



*Lago Vista*  
Independent School District

**Middle School  
Course Guide  
2019-2020**

# Lago Vista Independent School Guide

## Middle School Course Guide

### LAGO VISTA MIDDLE SCHOOL

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### DISTRICT MISSION STATEMENT

Lago Vista ISD will equip students for the rigors of the 21<sup>st</sup> century by preparing them for a global-based digital economy. Lago Vista ISD will be recognized as a leader in educational innovation through technology, facilities, curriculum, volunteerism, and instruction.

*It is the policy of Lago Vista Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in any programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. For information about your rights, or grievance procedures, contact Darren Webb, Superintendent, 8039 Bar-K Ranch Road, Lago Vista, TX 78645, 512-267-8300.*

*Es norma de Lago Vista Distrito Escolar Independiente de no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda. Para información sobre sus derechos o procedimientos para quejas, comuníquese con Darren Webb, Superintendente, 8039 Bar-K Ranch Road, Lago Vista, TX 78645, 512-267-8300.*



## LAGO VISTA INDEPENDENT SCHOOL DISTRICT

P.O. Box 4929 Lago Vista, TX 78645  
(512) 267-8300 • (512) 267-8304 (Fax)

Dear Parents and Students,

Lago Vista Independent School District is proud to offer an academic program designed to prepare all students for success on the path to high school graduation and beyond. At the secondary level, students have the opportunity to choose from a full range of courses, including advanced academics, an array of career and technology programs, fine arts, and a comprehensive selection of elective courses.

In middle school and high school, reviewing and selecting courses is the most important step in planning an academic program of study. This course guide is provided to assist students and parents in making wise decisions concerning programs and course choices. Please carefully review the information in this guide prior to course selection for the upcoming year. Students are urged to discuss their course choices with their parents and to consider how certain courses meet their individual goals, graduation requirements, and expectations for college and/or career.

**It is extremely important that students and parents give careful consideration to selecting appropriate courses.** The choices that students make on spring course selection sheets determine the master schedule and teacher assignments for the upcoming year. Please understand that insufficient course enrollment may result in a particular course being removed from the master schedule, so it is important to pay attention to alternate elective choices during the course selection process. The campus reserves the right to cancel any course offering if a minimum student enrollment requirement is not met or if a certified staff member is not available to teach the course.

Lago Vista ISD staff will help inform, monitor, and advise students and parents regarding programs of study and graduation requirements, but it is ultimately the responsibility of both students and parents to select courses that meet individual goals and graduation plan requirements. If you have any questions, or need more information about the various resources, services, and programs available, you are encouraged to contact the campus counselor.

With careful and thoughtful planning, along with strong communication with teachers, counselors, administrative staff and parents, secondary students will be well on their way to achieving success in their academic pursuits at Lago Vista ISD.

Sincerely,

A handwritten signature in black ink that reads "Suzy Lofton-Bullis". The signature is written in a cursive, flowing style.

Dr. Suzy Lofton-Bullis  
Deputy Superintendent  
Lago Vista ISD

# Scheduling Information

## **Course Selection & Availability**

Courses are offered according to student need and teacher availability. It is very important that students and parents give careful consideration to selecting appropriate courses each spring in preparation for the following year.

The choices students make on the course selection sheets determine the master schedule of course offerings available. The master schedule determines teacher assignments. Though never perfect, it is designed to maximize student opportunities and minimize scheduling conflicts. Master schedule changes may be affected by insufficient course enrollment or instructor availability. Students should pay particular attention to the alternate electives they select during the course selection process. To avoid schedule conflicts, a student may be placed in one or more of his or her alternate selections.

## **Schedule Corrections**

Schedule corrections will be considered during the first week of school for the following reasons only:

- The student is a senior and does not have a course required for graduation.
- The student does not have the prerequisites for a course.
- Course was previously TAKEN (e.g., through summer school, transfer coursework, correspondence courses, credit by examination, etc.)
- A data entry error made by the school (e.g. two first period classes, a schedule that does not contain the full number of classes, etc.)
- Student has been dismissed from a program where approval must be granted for placement.

