Learning Objectives: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9	**Unit 8 - 20th Century Global Conflicts** College Board Learning Objectives: 8.1,8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11 **Unit 9 - Cold War and Contemporary Europe** College Board Learning Objectives: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.79.8, 9.9, 9.10. .9.11, 9.12, 9.13, 9.14, 9.15

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Psychology

Course Instructor	Email Contact	Conference Time
Brian Mourning	bmourning@aledoisd.org	2:30 - 3:15

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Introduction to Psychology TEKS: PSY 1A, 1B, 1C, 2A, 2B, 2C, 2D, 14A, 14B, 14C, 14D, 15A, 15B, 15C, 15D, 16A, 16B, 16C, 17A, 17B **Unit 2: Body and Mind** TEKS: PSY 3A, 3B, 4A, 4B, 11F, 14A, 14B, 14C, 14D, 15A, 15B, 15C, 15D, 16A, 16B, 16C, 17A, 17B **Unit 3: Learning and Cognition** TEKS: PSY 6A, 6B, 11A, 11B, 11C, 11D, 11E, 8, 9A, 9B, 14A, 14B, 14C, 14D, 15A, 15B, 15C, 15D, 16A, 16B, 16C, 17A, 17B	**Unit 4: Development** TEKS: PSY 5A, 5B, 5C, 5D, 5E, 5F, 5G, 14A, 14B, 14C, 14D, 15A, 15B, 15C, 15D, 16A, 16B, 16C, 17A, 17B **Unit 5: Personality** TEKS: PSY 7A, 7B, 10A, 10B, 10C, 14A, 14B, 14C, 14D, 15A, 15B, 15C, 15D, 16A, 16B, 16C, 17A, 17B **Unit 6: Health and Adjustment** TEKS: PSY 12A, 12B, 12C, 12D, 12E, 12F, 13A, 13B, 13C, 13D, 13E, 13F, 13G, 18A, 18B, 14A, 14B, 14C, 14D, 15A, 15B, 15C, 15D, 16A, 16B, 16C, 17A, 17B **Unit 7: Social Psychology** TEKS: PSY 13A, 13B, 13C, 13D, 13E, 13F, 13G, 18A, 18B, 14A, 14B, 14C, 14D, 15A, 15B, 15C, 15D, 16A, 16B, 16C, 17A, 17B	**Unit 1: Introduction to Psychology** TEKS: PSY 1A, 1B, 1C, 2A, 2B, 2C, 2D, 14A, 14B, 14C, 14D, 15A, 15B, 15C, 15D, 16A, 16B, 16C, 17A, 17B **Unit 2: Body and Mind** TEKS: PSY 3A, 3B, 4A, 4B, 11F, 14A, 14B, 14C, 14D, 15A, 15B, 15C, 15D, 16A, 16B, 16C, 17A, 17B **Unit 3: Learning and Cognition** TEKS: PSY 6A, 6B, 11A, 11B, 11C, 11D, 11E, 8, 9A, 9B, 14A, 14B, 14C, 14D, 15A, 15B, 15C, 15D, 16A, 16B, 16C, 17A, 17B	**Unit 4: Development** TEKS: PSY 5A, 5B, 5C, 5D, 5E, 5F, 5G, 14A, 14B, 14C, 14D, 15A, 15B, 15C, 15D, 16A, 16B, 16C, 17A, 17B **Unit 5: Personality** TEKS: PSY 7A, 7B, 10A, 10B, 10C, 14A, 14B, 14C, 14D, 15A, 15B, 15C, 15D, 16A, 16B, 16C, 17A, 17B **Unit 6: Health and Adjustment** TEKS: PSY 12A, 12B, 12C, 12D, 12E, 12F, 13A, 13B, 13C, 13D, 13E, 13F, 13G, 18A, 18B, 14A, 14B, 14C, 14D, 15A, 15B, 15C, 15D, 16A, 16B, 16C, 17A, 17B **Unit 7: Social Psychology** TEKS: PSY 13A, 13B, 13C, 13D, 13E, 13F, 13G, 18A, 18B, 14A, 14B, 14C, 14D, 15A, 15B, 15C, 15D, 16A, 16B, 16C, 17A, 17B

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Sociology

Course Instructor	Email Contact	Conference Time
Brian Mourning	bmourning@aledoisd.org	2:30 - 3:15

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Culture and Social Structure TEKS: SOC 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 4A, 4B, 5A, 5B, 5C, 5D **Unit 2: The Individual in Society** TEKS: SOC 6A, 6B, 6C, 7A, 7B, 7C, 7D, 8A, 8B, 8C, 9A, 9B, 9C	**Unit 3: Social Inequality** TEKS: SOC 10A, 10B, 10C, 10D, 11A, 11B, 11C, 11D, 11E, 12A, 12B, 12C, 12D **Unit 4: Social Institutions** TEKS: SOC 13A, 13B, 13C, 13D, 14A, 14B, 14C, 15A, 15B, 15C, 15D, 15E **Unit 5: The Changing Social World** TEKS: SOC 17A, 17B, 18A, 18B, 18C	**Unit 1: Culture and Social Structure** TEKS: SOC 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 4A, 4B, 5A, 5B, 5C, 5D **Unit 2: The Individual in Society** TEKS: SOC 6A, 6B, 6C, 7A, 7B, 7C, 7D, 8A, 8B, 8C, 9A, 9B, 9C	**Unit 3: Social Inequality** TEKS: SOC 10A, 10B, 10C, 10D, 11A, 11B, 11C, 11D, 11E, 12A, 12B, 12C, 12D **Unit 4: Social Institutions** TEKS: SOC 13A, 13B, 13C, 13D, 14A, 14B, 14C, 15A, 15B, 15C, 15D, 15E **Unit 5: The Changing Social World** TEKS: SOC 17A, 17B, 18A, 18B, 18C

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Art 1

Course Instructor	Email Contact	Conference Time
Estee Diaz	ediaz@aledoisd.org	3:24-4:10

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Introduction to the Elements and Principles of Art **Color Theory and Application** TEKS: (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to: (A)(B)(C)(D) (2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A)(B)(C)(D) (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	**Value and Shading Techniques** **Printmaking Techniques** TEKS: (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to: (A)(B)(C)(D) (2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A)(B)(C)(D) (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical	**Perspective Drawing** **Introduction to Portraiture** TEKS: (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to: (A)(B)(C)(D) (2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A)(B)(C)(D) (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (A)(B)(C)(D) (4) Critical evaluation and response. The student responds to and analyzes the	**Introduction to Sculpture and 3D Art** **Mixed Media Exploration** **Art Critique and Art History** TEKS: (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to: (A)(B)(C)(D) (2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A)(B)(C)(D) (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical

(A)(B)(C)(D) (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A)(B)(C)(D)	periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (A)(B)(C)(D) (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A)(B)(C)(D)	artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A)(B)(C)(D)	periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (A)(B)(C)(D) (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A)(B)(C)(D)

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Art 1

Course Instructor	Email Contact	Conference Time
Alex Sharp	asharp@aledoisd.org	3:24-4:10

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Introduction to the Elements and Principles of Art **Color Theory and Application** TEKS: (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to: (A)(B)(C)(D) (2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A)(B)(C)(D) (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	**Value and Shading Techniques** **Printmaking Techniques** TEKS: (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to: (A)(B)(C)(D) (2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A)(B)(C)(D) (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical	**Perspective Drawing** **Introduction to Portraiture** TEKS: (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to: (A)(B)(C)(D) (2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A)(B)(C)(D) (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (A)(B)(C)(D) (4) Critical evaluation and response. The student responds to and analyzes the	**Introduction to Sculpture and 3D Art** **Mixed Media Exploration** **Art Critique and Art History** TEKS: (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to: (A)(B)(C)(D) (2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A)(B)(C)(D) (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical

(A)(B)(C)(D) (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A)(B)(C)(D)	periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (A)(B)(C)(D) (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A)(B)(C)(D)	artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A)(B)(C)(D)	periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (A)(B)(C)(D) (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A)(B)(C)(D)

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Art 1

Course Instructor	Email Contact	Conference Time
Linda Greenwood	lgreenwood@aledoisd.org	3:24-4:10

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Introduction to the Elements and Principles of Art **Color Theory and Application** TEKS: (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to: (A)(B)(C)(D) (2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A)(B)(C)(D) (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (A)(B)(C)(D)	**Value and Shading Techniques** **Printmaking Techniques** TEKS: (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to: (A)(B)(C)(D) (2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A)(B)(C)(D) (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global	**Perspective Drawing** **Introduction to Portraiture** TEKS: (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to: (A)(B)(C)(D) (2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A)(B)(C)(D) (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (A)(B)(C)(D) (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to	**Introduction to Sculpture and 3D Art** **Mixed Media Exploration** **Art Critique and Art History** TEKS: (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to: (A)(B)(C)(D) (2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A)(B)(C)(D) (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and

(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A)(B)(C)(D)	awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (A)(B)(C)(D) (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A)(B)(C)(D)	the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A)(B)(C)(D)	respect for the traditions and contributions of diverse cultures. The student is expected to: (A)(B)(C)(D) (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A)(B)(C)(D)
Grading Policy			
Aledo ISD Grading Guidelines			

2025-26 Instructional Plan

Course Name: Advanced Placement Art

Course Instructor	Email Contact	Conference Time
Linda Greenwood	lgreenwood@aledoisd.org	3:24-4:10

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Sculpture: **Advanced Sculptural Techniques and Innovation** **Drawing/Design:** **Advanced Observational Drawing** (a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art IV, Drawing III, Painting III, Printmaking III, Fibers III, Ceramics III, Sculpture III, Jewelry III, Photography III, Design III, Digital Art and Media III, Advanced Placement (AP) Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, AP Studio Art: Three-Dimensional Design Portfolio, AP Art	**Sculpture:** **Advanced Ceramics and Surface Treatments** **Drawing/Design:** **Advanced Perspective and Architecture** (a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art IV, Drawing III, Painting III, Printmaking III, Fibers III, Ceramics III, Sculpture III, Jewelry III, Photography III, Design III, Digital Art and Media III, Advanced Placement (AP) Studio Art:	**Sculpture:** **Environmental and Site-Specific Sculpture** **Drawing/Design:** **Experimental Mark-Making and Mediums** (a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art IV, Drawing III, Painting III, Printmaking III, Fibers III, Ceramics III, Sculpture III, Jewelry III, Photography III, Design III, Digital Art and Media III, Advanced Placement (AP) Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, AP Studio Art: Three-Dimensional Design Portfolio, AP Art History, International Baccalaureate (IB) Visual Arts II Standard	**Sculpture:** **Personal Conceptual Development** **Drawing/Design:** **Figure Drawing Mastery** (a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art IV, Drawing III, Painting III, Printmaking III, Fibers III, Ceramics III, Sculpture III, Jewelry III, Photography III, Design III, Digital Art and Media III, Advanced Placement (AP) Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, AP Studio Art: Three-Dimensional Design Portfolio, AP Art History, International Baccalaureate (IB) Visual Arts II Standard Level

History, International Baccalaureate (IB) Visual Arts II Standard Level (SL), and IB Visual Arts II Higher Level (HL) (one credit per course). There are no prerequisites for AP Art History. The prerequisites for the IB courses listed in this subsection are the corresponding Art, Level II IB courses. One credit in an Art, Level II course is a recommended prerequisite for AP Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, and AP Studio Art: Three-Dimensional Design Portfolio. The prerequisite for all other Art, Level IV courses is one credit of Art, Level III in the corresponding discipline. (b) Introduction 1, 2, 3 (c) Knowledge and skills 1A, B, C, D 2A, B, C, D, E, F 3A, B, C, D 4A, B, C, D, E, F	Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, AP Studio Art: Three-Dimensional Design Portfolio, AP Art History, International Baccalaureate (IB) Visual Arts II Standard Level (SL), and IB Visual Arts II Higher Level (HL) (one credit per course). There are no prerequisites for AP Art History. The prerequisites for the IB courses listed in this subsection are the corresponding Art, Level II IB courses. One credit in an Art, Level II course is a recommended prerequisite for AP Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, and AP Studio Art: Three-Dimensional Design Portfolio. The prerequisite for all other Art, Level IV courses is one credit of Art, Level III in the corresponding discipline. (b) Introduction 1, 2, 3 (c) Knowledge and skills 1A, B, C, D 2A, B, C, D, E, F	Level (SL), and IB Visual Arts II Higher Level (HL) (one credit per course). There are no prerequisites for AP Art History. The prerequisites for the IB courses listed in this subsection are the corresponding Art, Level II IB courses. One credit in an Art, Level II course is a recommended prerequisite for AP Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, and AP Studio Art: Three-Dimensional Design Portfolio. The prerequisite for all other Art, Level IV courses is one credit of Art, Level III in the corresponding discipline. (b) Introduction 1, 2, 3 (c) Knowledge and skills 1A, B, C, D 2A, B, C, D, E, F 3A, B, C, D 4A, B, C, D, E, F	(SL), and IB Visual Arts II Higher Level (HL) (one credit per course). There are no prerequisites for AP Art History. The prerequisites for the IB courses listed in this subsection are the corresponding Art, Level II IB courses. One credit in an Art, Level II course is a recommended prerequisite for AP Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, and AP Studio Art: Three-Dimensional Design Portfolio. The prerequisite for all other Art, Level IV courses is one credit of Art, Level III in the corresponding discipline. (b) Introduction 1, 2, 3 (c) Knowledge and skills 1A, B, C, D 2A, B, C, D, E, F 3A, B, C, D 4A, B, C, D, E, F

	3A, B, C, D 4A, B, C, D, E, F		
Grading Policy			
Aledo ISD Grading Guidelines			

2025-26 Instructional Plan

Course Name: Advanced Drawing

Course Instructor	Email Contact	Conference Time
Estee Diaz	ediaz@aledoisd.org	3:24-4:10

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Introduction to Drawing Basics **Experimental Mark-Making and Mediums** **Conceptual Drawing** (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: (A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks; (B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks; (C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance,	**Value and Shading Techniques** **Advanced Perspective and Architecture** **Abstract Drawing and Creative Expression** (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: (A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks; (B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks;	**Perspective and Proportion** **Advanced Observational Drawing** **Figure Drawing Mastery** (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent; (B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions; (C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination; (D) create original artwork to communicate thoughts, feelings, ideas, or impressions; (E) collaborate to create original works of art; and	**Texture and Surface Techniques** **Portfolio Creation and Self-Reflection** **Personal Portfolio Development** **Final Project and Portfolio Review** (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: (A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks; (B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks; (C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm,

proportion, and unity in personal artworks; and (D) explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately. (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent; (B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions; (C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination; (D) create original artwork to communicate thoughts, feelings, ideas, or impressions; (E) collaborate to create original works of art; and (F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media.	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks; and (D) explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately. (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent; (B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions; (C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination; (D) create original artwork to communicate thoughts, feelings, ideas, or impressions; (E) collaborate to create original works of art; and (F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media.	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media. (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (A) examine selected historical periods or styles of art to identify general themes and trends; (B) analyze specific characteristics in artwork from a variety of cultures; (C) collaborate on community-based art projects; and (D) examine and research career, entrepreneurial, and avocational opportunities in art.	contrast/variety, balance, proportion, and unity in personal artworks; and (D) explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately. **(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:** **(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;** **(B) evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;** **(C) use responses to artwork critiques to make decisions about future directions in personal work;** **(D) construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning; and** **(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.**

Grading Policy
Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Advanced Painting 2

Course Instructor	Email Contact	Conference Time
Alex Sharp	asharp@aledoisd.org	10:05-10:52

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Advanced Color Theory TEKS: 2B, 1C **Unit 2: Design and Composition** TEKS: 1B,2B, 3A, **4B**	**Unit 3: Still Life Painting with Emphasis on Value and Texture** TEKS: 1B, 2A, 4A **Unit 4: Portraiture and Proportions** TEKS: 1A, 2C, 3C, 4C	**Unit 5: Mixed Media and Experimental Painting Techniques** TEKS: 3B, 4B, 2D **Unit 6: Abstract Expression and Non-Objective Art** TEKS: 2A, 3A, 4A **Unit 7: Art Critique, Self Reflection, and Portfolio Development** TEKS: 4D, 4E, 3C	**Unit 9: Painting Artist Research Exploration** TEKS: 2B, **Unit 10: Personal Project** TEKS: 4D, 4E, 3C

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Advanced Painting 3

Course Instructor	Email Contact	Conference Time
Alex Sharp	asharp@aledoisd.org	10:05-10:52

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Advanced Color Theory TEKS: 2B, 1C **Unit 2: Design and Composition** TEKS: 1B,2B, 3A**, 4B**	**Unit 3: Still Life Painting with Emphasis on Value and Texture** TEKS: 1B, 2A, 4A **Unit 4: Portraiture and Proportions** TEKS: 1A, 2C, 3C, 4C	**Unit 5: Mixed Media and Experimental Painting Techniques** TEKS: 3B, 4B, 2D **Unit 6: Abstract Expression and Non-Objective Art** TEKS: 2A, 3A, 4A **Unit 7: Art Critique, Self Reflection, and Portfolio Development** TEKS: 4D, 4E, 3C	**Unit 9: Painting Artist Research Exploration** TEKS: 2B, **Unit 10: Personal Project** TEKS: 4D, 4E, 3C

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Advanced Painting 4

Course Instructor	Email Contact	Conference Time
Alex Sharp	asharp@aledoisd.org	10:05-10:52

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Advanced Color Theory TEKS: 2B, 1C **Unit 2: Design and Composition** TEKS: 1B,2B, 3A**, 4B**	**Unit 3: Still Life Painting with Emphasis on Value and Texture** TEKS: 1B, 2A, 4A **Unit 4: Portraiture and Proportions** TEKS: 1A, 2C, 3C, 4C	**Unit 5: Mixed Media and Experimental Painting Techniques** TEKS: 3B, 4B, 2D **Unit 6: Abstract Expression and Non-Objective Art** TEKS: 2A, 3A, 4A **Unit 7: Art Critique, Self Reflection, and Portfolio Development** TEKS: 4D, 4E, 3C	**Unit 9: Painting Artist Research Exploration** TEKS: 2B, **Unit 10: Personal Project** TEKS: 4D, 4E, 3C

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Sculpture II, III, IV

Course Instructor	Email Contact	Conference Time
Linda Greenwood	lgreenwood@aledoisd.org	3:24 - 4:10

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Subtractive Sculpture Techniques **Advanced Sculptural Techniques and Innovation** **Mastery in Sculptural Processes** a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art III, Drawing II, Painting II, Printmaking II, Fibers II, Ceramics II, Sculpture II, Jewelry II, Photography II, Design II, Digital Art and Media II, Advanced Placement (AP) Studio Art: Drawing Portfolio, AP Studio Art:	**Historical and Cultural Influences** **Advanced Ceramics and Surface Treatments** **Collaborative Installations** a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art III, Drawing II, Painting II, Printmaking II, Fibers II, Ceramics II, Sculpture II, Jewelry II, Photography II, Design II, Digital Art and Media II,	**Assemblage and Mixed Media** **Environmental and Site-Specific Sculpture** **Independent Study** a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art III, Drawing II, Painting II, Printmaking II, Fibers II, Ceramics II, Sculpture II, Jewelry II, Photography II, Design II, Digital Art and Media II, Advanced Placement (AP) Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, AP Studio Art: Three-Dimensional	**Personal Projects and Portfolio Development** **Personal Conceptual Development** **Professional Exhibition Practices** a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art III, Drawing II, Painting II, Printmaking II, Fibers II, Ceramics II, Sculpture II, Jewelry II, Photography II, Design II, Digital Art and Media II, Advanced Placement (AP) Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional

Two-Dimensional Design Portfolio, AP Studio Art: Three-Dimensional Design Portfolio, AP Art History, International Baccalaureate (IB) Visual Arts I Standard Level (SL), or IB Visual Arts I Higher Level (HL) (one credit per course). There are no prerequisites for AP Art History and all IB courses. One credit in an Art, Level II course is a recommended prerequisite for AP Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, and AP Studio Art: Three-Dimensional Design Portfolio. The prerequisite for all other Art, Level III courses is one credit of Art, Level II in the corresponding discipline. B1, B2, B3 C1 A, B, C, D C2 A, B, C, D, E, F C3 A, B, C, D C4 A, B, C, D, E, F **Sculpture 2:** https://texas-sos.appianportalsgov.com/rules-and-meetings?recordId=173936&queryAsDate	Advanced Placement (AP) Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, AP Studio Art: Three-Dimensional Design Portfolio, AP Art History, International Baccalaureate (IB) Visual Arts I Standard Level (SL), or IB Visual Arts I Higher Level (HL) (one credit per course). There are no prerequisites for AP Art History and all IB courses. One credit in an Art, Level II course is a recommended prerequisite for AP Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, and AP Studio Art: Three-Dimensional Design Portfolio. The prerequisite for all other Art, Level III courses is one credit of Art, Level II in the corresponding discipline. B1, B2, B3 C1 A, B, C, D C2 A, B, C, D, E, F C3 A,	Design Portfolio, AP Art History, International Baccalaureate (IB) Visual Arts I Standard Level (SL), or IB Visual Arts I Higher Level (HL) (one credit per course). There are no prerequisites for AP Art History and all IB courses. One credit in an Art, Level II course is a recommended prerequisite for AP Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, and AP Studio Art: Three-Dimensional Design Portfolio. The prerequisite for all other Art, Level III courses is one credit of Art, Level II in the corresponding discipline. B1, B2, B3 C1 A, B, C, D C2 A, B, C, D, E, F C3 A, B, C, D C4 A, B, C, D, E, F **Sculpture 2:** https://texas-sos.appianportalsgov.com/rules-and-meetings?recordId=173936&queryAsDate=08%2F07%2F2025&interface=VIEW_TAC_SUMMARY&$locale=en_US Sculpt.3:	Design Portfolio, AP Studio Art: Three-Dimensional Design Portfolio, AP Art History, International Baccalaureate (IB) Visual Arts I Standard Level (SL), or IB Visual Arts I Higher Level (HL) (one credit per course). There are no prerequisites for AP Art History and all IB courses. One credit in an Art, Level II course is a recommended prerequisite for AP Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, and AP Studio Art: Three-Dimensional Design Portfolio. The prerequisite for all other Art, Level III courses is one credit of Art, Level II in the corresponding discipline. B1, B2, B3 C1 A, B, C, D C2 A, B, C, D, E, F C3 A, B, C, D C4 A, B, C, D, E, F **Sculpture 2:** https://texas-sos.appianportalsgov.com/rules-and-meetings?recordId=173936&queryAsDate=08%2F07%2F2025&i

=08%2F07%2F2025&interface=VIEW_TAC_SUMMARY&$locale=en_US Sculpt.3: https://texas-sos.appianportalsgov.com/rules-and-meetings?recordId=173937&queryAsDate=08%2F07%2F2025&interface=VIEW_TAC_SUMMARY&$locale=en_US Sculpt.4: https://texas-sos.appianportalsgov.com/rules-and-meetings?recordId=173938&queryAsDate=08%2F07%2F2025&interface=VIEW_TAC_SUMMARY&$locale=en_US	B, C, D C4 A, B, C, D, E, F **Sculpture 2:** https://texas-sos.appianportalsgov.com/rules-and-meetings?recordId=173936&queryAsDate=08%2F07%2F2025&interface=VIEW_TAC_SUMMARY&$locale=en_US Sculpt.3: https://texas-sos.appianportalsgov.com/rules-and-meetings?recordId=173937&queryAsDate=08%2F07%2F2025&interface=VIEW_TAC_SUMMARY&$locale=en_US Sculpt.4: https://texas-sos.appianportalsgov.com/rules-and-meetings?recordId=173938&queryAsDate=08%2F07%2F2025&interface=VIEW_TAC_SUMMARY&$locale=en_US	https://texas-sos.appianportalsgov.com/rules-and-meetings?recordId=173937&queryAsDate=08%2F07%2F2025&interface=VIEW_TAC_SUMMARY&$locale=en_US Sculpt.4: https://texas-sos.appianportalsgov.com/rules-and-meetings?recordId=173938&queryAsDate=08%2F07%2F2025&interface=VIEW_TAC_SUMMARY&$locale=en_US	nterface=VIEW_TAC_SUMMARY&$locale=en_US Sculpt.3: https://texas-sos.appianportalsgov.com/rules-and-meetings?recordId=173937&queryAsDate=08%2F07%2F2025&interface=VIEW_TAC_SUMMARY&$locale=en_US Sculpt.4: https://texas-sos.appianportalsgov.com/rules-and-meetings?recordId=173938&queryAsDate=08%2F07%2F2025&interface=VIEW_TAC_SUMMARY&$locale=en_US
Grading Policy			
Aledo ISD Grading Guidelines			

2025-26 Instructional Plan

Course Name: Band

Course Instructor	Email Contact	Conference Time
Jake Albin	jalbin@aledoisd.org	12:38-1:34

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Marching Band TEKS: b1, b2, c2.A, c2.D **Unit 2: Concert Band** TEKS: b1., b1., c2.A, c2.B	**Unit 1: Marching Band** TEKS: b1., b2, c2.C, c2.B., c3.A **Unit 4: Concert Band** TEKS: b2., c2.C **Unit 5: Region Band** TEKS: b2., b3, c3.C	**Unit 6: Concert Band** TEKS: b3., c3.B **Unit 7: Solo and Ensemble** TEKS: b1, b2, c3.C **Unit 8: Percussion** TEKS: b1, c1.C, c3.B **Unit 9: Jazz Band** TEKS: b1, b2, c2.A, b3	**Unit 8: Concert Band** TEKS: b4, c1C **Unit 9: Solo and Ensemble** TEKS: c1.A, c1.B, c3.C **Unit 10: Auditions** TEKS: c2.C, c2.D

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Band

Course Instructor	Email Contact	Conference Time
Dexx Moore	dmoore@aledoisd.org	3:24-4:10

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Marching Band TEKS: b1, b2, c2.A, c2.D **Unit 2: Concert Band** TEKS: b1., b1., c2.A, c2.B	**Unit 1: Marching Band** TEKS: b1., b2, c2.C, c2.B., c3.A **Unit 4: Concert Band** TEKS: b2., c2.C **Unit 5: Region Band** TEKS: b2., b3, c3.C	**Unit 6: Concert Band** TEKS: b3., c3.B **Unit 7: Solo and Ensemble** TEKS: b1, b2, c3.C **Unit 8: Percussion** TEKS: b1, c1.C, c3.B **Unit 9: Jazz Band** TEKS: b1, b2, c2.A, b3	**Unit 8: Concert Band** TEKS: b4, c1C **Unit 9: Solo and Ensemble** TEKS: c1.A, c1.B, c3.C **Unit 10: Auditions** TEKS: c2.C, c2.D

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Band

Course Instructor	Email Contact	Conference Time
Joey Paul	jpaul@aledoisd.org	3:24-4:10

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Marching Band TEKS: b1, b2, c2.A, c2.D **Unit 2: Concert Band** TEKS: b1., b1., c2.A, c2.B	**Unit 1: Marching Band** TEKS: b1., b2, c2.C, c2.B., c3.A **Unit 4: Concert Band** TEKS: b2., c2.C **Unit 5: Region Band** TEKS: b2., b3, c3.C	**Unit 6: Concert Band** TEKS: b3., c3.B **Unit 7: Solo and Ensemble** TEKS: b1, b2, c3.C **Unit 8: Percussion** TEKS: b1, c1.C, c3.B **Unit 9: Jazz Band** TEKS: b1, b2, c2.A, b3	**Unit 8: Concert Band** TEKS: b4, c1C **Unit 9: Solo and Ensemble** TEKS: c1.A, c1.B, c3.C **Unit 10: Auditions** TEKS: c2.C, c2.D

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Band

Course Instructor	Email Contact	Conference Time
Scott Stephens	sstephens@aledoisd.org	8:40-9:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Marching Band TEKS: b1, b2, c2.A, c2.D **Unit 2: Concert Band** TEKS: b1., b1., c2.A, c2.B	**Unit 1: Marching Band** TEKS: b1., b2, c2.C, c2.B., c3.A **Unit 4: Concert Band** TEKS: b2., c2.C **Unit 5: Region Band** TEKS: b2., b3, c3.C	**Unit 6: Concert Band** TEKS: b3., c3.B **Unit 7: Solo and Ensemble** TEKS: b1, b2, c3.C **Unit 8: Percussion** TEKS: b1, c1.C, c3.B **Unit 9: Jazz Band** TEKS: b1, b2, c2.A, b3	**Unit 8: Concert Band** TEKS: b4, c1C **Unit 9: Solo and Ensemble** TEKS: c1.A, c1.B, c3.C **Unit 10: Auditions** TEKS: c2.C, c2.D

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: High School Choirs

Course Instructor	Email Contact	Conference Time
Karen Paul	kpaul@aledoisd.org	11:56 - 12:42

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Vocal Warm-Ups & Ensemble Foundations • Focus: Vocal health, alignment, breath control, tone production • TEKS: §117.315 (b) 1A, 1B, 3A, 3C, 5A • Skills: Healthy singing habits, posture, group intonation, ensemble discipline **Unit 2: Music Literacy & Aural Skills I** • Focus: Rhythmic and melodic reading, solfege, rhythmic dictation • TEKS: §117.315 (b) 4A–4C, 2A–2C • Skills: Identify note and rhythm values, sing simple patterns, develop inner hearing **Unit 3: Choral Rehearsal I – Fall Repertoire**	**Unit 4: Warm-Ups & Extended Techniques** • Focus: Vowel modification, blend, phrasing, diction (IPA for foreign language repertoire) • TEKS: §117.315 (b) 1A–1C, 3B, 5A **Unit 5: Music Literacy & Aural Skills II** • Focus: Time/key signatures, intervals, sight-reading with solfege and Curwen hand signs • TEKS: §117.315 (b) 4C–4E, 2B–2D **Unit 6: Rehearsal II – Fall Concert / Region Auditions / Holiday**	**Unit 7: Warm-Ups & Artistic Development** • Focus: Solo & ensemble technique, dynamics, breath pacing, tuning chords • TEKS: §117.315 (b) 1C, 3C, 5A **Unit 8: Music Theory & Ear Training III** • Focus: Analyzing choral scores, identifying cadences, composing short melodies • TEKS: §117.315 (b) 4D–4F, 2C–2D **Unit 9: UIL Rehearsal & Contest Preparation** • Focus: Advanced choral repertoire, sight-reading, adjudication criteria TEKS: §117.315 (b) 2A–2D, 3A–3D, 5A–5C	**Unit 10: Independent Warm-Ups & Vocal Mastery** • **Focus: Student-led warm-ups, tone consistency, expressive singing** • **TEKS: §117.315 (b) 1C, 3B–3D, 5A** **Unit 11: Music Literacy & Aural Skills IV** • **Focus: Harmonic analysis, modulations, advanced dictation, student compositions** • **TEKS: §117.315 (b) 4E–4G, 2D** **Unit 12: Spring Rehearsals, Pop Show & Final Performance** • **Focus: Cross-style choral singing (musical theater, pop, a cappella),**

• Focus: Repertoire preparation (3–4 part works), musical expression, concert etiquette • TEKS: §117.315 (b) 2C, 3A–3D, 5B	**Music** • Focus: Memorization, balance, musical interpretation, stage presence • TEKS: §117.315 (b) 3A–3D, 5A–5C		**evaluation and reflection** • **TEKS: §117.315 (b) 3A–3D, 5B, 5C**
Grading Policy			
Aledo ISD Grading Guidelines			

2025-26 Instructional Plan

Course Name: Advertising, One Semester Course

Course Instructor	Email Contact	Conference Time
Elmi Martinez	Elmi Martinez	3:24-4:10

Units / Topics / TEKS (Learning Objectives)			
Texas Essential Knowledge and Skills			
1st Grading Cycle	**2nd Grading Cycle**	**3rd Grading Cycle**	**4th Grading Cycle**
UNIT 1: Introduction to Marketing **UNIT 2: History Of Advertising** **UNIT 3: Creativity** **UNIT 4: Print Media** 1-1D, 1F-1G, 2-2D, 4-4C, 5-5C, 7-7B, 9-9C, 10-10C, 12-12C, 13-13C, 14-14B, 15-15A	**UNIT 5: Sales Promotion** **UNIT 6: Broadcast Media** **UNIT 7: Social Media** 1-1D, 1F-1G, 2-2D, 4, 4C, 5-5A, 6, 6B, 7-7B, 9-9C, 10-10C, 11-11B, 13, 13C, 14, 14B, 15-15A		

Grading Policy
Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Digital Media

Course Instructor	Email Contact	Conference Time
Elmi Martinez	Elmi Martinez	3:24-4:10

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
UNIT 1: Introduction to Digital Art 1, 1.B, 1.C, 1.F, 2.D 3.B, 5, 5.A, 5.C, 5.F, 5.G, 6, 6.B, 6.C, 6.D 7, 7.A, 7.B, 7.C, 7.D **UNIT 2: Photoshop, Raster Graphics & Editing** 1.C, 1.D, 1.G, 2.D, 3.B, 4.G, 5, 5.B, 5.C, 5.D, 5.E, 5.F, 5.G, 6, 6.B, 6.C, 6.F, 6.D, 7, 7.A, 7.B, 7.C, 7.D	**UNIT 2 Continued: Photoshop, Raster Graphics & Editing** 1, 1.A, 1.B, 1.C, 1.D, 1.F, 1.G, 2, 2.D, 3, 3.A, 3.B, 3.D, 4, 4.B, 4.C, 4.G, 5, 5.B, 5.C, 5.D, 5.E, 5.F, 5.G, 6, 6.B, 6.C, 6.D, 6.F, 7, 7.A, 7.B, 7.C, 7.D, 9.B, 11, 11.A, 11.B, 11.C, 11.D, 12, 12.B	**UNIT 3: Illustrator, Vector Graphics & Digital Art** 1, 1.A, 1.B, 1.C, 1.D, 3, 3.B, 3.D, 5, 5.B, 5.C, 5.D, 5.E, 5.F, 5.G, 6, 6.A, 6.B, 6.C, 6.D, 6.F, 7.D, 8, 8.A, 9.B	**UNIT 3 Continued: Illustrator, Vector Graphics & Digital Art** 1, 1.A, 1.B, 1.C, 1.D, 1.F, 1.G, 3, 3.B, 5, 5.B, 5.C, 5.D, 5.E, 5.F, 5.G, 6, 6.A, 6.B, 6.C, 6.D, 6.E, 6.F **UNIT 4: Premiere Pro, Video & Audio Editing** 8, 8.A, 8.B, 8.C, 8.D, 8.E, 8.F, 9, 9.A, 9.B, 9.C, 9.D, 9.E, 9.F, 12, 12.A

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Graphic Design

Course Instructor	Email Contact	Conference Time
Elmi Martinez	Elmi Martinez	3:24-4:10

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
UNIT 1: Introduction to Graphic Design **UNIT 2: Design Projects** 1-1D, 2-2B, 3-3E, 4-4B, 5, 8-8C, 9, 9B-C, 10, 12A, 12C, 14, 15-15H	**UNIT 2 Continued: Design Projects** 1-1E, 4, 4A, 10, 14, 15-15H	**UNIT 3: Branding** 1, 1B, 1D, 3-3G, 4-4B, 8, 8B, 8D, 9, 9B, 13-13D, 14, 15-15H	**UNIT 4: Adobe InDesign** 1, 1A-B, 1D, 2-2B, 3-3F, 4-4B, 8, 8C, 10, 13-13D, 14, 15-15H

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: OnRamps AET, Digital Art & Animation

Course Instructor	Email Contact	Conference Time
Elmi Martinez	Elmi Martinez	3:24-4:10

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 – Narrative Design Unit 2 – Game Story Development 1A, 1B, 1D, 1E, 1F, 1H-1K, 2A, 2B, 2D-2I, 3A-3E, 3G, 4A-4B, 4D-4F, 5A-5D, 6A-6D	Unit 2 – Game Story Development 1I-1J, 2A-2B, 2D-2I, 3D-3E, 3G, 4A-4B, 4E-4F, 5A-5D, 6A-6D	Unit 2 – Game Story Development Unit 3 – Icon & UI Design 1E, 1G, 1I-1K, 2A-2I, 3D-3E, 3G, 4A-4B, 4E-4F, 5A-5D, 6A-6D	Unit 3 – Icon & UI Design Unit 4 – Immersive Lighting & Projection Unit 5 – Branding & Maker Projects 1B-1C, 1E, 1G, 1I-1J, 2A-2I, 3D-3F, 3G, 4C, 4G, 4H, 5A-5D, 6A-6D