Schedule corrections do not require a parent signature.

## **Schedule Change Requests**

After the initial student course selections made during the spring semester, any request to change a schedule for reasons other than those listed above will be considered only in the event of a compelling educational circumstance and will require administrator approval and a parent signature. These requests need to be submitted to the Guidance Office by **July 15th**. In order to schedule efficiently and effectively, student schedules will not be changed to select different teachers, lunch periods, or alternate elective. Please see the exit guidelines for high School Pre-AP or AP courses for information on course-level changes.

# Middle School Instructional Program

Lago Vista Middle School provides middle school students with a well-balanced, rigorous curriculum that **meets and exceeds** the requirements set forth by the Texas Education Agency (TEA).

A key focus of the Lago Vista ISD middle school academic program is to make certain all students are prepared for the

high school curriculum by focusing on the attainment of the essential skills in English language arts, mathematics, science, and social studies.

In addition to certain required courses, students may choose optional courses (electives) in fine arts, languages other than English, technology applications, and physical education. Elective course offerings may vary from year to year based upon student requests and staff availability.

The instructional program delivered at Lago Vista Middle School is based on the official standards defined by the state, known as the Texas Essential Knowledge and Skills (TEKS), and the College and Career Readiness Standards (CCRS), developed in collaboration between TEA and the Texas Higher Education Coordinating Board (THECB). The learning standards set forth in the TEKS and CCRS are designed to represent a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers. By implementing these required standards, our schools will advance the mission of Texas to develop college and career ready students.

Core academic teachers at the middle school receive training to advance preparedness for advanced coursework through Pre-AP Institutes, as well as through locally developed trainings. These professional development opportunities equip teachers with the strategies and tools they need to engage their students in active, high-level learning, thereby ensuring that every student develops the skills, habits of mind, and concepts they need to succeed in post-secondary opportunities.

# General Information

## **Attendance**

It is important to note that poor attendance adversely affects grades. To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90% of the days the class is offered. By failing to meet state minimum standards for days in class, students lose credit for the class even if a passing grade is earned. Please refer to the LVISD Student Handbook for additional information.

## **Eligibility Requirements for UIL Activities**

Lago Vista ISD competes in a number of academic and athletic extra-curricular activities to provide enrichment opportunities for students. To participate, students must maintain academic eligibility. To do so, students must maintain a grade of 70% or higher in all academic subjects other than UIL exempt or locally exempt advanced courses.

Districts may identify additional honors courses in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English for the purposes of extracurricular eligibility, but must identify such courses before the semester in which any exemptions related to extracurricular activities occur.

Lago Vista ISD values academic rigor and relevance in student course work and upholds higher standards than the UIL in regards to grade exemptions in Honors and Advanced level

course work. Students may be granted a waiver if they fail an advanced academic (Pre-AP, AP, OnRamps, or Dual Credit) course with a grade of 60-69 percent. Students will only be eligible for one waiver per course, per academic year. All UIL Eligibility Waivers require administrator approval, approval of the coach/sponsor, and a parent signature.

### **Credit by Examination (CBE)**

Credit by examination provides a way for students to receive credit and advance in coursework. Credit by examination is only accepted from approved examinations offered by the University of Texas or Texas Tech University.

Students in grades 1-12 may take an approved CBE exams during any of the four published testing administration periods. Testing administration periods are listed each year in the LVISD Grading Guidelines. A student who is homeless or is in foster care that transfers to the District after the start of the school year may be administered a credit by examination at any point during the school year.

The following restrictions regarding credit by examination apply to all students:

- Regardless of when a CBE is taken and appropriate mastery is demonstrated, placement in a new course/grade level will only occur at the start of a school year (or at the start of a semester for semester-length high school courses).
- Unless otherwise specified, a student may attempt a CBE no more than two times for the same course.

There is no limit to the number of credits that can be earned through credit by exam. Parents should consult the LVISD Grading Guidelines or contact the campus counselor for additional information.

### **Credit by Examination for Acceleration (Without Prior Instruction)**

A student may take an approved CBE examination for acceleration for a course or grade level in which no prior instruction has been received.