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Computer Science 1

Course Instructor	Email Contact	Conference Time
Julia Reynolds	jreynolds@aledoisd.org	2:35 - 3:15

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: 1A, 1B **Unit 2: 3, 3B, 3C** **Unit 3: 3, 3B, 3C** **Unit 4: 1A, 1C**	**Unit 5: 3A, 4C** **Unit 6: 3A, 4C** **Unit 7: 3A, 4C** **Unit 8: 3B, 3C**	**Unit 9: 3B, 3C** **Unit 10: 3A** **Unit 11: 4B, 4C** **Unit 12: 4B, 4C**	**Unit 13: 4A** **Unit 14: 3D, 3E** **Unit 15: 1D,**

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: AP Computer Science A

Course Instructor	Email Contact	Conference Time
Julia Reynolds	jreynolds@aledoisd.org	2:35 - 3:15 pm

Units / Topics / CED (Learning Objectives)

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Object-Oriented Programming 1.1, 1.2, 1.3 , 1.7, 1.8, 1.9, 1.12, 1.13, 1.14, 1.15, 2.1, 2.3, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5 **Unit 2: Class Structure and Design** 1.2, 1.3, 1.4, 1.6, 1.7, 1.9, 1.12, 1.13, 1.15, 2.2, 3.1, 3.3, 3.4, 3.5, 3.8, 3.9	**Unit 3: Arrays and Algorithms** 1.6, 1.8, 2.7, 2.8, 2.11, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 **Unit 4: Conditions and Logic** 1.5, 1.10, 1.11, 2.4, 2.5, 2.6, 2.9, 3.7	**Unit 5: Two-Dimensional Arrays** 3.2, 3.6, 4.11, 4.12, 4.13 **Unit 6: ArrayLists and String Methods** 1.5, 1.15, 2.10, 4.7, 4.8, 4.9, 4.10	**Unit 7: Method Decomposition and Recursion** 1.9, 3.2, 3.3, 3.4, 3.5, 3.6, 4.16, 4.17 **Unit 8: Searching and Sorting** 2.12, 4.1, 4.10, 4.14, 4.15, 4.17

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: AP Computer Science Principles

Course Instructor	Email Contact	Conference Time
Julia Reynolds	jreynolds@aledoisd.org	2:35 - 3:15 pm

Units / Topics / CED (Learning Objectives)

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1 - Digital Information DAT, CTP1, CTP5, IOC **Unit 2 - The Internet** CSN, CTP1, CTP5, IOC **Unit 3 - Intro to App Design** CRD, AAP, CTP1, CTP4, CTP6	**Unit 4 - Variables, Conditionals, and Functions** AAP, CTP1, CTP3, CTP4, CTP6 **Unit 5 - Data** DAT, CTP5 **Unit 6 - Lists, Loops, and Traversals** AAP, CTP1, CTP4, CTP6	**Unit 7 - Parameters, Return, and Libraries** AAP, CTP1, CTP2, CTP3, CTP4 **Unit 8 - Cybersecurity and Global Impacts** IOC, CTP5, CTP6	**Unit 9 - Create PT Prep** **Unit 10 - Algorithms** AAP, CTP2, CSN

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Computer Science 3

Course Instructor	Email Contact	Conference Time
Julia Reynolds	jreynolds@aledoisd.org	2:35 - 3:15 pm

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: TEKS: 1A - 1I, 6A, 6C **Unit 2:** TEKS: 2A, 2B, 3B **Unit 3:** TEKS: 2C	**Unit 4:** TEKS: 2D, 6B, 4H **Unit 5:** TEKS: 3A, 2B, 6D	**Unit 6:** TEKS: 7A, 7E, 7F **Unit 7:** TEKS: 5A, 5B, 3C	**Unit 8:** TEKS: 5C, 5D, 7B **Unit 9:** TEKS:7C, 7D

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Robotics Project Based Capstone

Course Instructor	Email Contact	Conference Time
Julia Reynolds	jreynolds@aledoisd.org	2:35 - 3:15 pm

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: TEKS: 1A - 1F **Unit 2:** TEKS: 2A - 2C **Unit 3:** TEKS: 3A - 3C	**Unit 4:** TEKS: 4A - 4C **Unit 5:** TEKS: 5A, 5B	**Unit 6:** TEKS: 6A - 6C **Unit 7:** TEKS: 7A - 7E	**Unit 8:** TEKS:8A - 8E

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Journalism (Prin AAVTC)-CTE

Course Instructor	Email Contact	Conference Time
Amber Browne	abrowne@aledoisd.org	3:24-4:10 p.m.

Units / Topics / TEKS (Learning Objectives)			
Texas Essential Knowledge and Skills			
1st Grading Cycle	**2nd Grading Cycle**	**3rd Grading Cycle**	**4th Grading Cycle**
TEKS: 1 A-F, 2 A-E, 3 A-B, 4 A-B, 5 A-D, 9 A-E, 13 A-B, 15 A-C, 18 A-B, 19 A-F, 20 A-B	**TEKS:** 1 A-F, 2 A-H, 3 A-B, 6 A-F, 9 A-E, 10 A-B, 12 A-C, 14 A-B, 17 A-C, 18 A-B	**TEKS:** 1 A-F, 3 A-B, 8 A-F, 11 A-D, 12 A-C, 17 A-C	**TEKS:** 1 A-F, 3 A-D, 16 A-D, 17 A-C, 18 A-B

Grading Policy
Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: News Production (Digital Design and Media Production)-CTE

Course Instructor	Email Contact	Conference Time
Amber Browne	abrowne@aledoisd.org	3:24-4:10 p.m.
Units / Topics / TEKS (Learning Objectives)		
Texas Essential Knowledge and Skills		
1st Grading Cycle	**2nd Grading Cycle**	**3rd Grading Cycle**	**4th Grading Cycle**
TEKS: 1 A-C, 2 A-D, 3 A-C, 5 A-D, 6 A-C, 6G	**TEKS:** 1 A-C, 2 A-D, 3 A-C, 4 A-F, 6F	**TEKS:** 1 A-C, 2 A-D, 3 A-C, 4 A-F	**TEKS:** 1 A-C, 2 A-D, 3 A-C, 6D-E, 6H
Grading Policy		
Aledo ISD Grading Guidelines		

2025-26 Instructional Plan

Course Name: Yearbook (Digital Media)-CTE

Course Instructor	Email Contact	Conference Time
Amber Browne	abrowne@aledoisd.org	3:24-4:10 p.m.
Units / Topics / TEKS (Learning Objectives)		
Texas Essential Knowledge and Skills		
1st Grading Cycle	**2nd Grading Cycle**	**3rd Grading Cycle**	**4th Grading Cycle**
TEKS: 3 A-H, 4 A-G, 6 A-C, 8 A-D, 11 A-C	**TEKS:** 4 A-G, 5 A-F, 6 A-D, 10 A-D, 11 A-C	**TEKS:** 3 A-H, 4 A-G, 11 A-C	**TEKS:** 1 A-D, 2 A-D, 4 A-G, 7 A-F, 9 A-C
Grading Policy		
Aledo ISD Grading Guidelines		

2025-26 Instructional Plan

Course Name: Business Management

Course Instructor	Email Contact	Conference Time
Heather Cortez	hcortez@aledoisd.org	2:32pm-3:18pm

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Professional Standards and Communication Skills TEKS: 1A, 1B, 1C, 1D, 1E, 1F, 8A, 8B, 8C, 8D, 8F, 8G **Unit 2: Organizations** TEKS: 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J	**Unit 3: Management** TEKS: 2A, 2B, 2C, 2D, 2E, **Unit 4: Human Resources** TEKS: 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 5M **Unit 5: Ethics, Social Responsibility, Legal Responsibility** TEKS: 2G, 2H, 2I, 2J, 2K	**Unit 6: Safety, Health, & Environmental** TEKS: 7A, 7C, 7D, 7F, 7G **Unit 3: Management** TEKS:2F **Unit 7 Planning and Decision Making** TEKS: 3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H, 3I, 3J **Unit 8: Leadership Roles & Theories** TEKS: 6A, 6B, 6C, 6D, 6E,6F, 6G, 6H, 6I, 6J, 6K, 6L, 6M	**Unit 9: Project Management** TEKS: 8C, 8D, 9A, 9B, 9C, 9D, 9E **Unit 10: Career Development and Leadership Skills through Real World Business Simulation** TEKS: 1A, 8D, 8E, 8F, 8G,

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Principles of Business, Marketing & Finance

Course Instructor	Email Contact	Conference Time
Heather Cortez	hcortez@aledoisd.org	2:32pm-3:18pm

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Business Communications TEKS: 1A, 1B, 1C, 1D, 1E, 1F **Unit 2: Let's Talk Business** TEKS: 2A, 2B, 2C, 2D, 2E, 2G **Unit 3: Private Enterprise** TEKS: 1A, 1C, 4A, 4B, 4C	**Unit 4: Terms, Roles, and Strategies** TEKS: 7A, 7B, 7C, 7D, 7E, 7F **Unit 5: Domestic and World Trade** TEKS: 1A, 1C, 5A, 5B, 5C **Unit 6: Government Roles** TEKS: 1E, 6A, 6B	**Unit 7: Ethics, Laws, and the Legal System** TEKS: 1A, 1E, 3A, 3B, 6C **Unit 8: Labor and Productivity** TEKS: 6D, 8A, 8B, 8C **Unit 9: Marketing** TEKS: 11 A,B,C,D 12 A,B,C,D,E 13 A,B,C,D,E	**Unit 10: Money, Money, Money** TEKS: 9 A,B,C,D,E 10 A,B,C,D,E,F,G **Unit 11: Career Plans** TEKS: 14 A,B,C

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: BIM II

Course Instructor	Email Contact	Conference Time
Heather Cortez	hcortez@aledoisd.org	2:32pm-3:18pm

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Business Communications TEKS: 1A, 1B, 1C, 1D, 1E, 1F, 3A, 3E, 3F, 3G **Unit 2: Electronic Portfolios** TEKS: 1A, 1B, 1D, 1F, 9Ai, 9Aviii	**Unit 3: Business Documents and Word Processing Technology** TEKS: 3A, 3B, 3C, 3D, 3G, 4C, 4D **Unit 2: Electronic Portfolios** TEKS: 9Av, 9Avii,	**Unit 4: Spreadsheets** TEKS: 4A **Unit 5 Presentations** TEKS: 5A,5B, 5C, 5D **Unit 2: Electronic Portfolios** TEKS: 9Ai	**Unit 5 Presentations** TEKS: 5E, 5F, 5G **Unit 6 Projects** TEKS: 2A, 2B, 2C, 2D, 2E, **Unit 7 Electronic Portfolio Presentations** TEKS: 9Aii, 9Aiii, 9Aiv, 9Avi, 9Aviii, 9B

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Principles of Business, Marketing & Finance

Course Instructor	Email Contact	Conference Time
Heather Ling	hling@aledoisd.org	2:32pm-3:18pm

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Business Communications TEKS: 1A, 1B, 1C, 1D, 1E, 1F **Unit 2: Let's Talk Business** TEKS: 2A, 2B, 2C, 2D, 2E, 2G **Unit 3: Private Enterprise** TEKS: 1A, 1C, 4A, 4B, 4C	**Unit 4: Terms, Roles, and Strategies** TEKS: 7A, 7B, 7C, 7D, 7E, 7F **Unit 5: Domestic and World Trade** TEKS: 1A, 1C, 5A, 5B, 5C **Unit 6: Government Roles** TEKS: 1E, 6A, 6B	**Unit 7: Ethics, Laws, and the Legal System** TEKS: 1A, 1E, 3A, 3B, 6C **Unit 8: Labor and Productivity** TEKS: 6D, 8A, 8B, 8C **Unit 9: Marketing** TEKS: 11 A,B,C,D 12 A,B,C,D,E 13 A,B,C,D,E	**Unit 10: Money, Money, Money** TEKS: 9 A,B,C,D,E 10 A,B,C,D,E,F,G **Unit 11: Career Plans** TEKS: 14 A,B,C

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Virtual Business

Course Instructor	Email Contact	Conference Time
Heather Ling	hling@aledoisd.org	2:32pm - 3:18pm

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Professional Standards and Communication TEKS: 1 A-F; 3 E **Unit 2: Intro to Virtual Business** TEKS: 2 A,B,C,D,F; 3E; 4A **Unit 3: Pricing & Procedures** TEKS: 5 A,C,D,E **Unit 4: Resources and Requirements** TEKS: 6 A-D	**Unit 5: Business & Consumer Records** TEKS: 5B, 7 AB, 8 AB **Unit 6: The Business Plan** TEKS: 2 E,F; 3 A-D **Unit 7: Your Virtual Business Office** TEKS: 4 A,B,C; 6 B **Unit 8: Project Management Skills** TEKS: 9 A-E	Semester class	**SEMESTER CLASS**

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Principles of Business, Marketing & Finance

Course Instructor	Email Contact	Conference Time
Mike Pinkerton	mpinkerton@aledoisd.org	2:32pm-3:18pm

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Business Communications TEKS: 1A, 1B, 1C, 1D, 1E, 1F **Unit 2: Let's Talk Business** TEKS: 2A, 2B, 2C, 2D, 2E, 2G **Unit 3: Private Enterprise** TEKS: 1A, 1C, 4A, 4B, 4C	**Unit 4: Terms, Roles, and Strategies** TEKS: 7A, 7B, 7C, 7D, 7E, 7F **Unit 5: Domestic and World Trade** TEKS: 1A, 1C, 5A, 5B, 5C **Unit 6: Government Roles** TEKS: 1E, 6A, 6B	**Unit 7: Ethics, Laws, and the Legal System** TEKS: 1A, 1E, 3A, 3B, 6C **Unit 8: Labor and Productivity** TEKS: 6D, 8A, 8B, 8C **Unit 9: Marketing** TEKS: 11 A,B,C,D 12 A,B,C,D,E 13 A,B,C,D,E	**Unit 10: Money, Money, Money** TEKS: 9 A,B,C,D,E 10 A,B,C,D,E,F,G **Unit 11: Career Plans** TEKS: 14 A,B,C

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: 10th-12th Social Media Marketing

Course Instructor	Email Contact	Conference Time
Heather Ling	hling@aledoisd.org	2:32-3:18

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Introduction to SMM TEKS: 1 A-G; 2 A-G **Unit 2: Impact of Social Media Marketing** TEKS: 4 A-D **Unit 2: Careers in SMM** **TEKS: SM: 9** **Unit 3:Social Media for Business** **TEKS: SM: 3** **Unit 4: Facebook Marketing** **TEKS: SM 6 A-E** **Unit 5: Instagram Marketing** TEKS: 6 A-E **Unit 6: Twitter Marketing** TEKS: 6 A-E **Unit 7: You Tube Marketing** TEKS: 6 A-E	**Unit 8: Snapchat Marketing** **TEKS: 6 A-E** **Unit 9: TikTok Marketing** **TEKS: 6 A-E** **Unit 10: Paid Social Media Advertising** **TEKS: 7 A-C** **Unit 11: Social Media Analytics** **TEKS: 8 A-C** **Unit 12: Social Media Planning** **TEKS: 5 A-D**		

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Sports & Entertainment Marketing

Course Instructor	Email Contact	Conference Time
Mike Pinkerton	mpinkerton@aledoisd.org	2:32pm - 3:18pm

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Employability/Careers TEKS: FM: 1, 13 **Unit 2: Window Displays** TEKS: FM: 1, 4, 9 **Unit 3: Merchandising/Store** TEKS: FM: 8, SM: 4 **Unit 4: Fashion & Trends** TEKS: FM: 1, 2, 3, 4, 6 A-B, 12 **Unit 5: Buying** TEKS: FM: 5, 10 **Unit 6: Pricing and Mark Downs, Licensing** TEKS: FM: 5, 6 C - D, 7, 14, SM: 2 **Unit 7: Fashion Marketing Social Media** TEKS: FM: 11 **Unit 8: Employability/Careers** TEKS: SM: 1, 2, 3, 13, 14	**Unit 9: Fantasy/History of Sports** TEKS: SM: 12, 21 **Unit 10: Ticket Pricing/Stadium Staffing** TEKS: SM: 2, 7, 9, 10, 11 **Unit 11: Liability** TEKS: SM: 10 **Unit 12: Product Planning** TEKS: SM: 8, 9 **Unit 13: Sponsorships, Endorsements, Licensing** TEKS: SM: 15, 17, 18, 20 **Unit 14: Media** TEKS: SM: 22 **Unit 15: Event Marketing** TEKS: SM: 16, 21, 23 **Unit 16: Franchise Management Simulation** TEKS: SM: 5, 6, 19	**SEMESTER CLASS**	**SEMESTER CLASS**

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Architectural Design 1

Course Instructor	Email Contact	Conference Time
Randall Bruton	rbruton@aledoisd.org	01:40-02:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Foundations of Architectural Design TEKS: (1)(A-F), (2)(A-C), (3)(A-D), (6)(A-D), (7)(A-B)	**Unit 2: Technical Drawing and Visual Communication** TEKS: (4)(A-F), (5)(A-C), (8)(A-C), (10)(A-B)	**Unit 3: Site Planning and Sustainability** TEKS: (5)(D), (9)(A-D), (12)(A-B), (14)(A), (13)(A-C)	**Unit 4: Final Project and Professional Presentation** TEKS: (11)(A-B), (12)(C), (13)(D), (15)(A-B), (16)(A-C)

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Civil Engineering and Architecture

Course Instructor	Email Contact	Conference Time
Randall Bruton	rbruton@aledoisd.org	01:40-02:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Foundations of Civil Engineering and Architecture TEKS: (1)(A-E), (2)(A-D), (4)(A-D), (5)(A-B), (6)(A-B)	**Unit 2: Surveying, Site Planning, and Design Principles** TEKS: (3)(A-B), (7)(A-B), (8)(A-D), (11)(A), (13)(A-C)	**Unit 3: Structural Systems and Construction Materials** TEKS: (9)(A-E), (10)(A-B), (12)(A-B), (14)(A-C), (15)(A)	**Unit 4: Capstone Project and Professional Practice** TEKS: (16)(A-C), (17)(A-B), (18)(A-B), (19)(A), (20)(A-B)

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Introduction to Engineering Design

Course Instructor	Email Contact	Conference Time
Kyle Christensen	kchristensen@aledoisd.org	01:40-02:26

Units / Topics / TEKS (Learning Objectives)			
Texas Essential Knowledge and Skills			
1st Grading Cycle	**2nd Grading Cycle**	**3rd Grading Cycle**	**4th Grading Cycle**
Unit 1: Design and Problem Solving TEKS: (1)(A-D), (2)(A-B), (3)(A-B), (5)(A-B), (6)(A-C)	**Unit 2: Technical Sketching and Measurement** TEKS: (4)(A-D), (7)(A-B), (9)(A), (10)(A-B), (13)(A-B)	**Unit 3: Modeling and Analysis** TEKS: (8)(A-C), (11)(A-C), (12)(A-B), (14)(A-C)	**Unit 4: Final Design Project and Presentation** TEKS: (15)(A-B), (16)(A-B), (17)(A-B), (18)(A-B), (19)(A-B)

Grading Policy
Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Principles of Architecture

Course Instructor	Email Contact	Conference Time
Randall Bruton	rbruton@aledoisd.org	01:40-02:26

Units / Topics / TEKS (Learning Objectives)			
Texas Essential Knowledge and Skills			
1st Grading Cycle	**2nd Grading Cycle**	**3rd Grading Cycle**	**4th Grading Cycle**
Unit 1: Foundations & Professional Practices TEKS: (1)(A-F), (2)(A-C), (6)(A-D), (5)(A-D	**Unit 2: Architectural Design Principles** TEKS: (3)(A-H), (4)(A-C), (2)(E), (7)(A)	**Unit 3: Technical Drawing & Technology** TEKS: (4)(D-G), (6)(E), (7)(B), (2)(D)	**Unit 4: Design Projects & Career Readiness** TEKS: (7)(C-F), (5)(C), (1)(F), (3)(H)
Grading Policy			
Aledo ISD Grading Guidelines			

2025-26 Instructional Plan

Course Name: Engineering Design & Presentation I

Course Instructor	Email Contact	Conference Time
Kyle Christensen	kchristensen@aledoisd.org	1:40 PM - 2:26 PM

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Foundations, Ethics, and Design Process §127.404(d)(1): Engineering ethics §127.404(d)(2): Engineering design process §127.404(d)(3): Engineering notebook §127.404(d)(4): Project management §127.404(d)(5): Engineering careers and workplace skills §127.404(d)(6): Teamwork and collaboration	**Unit 2: Visual Communication and CADD** §127.404(d)(7): Workplace safety §127.404(d)(8): Visual and spatial reasoning §127.404(d)(9): Sketching and CADD §127.404(d)(10): Engineering design and documentation §127.404(d)(11)(A–B): Prototyping steps and tools	**Unit 3: Prototyping, Testing, and Engineering Challenges** §127.404(d)(11)(C–D): Presenting and evaluating prototypes §127.404(d)(12): Solving open-ended engineering problems §127.404(d)(10)(D–G): Reliability, safety, special needs, patents §127.404(d)(4)(E–G): Budgeting, scheduling, change management §127.404(d)(6)(C): Leadership and teamwork in design	**Unit 4: Statics and Design** §127.404(d)(13): Professional presentation of solutions §127.404(d)(12)(I): Selecting and justifying final solutions §127.404(d)(4)(C–D): File structure and documentation control §127.404(d)(5)(F–G): Regulations, standards, and ethics §127.404(d)(10)(G): Multi-software presentations

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Engineering Science

Course Instructor	Email Contact	Conference Time
Kyle Christensen	kchristensen@aledoisd.org	1:40 PM - 2:26 PM

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Mechanical Design • **§127.397(d)(1)(A–H)**: Scientific and engineering practices • **§127.397(d)(2)(A–D)**: Data analysis and interpretation • **§127.397(d)(3)(A–C)**: Communication and explanation • **§127.397(d)(4)(A–C)**: Contributions and societal impact of engineering • **§127.397(d)(5)(A–D)**: Engineering careers and communication • **§127.397(d)(6)(A–E)**: Design problems and teamwork • **§127.397(d)(7)(A–G)**: Mechanical systems and calculations	**Unit 2: Robotic systems & Statistics** **§127.397(d)(13)(A–E)**: Control systems and programming **§127.397(d)(15)(A–H)**: Engineering statistics and probability	**Unit 3: Energy & Motion** • **§127.397(d)(8)(A–D)**: Energy sources and electrical systems • **§127.397(d)(9)(A–G)**: Energy systems, efficiency, and transfer • **§127.397(d)(14)(A–F)**: Fluid power and hydraulics/pneumatics • **§127.397(d)(16)(A–D)**: One- and two-dimensional kinematics	**Unit 4: Statics and Design** **§127.397(d)(10)(A–J)**: Statics, forces, trusses, and equilibrium **§127.397(d)(11)(A–C)**: Material properties and selection **§127.397(d)(12)(A–E)**: Material testing and analysis **Review of**: **§127.397(d)(8–9)** for energy applications

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Criminal Investigations

Course Instructor	Email Contact	Conference Time
Joseph Hancin	jhancin@aledoisd.org	3:24-4:10

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Criminal Investigations Procedures TEKS: 1, 2 A-E **Unit 2: Writing Investigative Reports** TEKS: 1, 2 A-E 5 A-E	**Unit 3: Crime Scene Investigator Perspective: Crime Scene Initial Response and Investigation** TEKS: 1, 2 A-E 3 A-H, 4 A-F, 7 A-D, 8 A-H **Unit 4: Trace and Impression Evidence Collection; Methods of Processing and Analysis** TEKS: 1, 2, A-E, 7 A-D, 8 A-H, 10 A-G, 15 A	**Unit 5: Detectectives Perspective; Criminal Investigative Report Writing** TEKS: 1, 2.A-E, 3G, 5B, 17 A-E **Unit 6: Detectives Perspective;** TEKS: 1, 2.A-E, 3G, 5B, 17 A-E 18 A-H	**Unit 7: Detectives Perspective; Criminal Investigative Report Writing; Suspect Profile; Interviews and Interrogations** TEKS: 1, 2.A-E, 3G, 5B, 17 A-F 18 A-H **Unit 8: Medical Examiners Perspective: Death Investigation, Decomposition and Entomology** TEKS: 1, 2.A-E, 3G, 5B, 17 A-F, 8 A-H, 16 A-D

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Forensic Science

Course Instructor	Email Contact	Conference Time
Juan N. Flores Jr	jflores@aledoisd.org	11:05-11:50

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: History of Forensic Science, Forensic Science Careers, Lab Safety and Scientific Method **TEKS:** **5 A-F** **Unit 2: Crime Scene Response, Crime Scene Search, Crime Scene Photography, and Crime Scene Sketch** **TEKS:** **6 A-H**	**Unit 3:Impression Evidence: Collection and Analysis** **TEKS:** **8 A-G** **Unit 4: Serology, DNA Analysis, and Blood Spatter Analysis** **TEKS:** **9 A-B, 11 A-D, 12 A-D**	**Unit 5:Trace Evidence: Hair, Fiber, and others;** **TEKS:** **7 A-I** **Unit 6:Impression Evidence: Footwear and Tire; Tool Mark Evidence** **TEKS:** **7 A-I**	**Unit 7:Questioned Document Analysis, Drugs and Unidentified Substances, Ballistics and Glass Evidence** **TEKS:** **13 A-I, 14 A-E, 15 A-D** **Unit 8: Toxicology; Death Investigation and Body Decomposition; Forensic Anthropology; Forensic Entomology** **TEKS:** **10 A-D, 16 A-E, 17 A-D**

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Principles of Law

Course Instructor	Email Contact	Conference Time
Juan N. Flores Jr	jflores@aledoisd.org	11:04-11:50

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Professional Standards & Employer Expectations **TEKS1,2 A-C, 3 A-D, 4 A-C, 6 A-C** **Unit 2: Academic Knowledge & Communication Skills** **TEKS:1,2 A-C, 3 A-D, 4 A-C, 6 A-C**	**Unit 3: Safety, First Aid, and Critical Thinking Skills** **TEKS: 2A-C, 3 A-D, 4 A-C, 5 A-E, 6 A-C, 7 A-D, 9 F & G, 11 B-F, 13 B-D, 14B** **Unit 4: Legal Roles & Responsibilities** **TEKS: 1, 3 A-D, 4 A-C, 6 A-C, 7 A-D, 8 A-F, 9 A-G, 10 A-E, 11A-F, 12 A-C, 13 A-D**	**Unit 5: The Court System Professional** **TEKS: 6 A-C, 8 A-F, 9E, 10 A-E, 11F, 12B** **Unit 6: The Public Safety Professional** **TEKS:7 A-D, 8A, 9 A-G, 10 A&C, 11 A&B, 12 A7C, 13 A-B**	**Unit 7: The Court System Professional** **TEKS: 6 A-C, 8 A-F, 9E, 10 A-E, 11F, 12B** **UNIT 8: The Fire Protection Professional** **TEKS: 5 A-E, 7 A-D, 9F, 13 A-B**

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Law Enforcement 1

Course Instructor	Email Contact	Conference Time
Joseph Hancin	jhancin@aledoisd.org	3:24-4:10

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Professional Standards, Communications and Police Ethics TEKS: 1, 3 A-F, 5 A-E, 6 A-E **Unit 2: Procedural and Substantive Criminal Law and Texas Penal Code** TEKS: 1, 2 A-E 5 A, 6A-E, 7A-C, 8 A-D	**Unit 3: Community Oriented Policing** TEKS: 1, 3 A-F 5A-E, 6 A–E, 13 A-B **Unit 4: Tactical Entry and Building Search** TEKS: 1, 2 A-F, 3 A-E, 14 A-D, 18 A-D	**Unit 5: Communication, Report Writing, Use of Force** TEKS: 1, 2.A-E, 3G, 5B, 14 A-D **Unit 6: Use of Force and Officer Safety** TEKS: 1, 2 A-F,7 A-C	**Unit 7: Traffic Stops and Accident Investigations** TEKS: 1, 3 A-F, 4 A-D, 8D, 9 A-C, 10 A-B, 12 A-C, 14 A-D, 16 A-B **Unit 8: Victims, Witnesses, Juveniles and Family Violence** TEKS: 1, 3 A-F, 9 A-C, 10 A-B, 11 A-B, 13 A-B, 14 A-D

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Law Enforcement 2

Course Instructor	Email Contact	Conference Time
Joseph Hancin	jhancin@aledoisd.org	3:24-4:10

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Professional Standards, Communications and Telecommunications TEKS: 1, 2 A-E, 3 A-F, 20 A-B **Unit 2: Transportation, Interviews, Interrogations and Legal Proceedings** TEKS: 1, 2 A-F, 4 A-F, 9 A-D, 15 A-B	**Unit 3: Use of Force, Reports and Crime Scenes** TEKS: 1, 2C, 13 A-E, 23 A-G **Unit 4: Accident Investigations, Patrol Procedures and Responses** TEKS: 1, 16 A-E, 21 A-I	**Unit 5: Victims, Witnesses, Juveniles and Family Violence** TEKS: 1, 3 A-F, 7 A-F, 8 A-C **Unit 6: Conflict Management, Crisis Situations and Crowd Control** TEKS: 1, 5 A-D, 6 A-E, 12 A-D	**Unit 7: Disasters and Response Systems** TEKS: 1, 17 A-D, 18 A-E, 19 A-B **Unit 8: Positive Community Relationships** TEKS: 1, 22 A-F

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Advanced Floral Design

Course Instructor	Email Contact	Conference Time
Madison Burns	mburns@aledoisd.org	8:40 - 9:26

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Course Orientation & Floral Industry Careers TEKS: • §130.20(c)(1)(A) • §130.20(c)(2)(A-B) • §130.20(c)(12)(A-D) **Unit 2: Advanced Tools, Techniques, and Safety** TEKS: • §130.20(c)(3)(A-B) • §130.20(c)(4)(A-B) • §130.20(c)(5)(A-C) **Unit 3: Wiring, Taping & Advanced Mechanics** TEKS: • §130.20(c)(6)(A-B) • §130.20(c)(7)(A-B) • §130.20(c)(8)(B-C)	**Unit 4: Sympathy and Tribute Design** TEKS: • §130.20(c)(6)(A-B) • §130.20(c)(7)(A-B) •§130.20(c)(8)(B-C) **Unit 5: Advanced Design Principles & Critique** TEKS: • §130.20(c)(6)(A-B) • §130.20(c)(9)(A-B) • §130.20(c)(11)(A-C) **Unit 6: Fall Showcase & Event Planning** TEKS: • §130.20(c)(8)(C) • §130.20(c)(11)(A-C) • §130.20(c)(12)(A-D)	**Unit 7: Corsage, Boutonniere, and Body Flowers** TEKS: • §130.20(c)(7)(A) • §130.20(c)(8)(A) • §130.20(c)(9)(A-B) **Unit 8: High-Style & European Design** TEKS: • §130.20(c)(6)(B) • §130.20(c)(9)(A) • §130.20(c)(10)(A-B) **Unit 9: Wedding Design & Consultation** TEKS: • §130.20(c)(4)(B) • §130.20(c)(8)(C) • §130.20(c)(10)(C)	**Unit 10: Ikebana & Global Styles** TEKS: • §130.20(c)(6)(A-B) • §130.20(c)(9)(B) • §130.20(c)(10)(C) **Unit 11: Business Operations & Pricing** TEKS: • §130.20(c)(4)(A-B) • §130.20(c)(12)(A-D) **Unit 12: Final Portfolio & Spring Showcase** TEKS: • §130.20(c)(11)(A-C) • §130.20(c)(12)(A-D)

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Floral Design

Course Instructor	Email Contact	Conference Time
Sara Roark	sroark@aledoisd.org and	3:24-4:10

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Orientation and Safety TEKS: 130.23.c.1A, 130.23.c.1B, 130.23.c.2B **Unit 2: Design Elements and Principals** TEKS: 130.23.c.2C, 130.23.c.3A, 130.23.c.3B **Unit 3: Floral History, Culture, and Trends** TEKS: 130.23.c.4A, 130.23.c.4B	**Unit 4: Mechanics, Conditioning, Tools** TEKS: 130.23.c.5A, 130.23.c.5B, 130.23.c.6C **Unit 5: Bouquets and Vase** TEKS: 130.23.c.6A, 130.23.c.6B, 130.23.c.7B	**Unit 6: Evaluation and Critique Skills** TEKS:130.23.c.8A, 130.23.c.8B **Unit 7: Seasonal and Holiday Designs** TEKS: 130.23.c.9A, 130.23.c.9B, 130.23.c.9C	**Unit 8: Contemporary Styles** TEKS: 130.23.c.10A, 130.23.c.10B **Unit 9: Final Portfolio and Exhibition** TEKS: 130.23.c.11A, 130.23.c.11B, 130.23.c.12A

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: CCMA

Course Instructor	Email Contact	Conference Time
Alyssa Clader	aclader@aledoisd.org	2:32-3:18

Units / Topics / TEKS (Learning Objectives)			
Texas Essential Knowledge and Skills			
1st Grading Cycle	**2nd Grading Cycle**	**3rd Grading Cycle**	**4th Grading Cycle**
Unit 1:Healthcare Systems, Pharm/Nutrition **9, 12J, 2** **Unit 2: A&P/Med Term/Patho/Psych** **12 A-C** **Unit 12: Communication** **1 A-C, 1E**	**Unit 8: Phlebotomy** **10 A-F** **Unit 9: EKG** **8E**	**Unit 13: Medical Law and Ethics** **4** **Unit 4/5: General Patient Care** **12l** **Unit 7: Testing and Labs** **3E, 8 A-C, 10A, 10F** **Unit 3: Pt. Intake and Vitals** **7 C-D, 7 E-F, 7 A-B**	**Unit 10: Patient Care Coordination and Education** **3 A-D** **Unit 11: Administrative Assisting** **5** **Unit 6: Infection Control** **12 D-H, 12 K-L**
Grading Policy			
Aledo ISD Grading Guidelines			

2025-26 Instructional Plan

Course Name: Principles of Health Science

Course Instructor	Email Contact	Conference Time
Alyssa Clader	aclader@aledoisd.org	2:32-3:18

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: History of Healthcare 1.B, 2.M, 2.P, 2.Q, 2.N, 2.O, 11.A **Unit 2: Qualities of a Healthcare Worker** 2.N, 2.O, 7.A, 7.B, 2.B, 2.C, 2.F, 2.N, 2.O, 1.A, 1.B, 2.P, 2.Q, 2.E, 10.E1.C, 4.A, 4.B, 3.A, 3.B, 3.C, 2.L, 10.C, 2.F, 6, 1.A, 1.C, 2.F, 4.C, 5.A	**Unit 3: Careers in Healthcare** 1.C, 4.A, 4.B 3.A, 3.B, 3.C, 2.L, 10.C 2.F, 6, 1.A, 1.C, 2.F, 4.C, 5.A 7.A, 7.B, 5.A, 5.B, 8.A, 6, 7.A, 5.A, 2.D, 9.A, 9.B, 9.C, 9.D, 9.E, 10.D, 8.B, 2.P, 2.Q, 10.E **Unit 4: Medical Terminology** 2.C, 3.D	**Unit 5: Growth and Development** 2.I, 2.J, 2.K, 2.L, 10.A, 2.J, 2.K, 2.L, 10.A, 2.L, 10.A, 10.B, 10.C, 2.J, 2.K, 2.L, 10.A, 10.B **Unit 6: Nutrition** 2.K, 2.A, 2.B, 2.C, 2.G, 11.A, 11.C **Unit 7: Cultural Diversity** 2.P, 2.Q **Unit 8: Anatomy & Physiology** 2.G, 2.H	**Unit 9: Safety** 2.H, 11.B 11.C, 12.C, 2.L, 10.A, 10.B, 10.C, 10.D **Unit 10: Infection Control** 11.A, 11.B, 11.C **Unit 11: Injuries** 10. A, 10. B **Unit 12: CPR & First Aid** 11.C

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Medical Terminology

Course Instructor	Email Contact	Conference Time
Jenni Meador	jmeador@aledoisd.org	2:32pm - 3:18pm