A student in grades 1-7 who has not received instruction at the subsequent grade level may only be accelerated (promoted) if the student meets all of the following requirements:

1. The student achieves a minimum score of 80% on the grade-level examinations in the subsequent grade level in each of the following subject areas: language arts, mathematics, science, and social studies;
2. A school district representative recommends that the student be accelerated to the higher grade level; and
3. The student's parent or guardian gives written approval for the acceleration.

If a student wishing to advance the entire subsequent grade level fails to meet 80% mastery on any test, the testing will be discontinued. In this circumstance, the student may not attempt the CBE a second time through the District CBE process.

A student wishing to accelerate in a sequent course in grades 6-12 must demonstrate 80% or higher mastery for the two semesters combined.

If a student fails to earn credit by examination for a specific course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the District's prescribed course sequence, the student must satisfactorily complete the course to receive credit for the course.

### **Credit by Examination with Prior Instruction**

A student must have had prior formal instruction in a semester course to be eligible to gain credit by examination with prior instruction. To participate in the credit by examination with prior instruction, the student must have been enrolled in a formal course as evidenced by:

1. A transcript from an accredited or non-accredited institution; or
2. Other verified documentation that establishes evidence of a formal course, which includes:
  - a. A syllabus listing daily assignments;
  - b. An explanation of the time parameters of the course;
  - c. Documentation of the student's performance throughout the course; and
  - d. Documentation of alignments to the Texas Essential Knowledge and Skills (TEKS).

A score of 70% or above is required on the credit by examination test. A student may not attempt to earn credit by examination for a specific course more than two times. There is no limit to the number of credits that can be earned through credit by exam. The cost of any examination taken with prior instruction will be the responsibility of the student.

### **Gifted and Talented**

In Lago Vista ISD, the needs of Gifted and Talented students are met in several ways. In the four core subject areas – Language Arts, Mathematics, Science and Social Studies – identified gifted students may choose to participate in available Pre-Advanced Placement courses with gifted instruction being provided by teachers trained in both Gifted Education and Advanced Placement methodologies.

In middle school, Lago Vista ISD provides opportunities for G/T students to develop strengths and interests through:

- The G/T Enrichment Through Critical Thinking elective, which provides opportunities for students to learn organizational, study, and research skills for self-directed learning through an in-depth study project as an extension and enrichment of content;
- Differentiated curriculum, instruction, and assessment for advanced learners in our Pre-AP courses;
- Acceleration and curriculum compacting in Pre-AP Mathematics; and
- Extended enrichment opportunities, including guest speakers, field trips, and off-campus learning.

Students who do not participate in any of these opportunities may choose to "furlough" those requirements for a year. If a student furloughs for more than one year, they may be exited from the program.

## **Grading**

Report cards are issued each nine weeks throughout the school year. In addition to report cards, the school also distributes interim progress reports every three weeks. Please see the Lago Vista ISD Grading Guidelines for additional information.

The following letter and number grading scale applies to all mastery-related grade-levels:

- A 90 -100
- B 80 - 89
- C 70 - 79
- F 69 or below

## **Calculation of Semester Average**

All secondary courses will calculate and report a semester average. Calculated averages reported on progress reports or report cards may not exceed 100%. Grades recorded in a grade book represent a confidential record for assessment of student performance.

1st Semester Grade: The semester average is determined using the nine-week averages and the semester/final exam.

- 1st Nine-Week Average = 40%
- 2nd Nine-Week Average = 40%
- Semester/Final Exam = 20%

2nd Semester Grade: The semester average is determined using the nine-week averages and the final exam.

- 3rd Nine-Week Average = 40%
- 4th Nine-Week Average = 40%
- Final Exam = 20%

## **Calculation of Yearlong Average**

For a two-semester course in which both semesters are completed in the same school year, the semesters will be averaged together. If the final grade averages to 70% or higher, full credit will be awarded. The yearlong average is calculated using the following percentages:

- 1st Semester = 50%
- 2nd Semester = 50%

## **Grade Averaging**

For a two-semester course, each semester's grade stands on its own; however, a final passing grade will be awarded if the average of both semesters is at least 70. Students transferring in during the spring semester with a failing grade in the fall semester of the same academic year may receive a passing grade for the year under this policy.