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Intro to Medical Terminology/Basics of the Body TEKS - 1A, 1B, 2A, 2B, 2C, 2E, 2F, 2G, 3A, 3B, 3C, 4A, 4B, 4C, 5A, 5B, 6A, 6B, 6C, 6D, 6E **Unit 2: Skeletal System** TEKS - 1A, 2A, 2B, 2C, 2E, 2F, 2G, 3A, 4B, 4C, 5A, 5B, 6B **Unit 3: Muscular System** 1B, 2A, 2B, 2E, 2F, 3A, 5A, 5B, 6A, 6C, 6D	**Unit 3: Muscular System** 1B, 2A, 2B, 2E, 2F, 3A, 5A, 5B, 6A, 6C, 6D **Unit 4: Integumentary System** 2E, 2G, 4B, 6A, 6E **Unit 5: Blood/Lymphatic/Immune System** 1A, 1B, 2A, 2C, 2F, 3C, 5B, 6A, 6C, 6E	**Unit 6: Cardiovascular System** 2F, 3B, 4A, 4C, 6C, 6D **Unit 7: Respiratory System** 1B, 4B, 4C, 6B **Unit 8: Digestive System** 1A, 1B, 2A, 2C, 2F, 3C, 5B, 6A, 6C, 6E	**Unit 9: Nervous System** 1B, 2A, 2D, 2G, 4A **Unit 10: Special Senses** 2A, 2G, 3C, 4A, 6B **Unit 11: Urinary System** 2G, 3B, 6C, 6D **Unit 12: Reproductive System** 2G, 3B, 6C, 6D

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: CCMA

Course Instructor	Email Contact	Conference Time
Jenni Meador	jmeador@aledoisd.org	2:32-3:18

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1:Healthcare Systems, Pharm/Nutrition **9, 12J, 2** **Unit 2: A&P/Med Term/Patho/Psych** **12 A-C** **Unit 12: Communication** **1 A-C, 1E**	**Unit 8: Phlebotomy** **10 A-F** **Unit 9: EKG** **8E**	**Unit 13: Medical Law and Ethics** **4** **Unit 4/5: General Patient Care** **12I** **Unit 7: Testing and Labs** **3E, 8 A-C, 10A, 10F** **Unit 3: Pt. Intake and Vitals** **7 C-D, 7 E-F, 7 A-B**	**Unit 10: Patient Care Coordination and Education** **3 A-D** **Unit 11: Administrative Assisting** **5** **Unit 6: Infection Control** **12 D-H, 12 K-L**

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Forensic Science

Course Instructor	Email Contact	Conference Time
Philip Nowlin	pnowlin@aledoisd.org	11:04-11:50

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

Grading Cycle 1	Grading Cycle 2	Grading Cycle 3	Grading Cycle 4
Unit 1: Intro to Forensics, History, Careers, and Law (16 days) **Standards covered: 6 A-B, 7 A-E, 8 A-C** **Unit 2: Crime Scene Investigation & Evidence Collection (19 days)** **Standards covered: 6B, 7 A-D, 9 A-G**	**Unit 3 Trace Evidence - Hair, Fiber, & Glass (17 days)** **Standards covered: 9G, 12 A-E, 13 A-D** **Unit 4 Fingerprints (9 days)** **Standards covered: 9G, 10 A-F** **Unit 5 Questioned Documents & Counterfeiting (7 days)** **Standards covered: 9G, 14 A-C**	**Unit 6: Ballistics, Toolmarks, & Impressions (13 days)** **Standards covered: 11 A-D, 15 A-E** **Unit 7: Toxicology- Drugs, Alcohol, & Poisons (14 days)** **Standards covered: 16 A-C, 17 A-D** **Unit: 8 Serology & Blood Spatter (14 days)** **Standards covered: 18 A-C, 19 A-B**	**Unit 9: DNA Profiling (14 days)** **Standards covered: 19 A-G** **Unit 10: Death Investigation-Decomposition & Anthropology (18 days)** **Standards covered: 20 A-D, 21 A-E** **U** **Unit 1-10 End of Year Project (8 days)** **Standards covered:**

Grading Policy / Make-Up Work / Retest & Redo

Please see Aledo ISD Grading Guidelines for details.

2025-26 Instructional Plan

Course Name: Medical Terminology

Course Instructor	Email Contact	Conference Time
Philip Nowlin	pnowlin@aledoisd.org	11:04-11:50

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Intro to Medical Terminology/Basics of the Body TEKS - 1A, 1B, 2A, 2B, 2C, 2E, 2F, 2G, 3A, 3B, 3C, 4A, 4B, 4C, 5A, 5B, 6A, 6B, 6C, 6D, 6E **Unit 2: Skeletal System** TEKS - 1A, 2A, 2B, 2C, 2E, 2F, 2G, 3A, 4B, 4C, 5A, 5B, 6B **Unit 3: Muscular System** 1B, 2A, 2B, 2E, 2F, 3A, 5A, 5B, 6A, 6C, 6D	**Unit 3: Muscular System** 1B, 2A, 2B, 2E, 2F, 3A, 5A, 5B, 6A, 6C, 6D **Unit 4: Integumentary System** 2E, 2G, 4B, 6A, 6E **Unit 5: Blood/Lymphatic/Immune System** 1A, 1B, 2A, 2C, 2F, 3C, 5B, 6A, 6C, 6E	**Unit 6: Cardiovascular System** 2F, 3B, 4A, 4C, 6C, 6D **Unit 7: Respiratory System** 1B, 4B, 4C, 6B **Unit 8: Digestive System** 1A, 1B, 2A, 2C, 2F, 3C, 5B, 6A, 6C, 6E	**Unit 9: Nervous System** 1B, 2A, 2D, 2G, 4A **Unit 10: Special Senses** 2A, 2G, 3C, 4A, 6B **Unit 11: Urinary System** 2G, 3B, 6C, 6D **Unit 12: Reproductive System** 2G, 3B, 6C, 6D

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Health Science Theory/ Health Science Clinical

Course Instructor	Email Contact	Conference Time
Amy Shaheen	ashaheen@aledoisd.org	2:32-3:18

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Medical Terminology Review 2A, 2B, 2D, 2E, 2F, 2G, 6A, 6B, 9D, 9G, 9I, 10D, 13A **Unit 2: Body Systems** 2E, 2F, 2G, 7A, 7B, 11C, 13E **Unit 3: Vital Signs** 3A, 5A, 5B, 8A, 8C, 9A, 9B, 9F, 9G, 9H, 9I, 10D, 12A, 13B	**Unit 3 con't: Vital Signs** **Unit 4: First Aid and CPR Certification** 3B, 9A, 9D, 9G, 9H, 9I **Unit 5: Health Care Systems** 6A, 6B, 10A, 13D **Unit 6: Working in Healthcare** 4A, 7A, 7B, 11A	**Unit 7: Safety/ Infection Control** 12A, 12B, 12C, 12D **Unit 8: Law and Ethics** 10A, 10B, 10C, 10D **Unit 9: Clinical Rotations** 9A, 9B, 9F, 9H, 9I	**Unit 9 Con't: Clinical Rotation** **Unit 10: Doctors Office Project** 1B, 2B, 2E, 2F, 3A, 4B, 4C, 4D, 5A, 5B, 6B, 7B, 8C, 9A, 9B, 9D, 9E, 9F, 9G, 9H, 9IB10D, 11B, 11C

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Health Science Theory/ Health Science Clinical

Course Instructor	Email Contact	Conference Time
Claire Tarter	ctarter@aledoisd.org	2:32-3:18

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Medical Terminology Review 2A, 2B, 2D, 2E, 2F, 2G, 6A, 6B, 9D, 9G, 9I, 10D, 13A **Unit 2: Body Systems** 2E, 2F, 2G, 7A, 7B, 11C, 13E **Unit 3: Vital Signs** 3A, 5A, 5B, 8A, 8C, 9A, 9B, 9F, 9G, 9H, 9I, 10D, 12A, 13B	**Unit 3 con't: Vital Signs** **Unit 4: First Aid and CPR Certification** 3B, 9A, 9D, 9G, 9H, 9I **Unit 5: Health Care Systems** 6A, 6B, 10A, 13D **Unit 6: Working in Healthcare** 4A, 7A, 7B, 11A	**Unit 7: Safety/ Infection Control** 12A, 12B, 12C, 12D **Unit 8: Law and Ethics** 10A, 10B, 10C, 10D **Unit 9: Clinical Rotations** 9A, 9B, 9F, 9H, 9I	**Unit 9 Con't: Clinical Rotation** **Unit 10: Doctors Office Project** 1B, 2B, 2E, 2F, 3A, 4B, 4C, 4D, 5A, 5B, 6B, 7B, 8C, 9A, 9B, 9D, 9E, 9F, 9G, 9H, 9IB10D, 11B, 11C

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Principles of Health Science

Course Instructor	Email Contact	Conference Time
Amy Shaheen	ashaheen@aledoisd.org	2:32-3:18

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: History of Healthcare 1.B, 2.M, 2.P, 2.Q, 2.N, 2.O, 11.A **Unit 2: Qualities of a Healthcare Worker** 2.N, 2.O, 7.A, 7.B, 2.B, 2.C, 2.F, 2.N, 2.O, 1.A, 1.B, 2.P, 2.Q, 2.E, 10.E1.C, 4.A, 4.B, 3.A, 3.B, 3.C, 2.L, 10.C, 2.F, 6, 1.A, 1.C, 2.F, 4.C, 5.A	**Unit 3: Careers in Healthcare** 1.C, 4.A, 4.B 3.A, 3.B, 3.C, 2.L, 10.C 2.F, 6, 1.A, 1.C, 2.F, 4.C, 5.A 7.A, 7.B, 5.A, 5.B, 8.A, 6, 7.A, 5.A, 2.D, 9.A, 9.B, 9.C, 9.D, 9.E, 10.D, 8.B, 2.P, 2.Q, 10.E **Unit 4: Medical Terminology** 2.C, 3.D	**Unit 5: Growth and Development** 2.I, 2.J, 2.K, 2.L, 10.A, 2.J, 2.K, 2.L, 10.A, 2.L, 10.A, 10.B, 10.C, 2.J, 2.K, 2.L, 10.A, 10.B **Unit 6: Nutrition** 2.K, 2.A, 2.B, 2.C, 2.G, 11.A, 11.C **Unit 7: Cultural Diversity** 2.P, 2.Q **Unit 8: Anatomy & Physiology** 2.G, 2.H	**Unit 9: Safety** 2.H, 11.B 11.C, 12.C, 2.L, 10.A, 10.B, 10.C, 10.D **Unit 10: Infection Control** 11.A, 11.B, 11.C **Unit 11: Injuries** 10. A, 10. B **Unit 12: CPR & First Aid** 11.C

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Principles of Health Science

Course Instructor	Email Contact	Conference Time
Claire Tarter	ctarter@aledoisd.org	2:32-3:18

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: History of Healthcare 1.B, 2.M, 2.P, 2.Q, 2.N, 2.O, 11.A **Unit 2: Qualities of a Healthcare Worker** 2.N, 2.O, 7.A, 7.B, 2.B, 2.C, 2.F, 2.N, 2.O, 1.A, 1.B, 2.P, 2.Q, 2.E, 10.E1.C, 4.A, 4.B, 3.A, 3.B, 3.C, 2.L, 10.C, 2.F, 6, 1.A, 1.C, 2.F, 4.C, 5.A	**Unit 3: Careers in Healthcare** 1.C, 4.A, 4.B 3.A, 3.B, 3.C, 2.L, 10.C 2.F, 6, 1.A, 1.C, 2.F, 4.C, 5.A 7.A, 7.B, 5.A, 5.B, 8.A, 6, 7.A, 5.A, 2.D, 9.A, 9.B, 9.C, 9.D, 9.E, 10.D, 8.B, 2.P, 2.Q, 10.E **Unit 4: Medical Terminology** 2.C, 3.D	**Unit 5: Growth and Development** 2.I, 2.J, 2.K, 2.L, 10.A, 2.J, 2.K, 2.L, 10.A, 2.L, 10.A, 10.B, 10.C, 2.J, 2.K, 2.L, 10.A, 10.B **Unit 6: Nutrition** 2.K, 2.A, 2.B, 2.C, 2.G, 11.A, 11.C **Unit 7: Cultural Diversity** 2.P, 2.Q **Unit 8: Anatomy & Physiology** 2.G, 2.H	**Unit 9: Safety** 2.H, 11.B 11.C, 12.C, 2.L, 10.A, 10.B, 10.C, 10.D **Unit 10: Infection Control** 11.A, 11.B, 11.C **Unit 11: Injuries** 10. A, 10. B **Unit 12: CPR & First Aid** 11.C

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Aerospace Engineering

Course Instructor	Email Contact	Conference Time
Derek Foster	dfoster@aledoisd.org	3:24-4:10

Units / Topics / TEKS (Learning Objectives)			
Texas Essential Knowledge and Skills			
1st Grading Cycle	**2nd Grading Cycle**	**3rd Grading Cycle**	**4th Grading Cycle**
Unit 1: Introduction to Aerospace TEKS: 127.887 3.e	**Unit 2: Aerospace Design** TEKS: 3.b	**Unit 3: Space** TEKS: 127.887 3.e	**Unit 4: Alternative Applications** TEKS: 127.887

Grading Policy
Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Aviation Ground School

Course Instructor	Email Contact	Conference Time
Derek Foster	dfoster@aledoisd.org	3:24-4:10

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Aviation Weather Theory TEKS: 127.888 18.k **Unit 2: Aviation Weather Services** TEKS: 127.888 18.n	**Unit 3: Airport Operations** TEKS: 127.888 28.j **Unit 4: Introduction to Aeronautical Charts and Airspace** TEKS: 127.888 **Unit 5: Post-Course Exam Review** TEKS: 127.888	**Unit 6: Navigation: Plotting, Pilotage, Paperwork** TEKS: 127.888 18 **Unit 7: Aircraft Performance** TEKS: 127.887 3.d **Unit 8: Aeromedical Factors: Am I Safe to Fly?** TEKS: 127.88	**Unit 9: FAA Regulations Review** TEKS: 127.887 4.c **Unit 10: Private Pilot Projects** TEKS: 127.887

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Intro to Aviation

Course Instructor	Email Contact	Conference Time
Derek Foster	dfoster@aledoisd.org	3:24-4:10

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Aviation 101 TEKS: 127.887 d.3.C **Unit 2: Taking Flight—Early Aviation Innovations** TEKS: 127.887 d.3.C **Unit 3: From Theory to Practical Reality—Rapid Developments in Powered Flight** TEKS: 127.887	**Unit 4: To the Stars—Making Jet and Space Travel Possible** TEKS: 127.887 **Unit 5: Creating the Future—What's New and Next in Aviation and Aerospace** TEKS: 127.887 d.3.E	**Unit 6: Aviation Safety and Oversight** TEKS: 127.887 d.4.K **Unit 7: Exploring Careers in Aviation and Aerospace** TEKS:127.887 c.1 **Unit 8: Aviation Innovation and Problem Solving** TEKS: 127.887 d.2.F	**Unit 9: Innovation Challenge** TEKS: d.3.B **Unit 10: Thinking About a Career in Aviation** TEKS: 127.887 d.1.A

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Intro to UAV

Course Instructor	Email Contact	Conference Time
Derek Foster	dfoster@aledoisd.org	3:24-4:10

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Getting to Know Aircraft TEKS: 127.887 c.3 **Unit 2: How Aircraft Are Made** TEKS: 127.888 c.3 **Unit 3: Understanding Air** TEKS: 127.890 9.a	**Unit 4: Forces of Flight** TEKS: 127.887 3.d **Unit 5: Aircraft Stability and Control** TEKS: 127.888 6.a **Unit 6: Career Skills** TEKS: 127.887 d.1.A	**Unit 7: Propulsion** TEKS:127.887 4.g **Unit 8: Airframe Systems** TEKS:127.888 c.3	**Unit 9: Avionics and Flight Instruments** TEKS: 127.888 18 **Unit 10: Required Documentation** TEKS: 127.888 8.h **Unit 11: End of Semester Project and Career Development** TEKS: 127.887 d.1.A

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Livestock Production

Course Instructor	Email Contact	Conference Time
James Willson	jwillson@aledoisd.org	2:32-3:18

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit of Study:Lab Safety and FFA TEKS: 1C, 1D, 1E, 2C, 2D Unit of Study: Developing an SAE TEKS: 1B, 1D, 1E, 1F, 2A, 2B, 2C, 2D Unit of Study: Livestock Industries, Species of Livestock, and Common Breeds of Each Species TEKS: 1B, 3A, 9A ,12C	Unit of Study: Livestock Industries, Species of Livestock, and Common Breeds of Each Species TEKS: 1B, 3A, 9A ,12C Unit of Study: Anatomy/Physiology and Conformation TEKS: 5A, 5B	Unit of Study: Livestock Management Practices and Facilities TEKS: 1B, 1C, 4B, 4C, 4D, 4E, 6E, 10A Unit of Study: Digestive Systems of Livestock TEKS: 5A, 6A Unit of Study: Reproductive Systems of Livestock and Genetics TEKS: 7A, 7B, 7C, 7D	Unit of Study: Nutrition and Developing Feed Rations TEKS: 6B, 6C, 6D Unit of Study: Common Livestock Diseases/Treatment and Prevention TEKS: 8A, 8B, 8C

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Agricultural Equipment Design and Fabrication

Course Instructor	Email Contact	Conference Time
Kolton Beeler	kbeeler@aledoisd.org	3:24pm - 4:10pm

Units / Topics / TEKS (Learning Objectives)			
Texas Essential Knowledge and Skills			
1st Grading Cycle	**2nd Grading Cycle**	**3rd Grading Cycle**	**4th Grading Cycle**
TEKS: §130.28.c: (1)(A)(B)(C)(D)(E)(F) (2)(A)(B)(C)(D) (3)(A)(B)(C)(D)(E)(F)	TEKS: §130.28.c: (4)(A)(B)(C)(D)(E)(F)(G) (5)(A)(B)(C)(D)(E)(F)(H) (6)(A)(B)	TEKS: §130.28.c: (5)(A)(B)(C) (3)(A)(B)(C)(D)(E)(F)	**4th Marking Period: (45 days)** TEKS: §130.28.c: (5)(A)(B)(C) (3)(A)(B)(C)(D)(E)(F)

Grading Policy
Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Agricultural Mechanics and Metal Technologies

Course Instructor	Email Contact	Conference Time
Kolton Beeler	kbeeler@aledoisd.org	3:24pm - 4:10pm

Units / Topics / TEKS (Learning Objectives)			
Texas Essential Knowledge and Skills			
1st Grading Cycle	**2nd Grading Cycle**	**3rd Grading Cycle**	**4th Grading Cycle**
TEKS: §130.26.c: (1)(A)(B)(C)(D)(E)(F) (2)(A)(B)(C)(D) (3)(A)(B)(C) (9)(A)(B)(C)(D)(E)	TEKS: §130.26.c: (9)(A)(B)(C)(D)(E) (10)(A)(B) (11)(A)(B)(C)(D)(E)(F)	TEKS: §130.26.c: (5)(A)(B) (8)(A)(B) (7)(A)(B)(C)(D)	TEKS: §130.26.c: (6)(A)(B) (4)(A)(B)(C)

Grading Policy
Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Agricultural Structures Design and Fabrication

Course Instructor	Email Contact	Conference Time
Kolton Beeler	kbeeler@aledoisd.org	3:24pm - 4:10pm

Units / Topics / TEKS (Learning Objectives)			
Texas Essential Knowledge and Skills			
1st Grading Cycle	**2nd Grading Cycle**	**3rd Grading Cycle**	**4th Grading Cycle**
TEKS: §130.27.c: (1)(A)(B)(C)(D)(E)(F) (2)(A)(B)(C)(D) (3)(A)(B)(C)(D)(E)	TEKS: §130.27.c: (4)(A)(B)(C)(D)(E)(F)(G) (5)(A)(B)(C)(D)(E)(F)(H)	TEKS: §130.26.c: TEKS: §130.27.c: (6)(A)(B)	TEKS: §130.26.c: TEKS: §130.27.c: (6)(A)(B)

Grading Policy
Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Advanced Animal Science

Course Instructor	Email Contact	Conference Time
James Willson	jwillson@aledoisd.org	2:32pm - 3:18pm

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit of Study: Animal Science Careers TEKS: 1 A-F Unit of Study: Scientific Method TEKS: 2, 3 A-D, 4 Unit of Study: General Animal Science TEKS: 6, 9A	Unit of Study: Ag Research/SAE TEKS: 3 E-H, 5, 13D Unit of Study: Animal A&P TEKS: 9 A-C, 12	Unit of Study: Animal Body Systems TEKS: 7, 9D Unit of Study: Digestion/Nutrition TEKS: 10, 13C	Unit of Study: Genetics TEKS: 8, 13 A-B Unit of Study: Diseases/Parasites TEKS: 11 A-H Unit of Study: Animal Processing/Harvesting TEKS: 6, 13B, 13E, 14, 15

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Livestock Production

Course Instructor	Email Contact	Conference Time
Gage Taylor	gtaylor@aledoisd.org	2:32-3:18

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit of Study:Lab Safety and FFA TEKS: 1C, 1D, 1E, 2C, 2D Unit of Study: Developing an SAE TEKS: 1B, 1D, 1E, 1F, 2A, 2B, 2C, 2D Unit of Study: Livestock Industries, Species of Livestock, and Common Breeds of Each Species TEKS: 1B, 3A, 9A ,12C	Unit of Study: Livestock Industries, Species of Livestock, and Common Breeds of Each Species TEKS: 1B, 3A, 9A ,12C Unit of Study: Anatomy/Physiology and Conformation TEKS: 5A, 5B	Unit of Study: Livestock Management Practices and Facilities TEKS: 1B, 1C, 4B, 4C, 4D, 4E, 6E, 10A Unit of Study: Digestive Systems of Livestock TEKS: 5A, 6A Unit of Study: Reproductive Systems of Livestock and Genetics TEKS: 7A, 7B, 7C, 7D	Unit of Study: Nutrition and Developing Feed Rations TEKS: 6B, 6C, 6D Unit of Study: Common Livestock Diseases/Treatment and Prevention TEKS: 8A, 8B, 8C

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Veterinarian Medical Applications

Course Instructor	Email Contact	Conference Time
James Willson	jwillson@aledoisd.org	2:32pm - 3:18pm

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit of Study: Career Readiness TEKS: 1A, 1B, 1C Unit of Study: Animals Laws & Ethics TEKS: 1D, 1E, 1F, 3C, 3D, 3E Unit of Study: Vet Terms & Equipment TEKS: 4D, 5, 11 A-B	Unit of Study: Animal Behavior/Handling TEKS: 3 A-B, 6 B-D, 11C Unit of Study: Breeds/Identification Review TEKS: 6A Unit of Study: Intro to Grooming TEKS: 2, 14D	Unit of Study: Clinic Management TEKS: 4 A-C Unit of Study: Clinical Examinations / Animal Vitals TEKS: 7D, 8, 10 Unit of Study: Injections/Blood Samples TEKS: 7C, 13	Unit of Study: Clinical and Hospital Procedures TEKS: 14, 15 Unit of Study: Pharmacology TEKS: 16 Unit of Study: Animal Body Systems/Nutrition TEKS: 7 A-B, 12

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: EQUINE SCIENCE

Course Instructor	Email Contact	Conference Time
Gage Taylor	gtaylor@aledoisd.org	12:48-1:34

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle		
Unit Of Study: Equine Industry and History TEKS: 4-A, 8-F. **Unit of Study: Horse Breeds and Anatomy** TEKS: 4-C, 5-A, 8-E, 9-B. **Unit of Study: Diseases and Vet Practices** TEKS: 5-B, 7-A-D, 8-G.	**Unit of Study: Reproduction and Breeding** TEKS: 4-C, 5-A, 8-D, 9-A, 9-C. **Unit Of Study: Horse Behavior and Handling** TEKS: 5-C, 8-B. **Unit of Study: Equine Tack and Sports** TEKS: 4-B, 8-A, 8-B. **Unit of Study: Nutrition** TEKS: 6-A-E. **Unit of Study: Equipment & Facilities** TEKS: 8-C, 8-F, 9-C.		

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Livestock Production

Course Instructor	Email Contact	Conference Time
Gage Taylor	gtaylor@aledoisd.org	12:48-1:34

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit Of Study: Lab Safety and FFA TEKS: 1C, 1D, 1E, 2C, 2D. **Unit of Study: Developing an SAE** TEKS: 1B, 1D, 1E, 1F, 2A, 2B, 2C, 2D	**Unit of Study: Livestock Industries, Species of Livestock, and Common Breeds of Each Species** TEKS: 1B, 3A, 9A ,12C **Unit Of Study: Anatomy/Physiology and Conformation** TEKS: 5A, 5B	**Unit of Study: Livestock Management Practices and Facilities** TEKS: 1B, 1C, 4B, 4C, 4D, 4E, 6E, 10A **Unit of Study: Digestive Systems of Livestock** TEKS: 5A, 6A **Unit of Study: Nutrition and Developing Feed Rations** TEKS: 6B, 6C, 6D.	**Unit of Study: Reproductive Systems of Livestock and Genetics** TEKS: 7A, 7B, 7C, 7D **Unit of Study: Common Livestock Diseases/Treatment and Prevention** TEKS: 8A, 8B, 8C.

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Principles of Agriculture

Course Instructor	Email Contact	Conference Time
Gage Taylor	gtaylor@aledoisd.org	12:48-1:34

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd/3rd Grading Cycle	4th Grading Cycle	
Unit Of Study: Introduction to Agriculture and FFA TEKS: 1. A-D, 2. A-D, 4. A-B 5. A-C, 6. A-B, 8. A-B, 9. A	**Unit of Study: The Agriculture Industry** TEKS:1. E, 3. A-B, 4. C-F, 7. A-C, 9. B-D 15. A-E **Unit Of Study: Plant and Soil Science** TEKS: 10. A-C, 11. A-E, 13. B-D, 3. A-B.	**Unit of Study: Animal Science** TEKS: 12. A-D **Unit of Study: Power, Structural & Technical Systems** TEKS: 14. A-E	

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: SMALL ANIMAL MANAGEMENT

Course Instructor	Email Contact	Conference Time
Gage Taylor	gtaylor@aledoisd.org	12:48-1:34

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle		
Unit Of Study: Safety & Sanitation TEKS: 5-A, C, D. **Unit of Study: FFA The Basics** TEKS: 1-E, 2-A, 2-B, 3-A, 3-B, 3-C. **Unit of Study: Careers with Small Animals** TEKS: 1-A, B, C, D, F. **Unit of Study: Animal Rights and Welfare** TEKS: 6-A-C. **Unit of Study: Animals in Society** TEKS: 4-A-F. **Unit of Study: Canines & Felines** TEKS: 5-B, 7 A-C, 8-A-H.	**Unit of Study: Canines & Felines** TEKS: 5-B, 7 A-C, 8-A-H. **Unit Of Study: Avians and Rodents** TEKS: 5-B, 7 A-C, 8-A-H. **Unit of Study: Reptiles and Amphibians** TEKS: 5-B, 7 A-C, 8-A-H. **Unit of Study: Fish and Exotics** TEKS: 5-B, 7 A-C, 8-A-H. **Unit of Study: Small Animal Ownership** TEKS: 9-A, B,.		

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Beg./Int. Dance

Course Instructor	Email Contact	Conference Time
Emily Robison	erobison@aledoisd.org	12:48-1:34pm

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Dancer Wellness TEKS:1B, 2A, 3D **Unit 2: Ballet/Lyrical** TEKS: 1A, 1C, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 4C, 5A, 5B, 5C **Unit 3:Jazz** TEKS: 1A, 1C, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 4C, 5A, 5B, 5C	**Unit 4: Performance** TEKS: 1A, 2C, 3A, 3B, 3C, 3D, 5B **Unit 5: Modern** TEKS: 1A, 1C, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 4C, 5A, 5B, 5C	**Unit 6: Hip Hop** TEKS:1A, 1C, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 4C, 5A, 5B, 5C **Unit 7: World Dance** TEKS: 4A, 4C, 4D **Unit 8: Choreography** TEKS: 2B, 2C, 2D, 3A, 3B, 3C, 3D, 5A, 5B	**Unit 8: Performance** TEKS: 1A, 2C, 3A, 3B, 3C, 3D, 5B **Unit 9: Dance Production** TEKS:4B, 4C, 5A, 5B, 5C, 5D

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Int./Advanced Dance

Course Instructor	Email Contact	Conference Time
Emily Robison	erobison@aledoisd.org	12:48-1:34pm

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Dancer Wellness TEKS:1B, 2A, 3D **Unit 2: Ballet/Lyrical** TEKS: 1A, 1C, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 4C, 5A, 5B, 5C **Unit 3:Jazz** TEKS: 1A, 1C, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 4C, 5A, 5B, 5C	**Unit 4: Performance** TEKS: 1A, 2C, 3A, 3B, 3C, 3D, 5B **Unit 5: Modern** TEKS: 1A, 1C, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 4C, 5A, 5B, 5C	**Unit 6: Hip Hop** TEKS:1A, 1C, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 4C, 5A, 5B, 5C **Unit 7: World Dance** TEKS: 4A, 4C, 4D **Unit 8: Choreography** TEKS: 2B, 2C, 2D, 3A, 3B, 3C, 3D, 5A, 5B	**Unit 8: Performance** TEKS: 1A, 2C, 3A, 3B, 3C, 3D, 5B **Unit 9: Dance Production** TEKS:4B, 4C, 5A, 5B, 5C, 5D

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Spanish 1

Course Instructor	Email Contact	Conference Time
Diana Cifuentes	dcifuentes@aledoisd.org	11:52-12:39

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1.1: Cognates; Greetings and Farewells *TEKS:* 1A, 1B, 1C, 1E, 2A, 2B, 2C, 2D, 3A, 3B, 3C **Unit 1.2:** Alphabet; Numbers (0–30); Definite/Indefinite Articles; Classroom Vocabulary *TEKS:* 1A, 1B, 1C, 1E, 2A, 2B, 2C, 3A, 3B, 3C, 4A **Unit 1.3:** Numbers (31+); Telling Time; Days and Months; Calendar Project *TEKS:* 1A, 1B, 1C, 1E, 2A, 2B, 2C, 3A, 3B, 3C, 4A	**Unit 2.1:** Subject Pronouns; Verb *Ser* *TEKS:* 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B **Unit 2.2:** Descriptive Adjectives; Family Vocabulary; Regular *-ar* Verbs *TEKS:* 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B, 5A **Unit 2.3:** Regular *-er/-ir* Verbs; Interrogative Words *TEKS:* 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 5A	**Unit 3.1:** Verb Ir; Places in the City; City Map Project TEKS: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B **Unit 3.2:** Verb Estar; Prepositions of Location TEKS: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B **Unit 3.3:** Emotions & Conditions; Hobbies Vocabulary; Verb Gustar; Introduction to Food Vocabulary TEKS: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B **Unit 3.4**: Stem-Changing Verbs (preferir, poder, jugar, querer, pensar, dormir, pedir) TEKS: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 5A	**Unit 4.1:** Present Progressive; *Ser* vs. *Estar*; House Vocabulary *TEKS:* 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B, 5A **Unit 4.2:** Body Parts & Colors Vocabulary *TEKS:* 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B **Unit 4.3:** Irregular *yo* Verbs (*tener*, *venir*, *hacer*, *salir*, *traer*, *decir*, *poner*, *dar*, *ver*) *TEKS:* 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 5A **Unit 4.4:** Food Vocabulary; Optional Cultural Project *TEKS:* 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Spanish 1

Course Instructor	Email Contact	Conference Time
Rosa Magallanes	rmagallanes@aledoisd.org	11:52-12:39

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1.1: Cognates; Greetings and Farewells *TEKS:* 1A, 1B, 1C, 1E, 2A, 2B, 2C, 2D, 3A, 3B, 3C **Unit 1.2:** Alphabet; Numbers (0–30); Definite/Indefinite Articles; Classroom Vocabulary *TEKS:* 1A, 1B, 1C, 1E, 2A, 2B, 2C, 3A, 3B, 3C, 4A **Unit 1.3:** Numbers (31+); Telling Time; Days and Months; Calendar Project *TEKS:* 1A, 1B, 1C, 1E, 2A, 2B, 2C, 3A, 3B, 3C, 4A	**Unit 2.1:** Subject Pronouns; Verb *Ser* *TEKS:* 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B **Unit 2.2:** Descriptive Adjectives; Family Vocabulary; Regular *-ar* Verbs *TEKS:* 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B, 5A **Unit 2.3:** Regular *-er/-ir* Verbs; Interrogative Words *TEKS:* 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 5A	**Unit 3.1:** Verb Ir; Places in the City; City Map Project TEKS: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B **Unit 3.2:** Verb Estar; Prepositions of Location TEKS: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B **Unit 3.3:** Emotions & Conditions; Hobbies Vocabulary; Verb Gustar; Introduction to Food Vocabulary TEKS: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B **Unit 3.4**: Stem-Changing Verbs (preferir, poder, jugar, querer, pensar, dormir, pedir) TEKS: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 5A	**Unit 4.1:** Present Progressive; *Ser* vs. *Estar*; House Vocabulary *TEKS:* 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B, 5A **Unit 4.2:** Body Parts & Colors Vocabulary *TEKS:* 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B **Unit 4.3:** Irregular *yo* Verbs (*tener*, *venir*, *hacer*, *salir*, *traer*, *decir*, *poner*, *dar*, *ver*) *TEKS:* 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 5A **Unit 4.4:** Food Vocabulary; Optional Cultural Project *TEKS:* 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Spanish 1

Course Instructor	Email Contact	Conference Time
Claudia Lewis	clewis@aledoisd.org	12:18-1:22

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1.1: Cognates; Greetings and Farewells *TEKS:* 1A, 1B, 1C, 1E, 2A, 2B, 2C, 2D, 3A, 3B, 3C **Unit 1.2:** Alphabet; Numbers (0–30); Definite/Indefinite Articles; Classroom Vocabulary *TEKS:* 1A, 1B, 1C, 1E, 2A, 2B, 2C, 3A, 3B, 3C, 4A **Unit 1.3:** Numbers (31+); Telling Time; Days and Months; Calendar Project *TEKS:* 1A, 1B, 1C, 1E, 2A, 2B, 2C, 3A, 3B, 3C, 4A	**Unit 2.1:** Subject Pronouns; Verb *Ser* *TEKS:* 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B **Unit 2.2:** Descriptive Adjectives; Family Vocabulary; Regular *-ar* Verbs *TEKS:* 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B, 5A **Unit 2.3:** Regular *-er/-ir* Verbs; Interrogative Words *TEKS:* 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 5A	**Unit 3.1:** Verb Ir; Places in the City; City Map Project TEKS: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B **Unit 3.2:** Verb Estar; Prepositions of Location TEKS: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B **Unit 3.3:** Emotions & Conditions; Hobbies Vocabulary; Verb Gustar; Introduction to Food Vocabulary TEKS: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B **Unit 3.4**: Stem-Changing Verbs (preferir, poder, jugar, querer, pensar, dormir, pedir) TEKS: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 5A	**Unit 4.1:** Present Progressive; *Ser* vs. *Estar*; House Vocabulary *TEKS:* 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B, 5A **Unit 4.2:** Body Parts & Colors Vocabulary *TEKS:* 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B **Unit 4.3:** Irregular *yo* Verbs (*tener*, *venir*, *hacer*, *salir*, *traer*, *decir*, *poner*, *dar*, *ver*) *TEKS:* 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 5A **Unit 4.4:** Food Vocabulary; Optional Cultural Project *TEKS:* 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: SPANISH 2 On-Level

Course Instructor	Email Contact	Conference Time
Efren Martinez	efmartinez@aledoisd.org	2:32 p.m. - 3:18 p.m.