## **Honor Roll**

All A Honor Roll – Students earning all “A”s in all of their classes. Average of 90% or above in every class.

A & B Honor Roll – Students earning “A”s and “B”s, with no more than 2 “B”s.

## **High School Credit Opportunities**

The District encourages each middle school student to leave 8th grade with a minimum of 1 high school credit. High school courses regularly offered at the middle school include Algebra I, Spanish I, and Band. Grades earned in these classes will be calculated using the high school grading guidelines and will be applied towards high school GPA and rank, if applicable.

## **GPA for High School Class Rank**

Class rank is calculated only for high school students and is the academic position a student has in relation to other students in the grade level. The student with the highest rank average is number one in the grade level and the student with the lowest rank average is the last student in the grade level. All other students are ranked in between highest (number one) and lowest (last). Class rank is reported comparing that student to the total number of students in the grade level. For example, given 150 students in a grade level, the highest ranked student (number one) would be reported as 1 of 150; lowest ranking student would be reported as 150 of 150.

Weighted class ranking encourages students to take more challenging academic courses in preparation for further learning after high school. Institutions of higher learning require a student's class rank for admission purposes. Class ranking shall be determined by averaging all semester grades earned in grades 9–12, with the exceptions noted below.

High school courses are weighted for rank based on the level of difficulty. Courses taken in middle school for state graduation credit shall also be used for class rank calculation, unless otherwise excluded by policy. Grades transferred from other schools shall be credited in conformity with the course descriptions approved for the established grading system.

Grades earned in band, physical education, athletics, any academic course substituted for physical education, any type of student aide elective, a pass/fail course, credit earned by exam (with or without prior instruction), courses taken through credit recovery, courses taken through summer school, courses taken in any non-accredited school, including homeschool, or any local credit course shall not be used for class rank purposes.

The District uses a weighted GPA scale to calculate class rank. Advanced Placement, Dual Credit, OnRamps, Pre-AP, and other eligible courses listed in policy shall receive extra weight. Please see the LVISD Grading Guidelines for additional information on GPA and class rank for high school students.

## **Physical Education Requirement**

Students in middle school may fulfill the requirement for physical education by:

- Taking a TEKS-based physical education class or a substitute approved by the District;
- Participating in a TEKS-based structured extracurricular activity or in an approved private or commercially sponsored physical activity program; or
- Participating in an Olympic-caliber physical activity program approved by the District.

Private or commercially sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

Olympic level participation and/or competition include a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors and the activities involved in the program must be certified by the superintendent to be of exceptional quality.

### **Promotion Policy**

To be promoted from Grade 6 to Grade 7, Grade 7 to Grade 8, and Grade 8 to Grade 9, students must meet all the following criteria:

1. Earn a yearly course average of 70% or above in three of the following areas: English language arts, mathematics, science, and social studies.
2. An overall average of 70% on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas.
3. Meet the 90% state-mandated requirement for attendance.
4. 8th graders must pass STAAR Math and Reading for promotion.

Please see information on the Student Success Initiative (SSI) for additional information on state assessments required for promotion.

### **Standards for Mastery**

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70% or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately.
3. Mastery of at least 70% of the objectives shall be required.

### **Required Instruction**

As a condition of accreditation, the District is required to provide instruction in the Texas Essential Knowledge and Skills at appropriate grade levels in the foundation and enrichment curriculum outlined by the State. The Texas Education Code requires the District to provide instruction leading to student mastery of the Texas Essential Knowledge and Skills (TEKS) in the foundation curriculum areas of English Language Arts/Reading, Mathematics, Science, and Social Studies. Required instruction in the enrichment curriculum areas includes Languages Other Than English (LOTE), Health, Physical Education, Career and Technical Education, Technology Applications, and Personal Financial Literacy.