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Describing self and family members using ser + adjectives TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 2: Tell what self and others do using infinitives / present-tense of high frequency verbs** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B	**Map unit: Label map of Spanish-speaking countries and describe locations; investigate a specific country and complete project** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 3: Food and direct object pronouns/ likes/dislikes** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3A, 3B **Unit 4 Stem-changing verbs: use these verbs to tell what self and others do in the present-tense** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F	**Unit 5: Use reflexive verbs to describe what self and others do in daily hygiene routines** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 6: Use the verb ir in the present and preterit tense to tell where people go/where they went/ review En la ciudad vocab** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 7: Narrative what people did using the regular preterit tense** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D	**Unit 8: Narrate what people did using irregular preterit forms** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 9: Use the imperfect tense to narrate about what people used to do / include chores vocab (new)** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 10: Use affirmative tú commands to tell your friend what to do** TEKS: Interpersonal speaking/writing: 1A, 1B, 1C, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D

	Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3A, 3B	Presentational speaking/writing: 3B **Begin Unit 8- Narrate what you did using irregular preterit forms** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B	Presentational speaking/writing: 3B
Grading Policy			
Aledo ISD Grading Guidelines			

2025-26 Instructional Plan

Course Name: SPANISH 2 On-Level

Course Instructor	Email Contact	Conference Time
Mary Pope	mpopealedoisd.org	11:56- 12:42

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Describing self and family members using ser + adjectives TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 2: Tell what self and others do using infinitives / present-tense of high frequency verbs** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B	**Map unit: Label map of Spanish-speaking countries and describe locations; investigate a specific country and complete project** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 3: Food and direct object pronouns/ likes/dislikes** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3A, 3B **Unit 4 Stem-changing verbs: use these verbs to tell what self and others do in the present-tense** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F	**Unit 5: Use reflexive verbs to describe what self and others do in daily hygiene routines** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 6: Use the verb ir in the present and preterit tense to tell where people go/where they went/ review En la ciudad vocab** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 7: Narrative what people did using the regular preterit tense** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D	**Unit 8: Narrate what people did using irregular preterit forms** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 9: Use the imperfect tense to narrate about what people used to do / include chores vocab (new)** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 10: Use affirmative tú commands to tell your friend what to do** TEKS: Interpersonal speaking/writing: 1A, 1B, 1C, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D

	Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3A, 3B	Presentational speaking/writing: 3B **Begin Unit 8- Narrate what you did using irregular preterit forms** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B	Presentational speaking/writing: 3B
Grading Policy			
Aledo ISD Grading Guidelines			

2025-26 Instructional Plan

Course Name: SPANISH 2 On-Level

Course Instructor	Email Contact	Conference Time
Diana Cifuentes	dcifuentes@aledoisd.org	11:56-12:42

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Describing self and family members using ser + adjectives TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 2: Tell what self and others do using infinitives / present-tense of high frequency verbs** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B	**Map unit: Label map of Spanish-speaking countries and describe locations; investigate a specific country and complete project** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 3: Food and direct object pronouns/ likes/dislikes** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3A, 3B **Unit 4 Stem-changing verbs: use these verbs to tell what self and others do in the present-tense** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F	**Unit 5: Use reflexive verbs to describe what self and others do in daily hygiene routines** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 6: Use the verb ir in the present and preterit tense to tell where people go/where they went/ review En la ciudad vocab** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 7: Narrative what people did using the regular preterit tense** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D	**Unit 8: Narrate what people did using irregular preterit forms** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 9: Use the imperfect tense to narrate about what people used to do / include chores vocab (new)** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 10: Use affirmative tú commands to tell your friend what to do** TEKS: Interpersonal speaking/writing: 1A, 1B, 1C, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D

	Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3A, 3B	Presentational speaking/writing: 3B **Begin Unit 8- Narrate what you did using irregular preterit forms** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B	Presentational speaking/writing: 3B
Grading Policy			
Aledo ISD Grading Guidelines			

2025-26 Instructional Plan

Course Name: SPANISH II on-level

Course Instructor	Email Contact	Conference Time
Gillian Walker	gwalker@aledoisd.org	11:56am-12:42pm

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Describing self and family members using ser + adjectives TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 2: Tell what self and others do using infinitives / present-tense of high frequency verbs** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B	**Map unit: Label map of Spanish-speaking countries and describe locations; investigate a specific country and complete project** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 3: Food and direct object pronouns/ likes/dislikes** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3A, 3B **Unit 4 Stem-changing verbs: use these verbs to tell what self and others do in the present-tense** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F	**Unit 5: Use reflexive verbs to describe what self and others do in daily hygiene routines** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 6: Use the verb ir in the present and preterit tense to tell where people go/where they went/ review En la ciudad vocab** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 7: Narrative what people did using the regular preterit tense** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D	**Unit 8: Narrate what people did using irregular preterit forms** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 9: Use the imperfect tense to narrate about what people used to do / include chores vocab (new)** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 10: Use affirmative tú commands to tell your friend what to do** TEKS: Interpersonal speaking/writing: 1A, 1B, 1C, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D

	Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3A, 3B	Presentational speaking/writing: 3B **Begin Unit 8- Narrate what you did using irregular preterit forms** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B	Presentational speaking/writing: 3B
Grading Policy			
Aledo ISD Grading Guidelines			

2025-26 Instructional Plan

Course Name: Advanced SPANISH III

Course Instructor	Email Contact	Conference Time
Gillian Walker	gwalker@aledoisd.org	11:56am-12:42pm

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Review: Narrate in the present tense TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 2: Review: Narrate in the past tense using preterit and imperfect** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 3: El mundo del trabajo: use jobs/work vocabulary to talk about working; use the future tense to tell what will happen**	**Unit 4: Use pronouns to tell who you do something for- indirect/direct/double object pronouns** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 5: Talk about health and give commands about what to do/not to do in order to be healthy** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3A, 3B	**Unit 6: Uses of preterit/imperfect: narrate about the past using the correct tense** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 7: Use vocab to discuss nature; use the present subjunctive to talk about a trip in nature** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 8: Use the conditional tense to discuss what would happen under certain circumstances** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D	**Unit 9: Narrate about stages of life/relationships; use the present perfect to tell what people have done** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B **Unit 10: Use vocab to talk about technology; use the se pasivo voice to talk about what is done** TEKS: Interpersonal speaking/writing: 1A, 1B, 1E, 1F Interpretive listening/reading: : 2A, 2C, 2D Presentational speaking/writing: 3B

		Presentational speaking/writing: 3B	
Grading Policy			
Aledo ISD Grading Guidelines			

2025-26 Instructional Plan

Course Name: AP SPANISH 4 Language and Culture

Course Instructor	Email Contact	Conference Time
Gillian Walker	gwalker@aledoisd.org	11:56am-12:42pm

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: La familia en diferentes contextos TEKS: Interpersonal speaking/writing: 1A, 1B, 1C, 1D, 1E, 1F Interpretive listening/reading: : 2A, 2B, 2C, 2D Presentational speaking/writing: 3A, 3B, 3C **Unit 2: The effect of language and culture on identity** TEKS: Interpersonal speaking/writing: 1A, 1B, 1C, 1D, 1E, 1F Interpretive listening/reading: : 2A, 2B, 2C, 2D Presentational speaking/writing: 3A, 3B, 3C **At some point in each unit we practice each of the TEKS**	**Unit 2 continued.** **Unit 4: Science and nature** TEKS: Interpersonal speaking/writing: 1A, 1B, 1C, 1D, 1E, 1F Interpretive listening/reading: : 2A, 2B, 2C, 2D Presentational speaking/writing: 3A, 3B, 3C	**Unit 3: The effect of beauty and aesthetics** TEKS: Interpersonal speaking/writing: 1A, 1B, 1C, 1D, 1E, 1F Interpretive listening/reading: : 2A, 2B, 2C, 2D Presentational speaking/writing: 3A, 3B, 3C **Unit 5: Factors that affect the quality of life** TEKS: Interpersonal speaking/writing: 1A, 1B, 1C, 1D, 1E, 1F Interpretive listening/reading: : 2A, 2B, 2C, 2D Presentational speaking/writing: 3A, 3B, 3C	**Unit 6: Global Challenges** TEKS: Interpersonal speaking/writing: 1A, 1B, 1C, 1D, 1E, 1F Interpretive listening/reading: : 2A, 2B, 2C, 2D Presentational speaking/writing: 3A, 3B, 3C

Grading Policy

Aledo ISD Grading Guidelines

Link to Level 4 Teks begin ad C- Knowledge and skills

2025-26 Instructional Plan

Course Name: American Sign Language II

Course Instructor	Email Contact	Conference Time
Rebekah Witt	rwitt@aledoisd.org	3:25 - 4:10

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Introductions TEKS: 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 3A, 3B, 4A, 4B, 4C, 5C **Unit 2: Descriptions & Classifiers** TEKS: 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 3A, 3B, 4A, 4B, 4C, 5C	**Unit 3: Halloween** TEKS: 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 3A, 3B, 4A, 4B, 4C, 5C **Unit 4: Travel** TEKS: 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 3A, 3B, 4A, 4B, 4C, 5C	**Unit 5: Describing Places and Giving Directions** TEKS: 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 3A, 3B, 4A, 4B, 4C, 5C **Unit 6: Giving Opinions** TEKS: 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 3A, 3B, 4A, 4B, 4C, 5C,	**Unit 7: "Amazing Race" Cultural Comparisons** TEKS: 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 3A, 3B, 4A, 4B, 4C, 5A, 5B, 5C, **Unit 8: Storytelling** TEKS: 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 3A, 3B, 4A, 4B, 4C, 5C

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: American Sign Language III & IV

Course Instructor	Email Contact	Conference Time
Rebekah Witt	rwitt@aledoisd.org	3:25 - 4:10

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Explaining Expectations and Rules TEKS: 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 3A, 3B, 4A, 4B, 4C, 5C **Unit 2: Occupations** TEKS: 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 3A, 3B, 4A, 4B, 4C, 5C	**Unit 3: Interpreting Introductions** TEKS: 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 3A, 3B, 4A, 4B, 4C, 5C **Unit 4: Mouth Morphemes** TEKS: 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 3A, 3B, 4A, 4B, 4C, 5C	**Unit 5: Finances** TEKS: 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 3A, 3B, 4A, 4B, 4C, 5C **Unit 6: Doctors Offices, Emergencies, & Surgery** TEKS: 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 3A, 3B, 4A, 4B, 4C, 5C,	**Unit 7: Deaf Literature** TEKS: 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 3A, 3B, 4A, 4B, 4C, 5A, 5B, 5C, **Unit 8: Deaf Art** TEKS: 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 3A, 3B, 4A, 4B, 4C, 5C

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name*:* Physical Education

Course Instructor	Email Contact	Conference Time
Claire Gay	Claire Gay	1:40-2:26

Units / Topics / TEKS (Learning Objectives)

Physical Education TEKS

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Orientation & Fitness Baseline: Rules, safety, procedures, personal goal-setting, intro to warm-ups TEKS:116.52(c)(1)(A)(B)(C), (2)(A)(B), (3)(A)(B), (4)(A)(B), (5)(A)(B) **Unit 2: Individual/Dual Sports** Badminton, Tennis, Self/peer assessment, scoring, skill progressions TEKS:116.54(c)(1)(A)(B)(C), (2)(A)(B)(C), (3)(A)(B), (4)(A)(B), (5)(A)(B) **Unit 3: Team Sports/Strategy** Volleyball, Ultimate Frisbee, cooperative drills, sportsmanship TEKS:116.54(c)(1)(A)(C), (2)(A)(C), (3)(A)(B), (4)(A), (5)(A)(B)	**Unit 4: Cardiovascular Fitness** Circuit training, aerobic games, plyometrics, HIIT, Fitness Journals TEKS:116.52(c)(1)(B)(C), (3)(A)(B), (4)(A)(B), §116.53(c)(2)(A)(C), (3)(A)(B) **Unit 5: Rhythmic Activities / Dance** Zumba, Line Dancing, Jump Rope, creative movement sequences, rhythm development TEKS:116.54(c)(1)(B), (2)(B), (3)(A), (4)(A), (5)(B)	**Unit 6: Strength & Conditioning** Weight room intro, functional fitness, goal setting, journaling, strength assessments TEKS:116.52(c)(1)(B)(C), (3)(A)(B), (4)(A), (5)(A), §116.53(c)(3)(A) **Unit 7: Lifetime Fitness & Wellness** Yoga, Pilates, walking, stretching, mindfulness, nutrition intro TEKS: 116.52(c)(1)(A)(C), (3)(A)(B), (4)(A), (5)(A)(B) **Unit 8: Recreational & Modified Games** Kickball, capture the flag, bocce, inclusive/adapted physical education games TEKS: 116.54(c)(1)(C), (2)(C), (3)(A), (5)(A)(B)	**Unit 9: Outdoor/Adventure Education** Disc golf, orienteering, team-building games, outdoor safety TEKS:116.54(c)(1)(A)(C), (2)(B), (4)(A)(B), (5)(A)(B) **Unit 10: Post-Assessment & Goal Review** Fitness portfolios, personal reflections, lifetime planning TEKS:116.52(c)(1)(A)(C), (3)(A), (4)(A)(B), (5)(A)(B)

Grading Policy

Aledo ISD Grading Guidelines

Brad McCone - Weight Training
2025-26 Instructional Plan

Course Name: Weights

Course Instructor	Email Contact	Conference Time
Brad McCone	Brad McCone	2:24-3:17

Units / Topics / TEKS (Learning Objectives)

TEKS

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Teaching techniques and spotting of bench, Incline, Hang Clean, and Deadlift. 8 week cycle 9th week Test TEKS: 1A,1B 2A,2B,2C,2D,2E 3A,3B,3C,3D,3E,3F,3G, 3H,3I,3J,3K 4A,4B,4C,4D,4E 5A,5B,5C,5D,5E	**Bench, Incline, Clean, & Deadlift** 8 week cycle off 1st cycle max 2nd nine week Max TEKS: 1A,1B 2A,2B,2C,2D,2E 3A,3B,3C,3D,3E,3F, 3G,3H,3I,3J,3K 4A,4B,4C,4D,4E 5A,5B,5C,5D,5E	**Bench, Incline, Clean, & Deadlift** 8 week cycle off 2nd cycle Max 3rd nine week Max TEKS: 1A,1B 2A,2B,2C,2D,2E 3A,3B,3C,3D,3E,3F,3G,3H ,3I,3J,3K 4A,4B,4C,4D,4E 5A,5B,5C,5D,5E	**Bench, Incline, Clean, & Deadlift** 8 week cycle off 3rd cycle max 4th nine weeks Max TEKS: 1A,1B 2A,2B,2C,2D,2E 3A,3B,3C,3D,3E,3F,3G, 3H,3I,3J,3K 4A,4B,4C,4D,4E 5A,5B,5C,5D,5E

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Weights and Aerobics HS Girls

Course Instructor	Email Contact	Conference Time
Natalie Evans	Natalie Evans	2:24-3:17

Units / Topics / TEKS (Learning Objectives)

TEKS

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Describe examples and exercises that may be harmful or unsafe. Explain the relationship between physical fitness and health.Participate in a variety of activities that develop health-related physical fitness activities including aerobic exercise to develop cardiovascular efficiency.List and describe the components of exercise prescription such as overload principle, type, progression, or specificity. Investigate positive and negative attitudes towards exercise and physical activities. Identify changeable risk factors such as inactivity, smoking, nutrition, and stress that affect physical activity and health. TEKS: PE1.3.B PE1.4.F PE1.4.A PE1.5.A PE1.4.B PE1.5.G	Apply physiological principles related to exercise and training such as warm-up/cool down, overload, frequency, intensity, specificity, or progression. Apply biomechanical principles related to exercise and training such as force, leverage, and type of contraction. Apply rules, procedures, and etiquette. Demonstrate safety procedures such as spotting during gymnastics and using non-skid footwear. Participate in a variety of activities that develop health-related physical fitness activities including aerobic exercise to develop cardiovascular efficiency. Demonstrate the skill-related components of physical fitness such as agility, balance, coordination, power, reaction time, and speed. TEKS: PE1.1.A PE1.1.B PE1.2.A PE1.3.A PE1.4.B PE1.4.C	Describe methods of evaluating health-related fitness such as Cooper's 1.5 mile run test. Evaluate consumer issues related to physical fitness such as marketing claims promoting fitness products and services. Investigate positive and negative attitudes towards exercise and physical activities. Describe physical fitness activities that can be used for stress reduction. Explain how over training may contribute to negative health problems such as bulimia and anorexia. Analyze the relationship between sound nutritional practices and physical activity. TEKS: PE1.4.E PE1.4.H PE1.5.A PE1.5.B PE1.5.C PE1.5.D	Analyze methods of weight control such as diet, exercise, or combination of both. Recognize and resolve conflicts during physical activity.Describe methods of evaluating health-related fitness such as Cooper's 1.5 mile run test. Design and implement a personal fitness program. Evaluate consumer issues related to physical fitness such as marketing claims promoting fitness products and services.Investigate positive and negative attitudes towards exercise and physical activities TEKS: PE1.5.F PE1.2.B PE1.4.E PE1.4.G PE1.4.H PE1.5.A

Grading Policy			
Aledo ISD Grading Guidelines			

2025-26 Instructional Plan

Course Name: Weight Training

Course Instructor	Email Contact	Conference Time
Josh Morgan	jmorgan@aledoisd.org	9:32-10:22am

Units / Topics / TEKS (Learning Objectives)

TEKS

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Teaching techniques and spotting of bench, Incline, Hang Clean, and Deadlift. 9 week cycle Work Capacity TEKS: 1A,1B 2A,2B,2C,2D,2E 3A,3B,3C,3D,3E,3F,3G, 3H,3I,3J,3K 4A,4B,4C,4D,4E 5A,5B,5C,5D,5E	**Bench, Incline, Clean, & Deadlift** 8 week cycle Week 9 Rep Tests TEKS: 1A,1B 2A,2B,2C,2D,2E 3A,3B,3C,3D,3E,3F, 3G,3H,3I,3J,3K 4A,4B,4C,4D,4E 5A,5B,5C,5D,5E	**Bench, Incline, Clean, & Deadlift** 8 week cycle Week 9 3 Rep Max TEKS: 1A,1B 2A,2B,2C,2D,2E 3A,3B,3C,3D,3E,3F,3G,3H ,3I,3J,3K 4A,4B,4C,4D,4E 5A,5B,5C,5D,5E	**Bench, Incline, Clean, & Deadlift** 7 week cycle Testing based on progress TEKS: 1A,1B 2A,2B,2C,2D,2E 3A,3B,3C,3D,3E,3F,3G, 3H,3I,3J,3K 4A,4B,4C,4D,4E 5A,5B,5C,5D,5E

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Weight Training

Course Instructor	Email Contact	Conference Time
Joe Williams	Jrwilliams@aledoisd.org	2:29-3:17

Units / Topics / TEKS (Learning Objectives)

TEKS

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Teaching techniques and spotting of bench, Incline, Hang Clean, and Deadlift. 8 week cycle 9th Week Max Test TEKS: 1A,1B 2A,2B,2C,2D,2E 3A,3B,3C,3D,3E,3F,3G, 3H,3I,3J,3K 4A,4B,4C,4D,4E 5A,5B,5C,5D,5E	**Bench, Incline, Clean, & Deadlift** 8 week cycle off 1st cycle max 2nd Nine Week Max TEKS: 1A,1B 2A,2B,2C,2D,2E 3A,3B,3C,3D,3E,3F, 3G,3H,3I,3J,3K 4A,4B,4C,4D,4E 5A,5B,5C,5D,5E	**Bench, Incline, Clean, & Deadlift** 8 week cycle off 2nd cycle Max 3rd Nine Week Max TEKS: 1A,1B 2A,2B,2C,2D,2E 3A,3B,3C,3D,3E,3F,3G,3H ,3I,3J,3K 4A,4B,4C,4D,4E 5A,5B,5C,5D,5E	**Bench, Incline, Clean, & Deadlift** 8 week cycle off 3rd cycle max 4th Nine Week Max TEKS: 1A,1B 2A,2B,2C,2D,2E 3A,3B,3C,3D,3E,3F,3G, 3H,3I,3J,3K 4A,4B,4C,4D,4E 5A,5B,5C,5D,5E

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Sports Medicine

Course Instructor	Email Contact	Conference Time
Natalie Evans	Natalie Evans	2:24 to 3:17

Units / Topics / TEKS (Learning Objectives)

https://tea.texas.gov/academics/learning-support-and-programs/innovative-courses/sports-medicine-i-2022.pdf

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
1. Athletic Healthcare Team TEKS: 2 A through E 2. Sports Injury Law TEKS 3 A through G Test 1 3. Body Planes and Directional Terms TEK 4 E, 7 A through J Movement Project is Test 2	4. Body Systems and Injuries TEK 9 A through H TEK 14 A through G Test 3 5. Lower Leg, Ankle and Foot TEK 17 A through F Test 4(Midterm)	6. Thigh Leg and Knee TEK A through O Test 5 7. Hips and Pelvis TEK 15 A through D Test 6 8. Spine TEK 11 A through G Test 7	8. Head Injuries/Brain/Catastrophic Injuries TEK 10 A through K TEK 7 A through J 9. Heat Illness TEK 20 A through G Test 8 10. Ankle Taping TEK 17G Final Exam

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Technical Theatre 1

Course Instructor	Email Contact	Conference Time
Coleman Chappell	Coleman Chappell	11:56-12:42

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Introduction to Technical Theatre TEKS: 1A, 1B, 2C, 3E, 5B, **Unit 2: Introduction to Stage Safety** TEKS: 1D, 2G, 3A **Unit 3: Introduction to Basic Scenery and Construction** TEKS: 1D, 2G, 3A **Unit 4: Literature** TEKS: 1A, 1E, 2A, 2C, 4D	**Unit 5: Introduction to Sound Design** TEKS: 1C, 2A, 2E, 3D, 4B, 5C, 5G, 5F **Unit 6: Introduction to Costume Design** TEKS: 1C, 2C, 2A, 2E, 3C, 4A, 5C, 5F **Unit 7: Introduction to Prop Design** TEKS: 1C, 1D, 2A, 2C, 2E, 3A, 5C, 5F **Unit 7: Introduction to Make-Up** TEKS: 1C, 2A, 2C, 2E, 3C, 5C, 5F	**Unit 8: Introduction to Lighting** TEKS: 1C, 2A, 2E, 3B, 4B, 5C, 5G, 5F **Unit 9: Introduction to Marketing** TEKS: 1C, 2A, 2E, 4B, 5C, 5F **Begin Unit 10: Performance Evaluation** TEKS: 2A, 4B, 4D, 5B, 5D, 5E	**Unit 11: Theatre History** TEKS: 4A, 4B, 4C, 4D, 5C, **Unit 12: Realized Production** TEKS: 1C, 2A, 2B, 2C, 2D, 2E, 5A, 5C, 5G

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Technical Theatre 2

Course Instructor	Email Contact	Conference Time
Coleman Chappell	Coleman Chappell	11:56-12:42

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Introduction to Technical Theatre 2 TEKS: 1A, 1B **Unit 2: Introduction to Stage Safety** TEKS: 1D, 2G, 3A **Unit 3: Introduction to Basic Scenery and Construction** TEKS: 1D, 2G, 3A, 3B **Unit 4: Introduction to Design** TEKS: 2C, 2D, 2E	**Unit 5: Literature** TEKS: 1E, 2A, 5C, 5F **Unit 6: Introduction to Sound Design** TEKS: 2A, 3D, 4B, 5C **Unit 7: Introduction to Costume Design** TEKS: 1E, 2E, 3C, 4A, 5D, 5G, 5H **Unit 8: Introduction to Prop Design** TEKS: 1A, 1C, 1E, 2A, 2F, 3B **Unit 9: Introduction to Make-Up** TEKS: 1C, 2A, 2B, 2C, 2E, 2F	**Unit 10: Introduction to Lighting** TEKS: 1C, 2A, 2E, 2F, 3B, 4E, 5G **Unit 11: Introduction to Marketing** TEKS: 1C, 2A, 3B, 5G, 5I **Begin Unit 12: Performance Evaluation** TEKS: 2A, 4B, 5C, 5E	**Unit 13: Realized Production** TEKS: 1A, 1C, 1E, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 5A, 5C, 5D, 5G

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Technical Theatre 3/4

Course Instructor	Email Contact	Conference Time
Coleman Chappell	Coleman Chappell	11:56-12:42

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Introduction to Technical Theatre 2 TEKS: 1A, 1B, 3C **Unit 2: Introduction to Stage Safety** TEKS: 1D, 3A **Unit 3: Scenery and Construction** TEKS: 1D, 2F, 2J, 3A, 3B **Unit 4: Introduction to Design** TEKS: 2C, 2D, 2E	**Unit 5: Literature** TEKS: 1E, 2A, 5C, 5F **Unit 6: Sound Design** TEKS: 2A, 3D, 4B, 5D **Unit 7: Costume Design** TEKS: 1E, 2E, 3C, 4A, 5D, 5G, 5H **Unit 8: Prop Design** TEKS: 1A, 1C, 1E, 2A, 2F, 3B **Unit 9: Make-Up** TEKS: 1C, 2B, 2C, 2D, 2E, 2F, 3C	**Unit 10: Lighting** TEKS: 2A, 2E, 2F, 3B, 4E, 5G **Unit 11: Introduction to Marketing** TEKS: 1C, 2A, 3B, 3D, 5G, 5I **Begin Unit 12: Performance Evaluation** TEKS: 2A, 4B, 5C, 5H, 5E	**Unit 13: Realized Production** TEKS: 1A, 1C, 1E, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 2I, 5A, 5C, 5D, 5G

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Theatre Arts 1

Course Instructor	Email Contact	Conference Time
Coleman Chappell	Coleman Chappell	11:56-12:42

Units / Topics / TEKS (Learning Objectives)			
Texas Essential Knowledge and Skills			
1st Grading Cycle	**2nd Grading Cycle**	**3rd Grading Cycle**	**4th Grading Cycle**
Unit 1: Introduction to Theatre TEKS: 1A,1F, 1G, **Unit 2: Acting-Stage Movement** TEKS: 1C, 2A, 2D **Unit 3: Acting - Improvisation** TEKS: 1J, 2F **Unit 4: Voice and Diction** TEKS: 1D, 2C	**Unit 5: Acting Monologues** TEKS: 2F, 1E **Unit 6: Acting - Duet** TEKS: 2D, 3C	**Unit 7: Technical Theatre** TEKS: 3A, 3B, 3D **Unit 8: Auditions Resumes** TEKS: 5F, 5H,1I **Unit 9: Performance Evaluation** TEKS:5A, 5C 5D, 5B	**Unit 10: Theatre History** TEKS: 4A,4B, 4D, 4E **Unit 11: Simulate Production** TEKS: 3C/D, 2D, 5D, 5G
Grading Policy			
Aledo ISD Grading Guidelines			

2025-26 Instructional Plan

Course Name: Theatre Arts 2

Course Instructor	Email Contact	Conference Time
Coleman Chappell	Coleman Chappell	11:56-12:42

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Introduction to Theatre TEKS: 1D, 1E **Unit 2: Acting-Stage Movement** TEKS: 1iv, 2D **Unit 3: Acting - Improvisation** TEKS: 2F, 1 D, 1E **Unit 4: Voice and Diction** TEKS: 1C, 2C	**Unit 5: Warm-Ups & Memorization** TEKS: 1A, 1G **Unit 6: Acting Techniques** TEKS: 2B, 2D	**Unit 7: Technical Theatre** TEKS: 3B, 3C, 3D **Unit 8: Script & Production Roles** TEKS: 3B, 3C, 3D **Unit 9: Evaluation & Career Pathways** TEKS:5A, 5C 5D, 5B, 5E, 5F, 5G	**Unit 10: Theatre History** TEKS: 4A,4B, 4D, 4F, 4C **Unit 11: Ensemble Production** TEKS: 2B, 2D, 2F, 3D, 5B, 5C, 5G

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Theatre Arts 3

Course Instructor	Email Contact	Conference Time
Coleman Chappell	Coleman Chappell	11:56-12:42

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Advanced Warm-Ups & Physical Characterization TEKS: 1A, 1B **Unit 2: Voice and Diction** TEKS: 1C, 1D **Unit 3: Conventions & Integrations** TEKS: 1E, 1F **Unit 4: Warm-Ups & Memorization** TEKS: 1G	**Unit 5: Performance Techniques** TEKS: 2A, 2B **Unit 6: Character & Improvisation** TEKS: 2C, 2D	**Unit 7: Writing & Multidisciplinary Integration** TEKS: 2E, 2F **Unit 8: Technical Theatre** TEKS: 3B, 3A **Unit 9: Direction & Collaboration** TEKS: 3C, 3D, 3E	**Unit 10: Theatre History** TEKS: 4A,4B, 4D, 4F, 4C, 4E **Unit 11: Critique, Career and Reflection** TEKS: 5A, 5B, 5C, 5D, 5E

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

Course Name: Theatre Arts 4

Course Instructor	Email Contact	Conference Time
Coleman Chappell	Coleman Chappell	11:56-12:42

Units / Topics / TEKS (Learning Objectives)

Texas Essential Knowledge and Skills

1st Grading Cycle	2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle
Unit 1: Advanced Warm-Ups & Movement TEKS: 1A, 1B **Unit 2: Voice and Diction** TEKS: 1C, 1D **Unit 3: Conventions & Integrations** TEKS: 1E **Unit 4: Warm-Ups & Memorization** TEKS: 1G	**Unit 5: Performance & Ensemble** TEKS: 2A, 2B **Unit 6: Character Analysis & Interpretation** TEKS: 2C, 2D	**Unit 7: Text Analysis** TEKS: 3B, 3C **Unit 8: Planning & Leadership** TEKS: 3D, 3E **Unit 9: Technical Ownership** TEKS: 3F	**Unit 10: Societal Role & Cultural Perspectives** TEKS: 4B, 4C, 4D, 4E, 4F **Unit 11: Career Pathways and Tech Integration** TEKS: 5A, 5B, 5D, 5E, 5F, 5G

Grading Policy

Aledo ISD Grading Guidelines

2025-26 Instructional Plan

High School Alternate Curriculum

This document provides a BROAD overview of concepts and APPROXIMATE time frames recommended for classroom instruction in core content areas. Instruction varies by individual student needs and IEP goals as discussed and decided upon at your child's annual ARD meeting.

Course Instructor	Email Contact:	Conference Time:
Mrs. Howorth	lhoworth@aledoisd.org	1:40 - 2:26

Alternate curriculum is not a reduction in expectations, but rather a scaffolded instructional approach that breaks down complex concepts into more manageable steps. It ensures your child receives access to grade-level content in a way that builds confidence, increases engagement, and promotes mastery over time.

ELAR Units / Topics	
TEKS ELAR Vertical Alignment	
Developing and Sustaining Foundational Language Skills	• Uses newly acquired vocabulary expressively.
Comprehension Skills	• Uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.
Response Skills	• Responds to an increasingly challenging variety of sources that are read, heard, or viewed.
Literary Elements and Genres	• Recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. • Recognizes and analyzes genrespecific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.
Author's Purpose and Craft	• Uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. • Analyzes and applies author's craft purposefully in order to develop his or her own products and performances.
Composition - Writing Process and Genres	• Uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

Every Student Succeeds Act

2025-26 Instructional Plan

High School Alternate Curriculum

This document provides a BROAD overview of concepts and APPROXIMATE time frames recommended for classroom instruction in core content areas. Instruction varies by individual student needs and IEP goals as discussed and decided upon at your child's annual ARD meeting.

Course Instructor	Email Contact:	Conference Time:
Mrs. Howorth	lhoworth@aledoisd.org	1:40 - 2:26

Alternate curriculum is not a reduction in expectations, but rather a scaffolded instructional approach that breaks down complex concepts into more manageable steps. It ensures your child receives access to grade-level content in a way that builds confidence, increases engagement, and promotes mastery over time.

Math Units / Topics	
TEKS Math Vertical Alignment	
Numbers & Operaterations	• Determines different forms of expressions using operations or properties.
Representing and solving Algebraic Relationships	• Applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions.
Graphing & Solving Equations	• Writes, using technology, different function types that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems.
Data Analysis	• Creates and uses representations to organize, record, and communicate mathematical ideas.

Every Student Succeeds Act

2025-26 Instructional Plan

High School Alternate Curriculum

This document provides a BROAD overview of concepts and APPROXIMATE time frames recommended for classroom instruction in core content areas. Instruction varies by individual student needs and IEP goals as discussed and decided upon at your child's annual ARD meeting.

Course Instructor	Email Contact:	Conference Time:
Mrs. Howorth	lhoworth@aledoisd.org	1:40 - 2:26

Alternate curriculum is not a reduction in expectations, but rather a scaffolded instructional approach that breaks down complex concepts into more manageable steps. It ensures your child receives access to grade-level content in a way that builds confidence, increases engagement, and promotes mastery over time.

Science Units / Topics	
TEKS Science Vertical Alignment	• Biological Structures, Functions, and Processes • Mechanisms of Genetics • Biological Evolution • Interdependence within Environmental Systems

Course Instructor	Email Contact:	Conference Time:
Mrs. Howorth	lhoworth@aledoisd.org	1:40 - 2:26

Alternate curriculum is not a reduction in expectations, but rather a scaffolded instructional approach that breaks down complex concepts into more manageable steps. It ensures your child receives access to grade-level content in a way that builds confidence, increases engagement, and promotes mastery over time.

Social Studies Units / Topics	
TEKS Social Studies Vertical Alignment	• History • Geography & Culture • Government & Citizenship • Economics, Science, Technology, & Society

Every Student Succeeds Act

2025-26 Instructional Plan

High School Alternate Curriculum

This document provides a BROAD overview of concepts and APPROXIMATE time frames recommended for classroom instruction in core content areas. Instruction varies by individual student needs and IEP goals as discussed and decided upon at your child's annual ARD meeting.

Course Instructor	Email Contact:	Conference Time:
Mrs. Willems	**kwillems@aledoisd.org**	**1:40 - 2:26**

Alternate curriculum is not a reduction in expectations, but rather a scaffolded instructional approach that breaks down complex concepts into more manageable steps. It ensures your child receives access to grade-level content in a way that builds confidence, increases engagement, and promotes mastery over time.

ELAR Units / Topics	
TEKS ELAR Vertical Alignment	
Developing and Sustaining Foundational Language Skills	• Uses newly acquired vocabulary expressively.
Comprehension Skills	• Uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.
Response Skills	• Responds to an increasingly challenging variety of sources that are read, heard, or viewed.
Literary Elements and Genres	• Recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. • Recognizes and analyzes genrespecific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.
Author's Purpose and Craft	• Uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. • Analyzes and applies author's craft purposefully in order to develop his or her own products and performances.
Composition - Writing Process and Genres	• Uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

Every Student Succeeds Act

2025-26 Instructional Plan

High School Alternate Curriculum

This document provides a BROAD overview of concepts and APPROXIMATE time frames recommended for classroom instruction in core content areas. Instruction varies by individual student needs and IEP goals as discussed and decided upon at your child's annual ARD meeting.

Course Instructor	Email Contact:	Conference Time:
Mrs. Willems	**kwillems@aledoisd.org**	**1:40 - 2:26**

Alternate curriculum is not a reduction in expectations, but rather a scaffolded instructional approach that breaks down complex concepts into more manageable steps. It ensures your child receives access to grade-level content in a way that builds confidence, increases engagement, and promotes mastery over time.

Math Units / Topics	
TEKS Math Vertical Alignment	
Numbers & Operaterations	• Determines different forms of expressions using operations or properties.
Representing and solving Algebraic Relationships	• Applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions.
Graphing & Solving Equations	• Writes, using technology, different function types that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems.
Data Analysis	• Creates and uses representations to organize, record, and communicate mathematical ideas.

Every Student Succeeds Act

2025-26 Instructional Plan

High School Alternate Curriculum

This document provides a BROAD overview of concepts and APPROXIMATE time frames recommended for classroom instruction in core content areas. Instruction varies by individual student needs and IEP goals as discussed and decided upon at your child's annual ARD meeting.

Course Instructor	Email Contact:	Conference Time:
Mrs. Willems	kwillems@aledoisd.org	1:40 - 2:26

Alternate curriculum is not a reduction in expectations, but rather a scaffolded instructional approach that breaks down complex concepts into more manageable steps. It ensures your child receives access to grade-level content in a way that builds confidence, increases engagement, and promotes mastery over time.

Science Units / Topics	
TEKS Science Vertical Alignment	• Biological Structures, Functions, and Processes • Mechanisms of Genetics • Biological Evolution • Interdependence within Environmental Systems

Course Instructor	Email Contact:	Conference Time:
Mrs. Willems	kwillems@aledoisd.org	1:40 - 2:26

Alternate curriculum is not a reduction in expectations, but rather a scaffolded instructional approach that breaks down complex concepts into more manageable steps. It ensures your child receives access to grade-level content in a way that builds confidence, increases engagement, and promotes mastery over time.

Social Studies Units / Topics	
TEKS Social Studies Vertical Alignment	• History • Geography & Culture • Government & Citizenship • Economics, Science, Technology, & Society

Every Student Succeeds Act