### **State of Texas Assessments of Academic Readiness (STAAR)**

The State of Texas Assessments of Academic Readiness (STAAR) replaced the Texas Assessment of Knowledge and Skills (TAKS), which is the criterion-referenced assessment program that has been in place since 2003. STAAR includes the five high school end-of-course (EOC) assessments and the grade 3–8 assessments.

The following tests are required at each grade level in middle school:

**6th Grade:** Math and Reading

**7th Grade:** Math\*, Reading, and Writing

**8th Grade:** Math\*\*, Reading, Science, and Social Studies

*\*Note: Students in 7th grade Pre-AP mathematics will take the 8th grade STAAR test.*

*\*\*Note: Students taking Algebra I in 8th grade will take the corresponding STAAR End-of-Course (EOC) Math test.*

### **Student Success Initiative (SSI) Promotion Requirements**

The Student Success Initiative (SSI) grade advancement requirements apply to enrolled grades 5 and 8 students who take the STAAR reading and mathematics tests at grades 5 and 8. Students have three opportunities to pass the assessments in order to be promoted to the next grade-level. If a student does not pass one or both tests, the school must give the student additional instruction after each testing opportunity and the student must participate in that instruction.

If a student does not demonstrate proficiency on these assessments, the student may advance to or be placed in the next grade only if:

1. He or she completes all accelerated instruction required by the grade placement committee (GPC), and
2. The GPC determines by unanimous decision that the student is likely to perform on grade level by the end of the next school year given additional accelerated instruction during the course of the year.

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level. Please see below for information related to students enrolled in above grade level coursework for mathematics.

### **SSI for 7th Graders Taking the 8th Grade STAAR**

The requirements for SSI do not apply to a 7th grade Pre-AP math student taking the 8th grade STAAR test. A student in the 7th grade Pre-AP math course is not required to pass the 8th grade STAAR test for mathematics in order to be promoted to the next grade and will not take a retest.

### **SSI for 8th Graders Taking the Algebra I EOC**

The requirements for SSI do not apply to an 8th grade math student taking the Algebra I EOC test. A student who enrolls in Algebra I in 8th grade will take the corresponding EOC assessment and will not be subject to the SSI promotion requirements described above for the 8th grade STAAR test for mathematics. However, satisfactory performance on EOC assessments will be required for high school graduation, unless otherwise waived or substituted as allowed by state law and rules.

### **Section 504 Services**

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act prohibits discrimination and assures that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. Section 504 and the ADA cover three types of students: (1) those who have a disability (2) those who have a record of a disability and; (3) those who are regarded as having a disability. Only students in the first group (they have a physical or mental impairment that substantially limits a major life activity, thus a disability) are eligible for services under Section 504 and the ADA.

Parents, teachers, administrators, or any other District employees who know of or suspect a student may have a disability, or may require special services, should contact the campus Section 504 Coordinator for information regarding evaluation and services.

### **Dyslexia Services**

LVISD offers services for students who are identified as dyslexic. Dyslexia services are designed to provide comprehensive reading, writing, and spelling instruction for students who have been identified as dyslexic. The program provides a continuum of services that address phonemic awareness, grapho-phonemic knowledge, language structure, and linguistic patterns and processes. The Section 504 committee on each campus determines placement in the dyslexia program.

### **Special Education Services**

Each local school has the responsibility for providing educational and related services to eligible students in the least restrictive environment, and ensuring students with disabilities have the opportunity to participate in educational programs and activities with students without disabilities to the extent appropriate.

If a student has or is suspected of having a disability and requires specialized services, parents, teacher, administrators or any other district employee should contact a campus counselor for information concerning the special education referral process.

The District curriculum enables each student with disabilities to acquire knowledge and skills in the basic areas of learning commensurate with the student's needs and abilities. These skills may be attained through special education accommodations, modification, or instruction and related services, as determined by the admission, review, and dismissal (ARD) committee. The ARD committee shall determine the appropriate instructional setting for each student, and these shall be specified in the student's Individualized Education Program (IEP).

### **Summer School**

Students may attend an accredited summer school, provided that approval of the principal or counselor is obtained before enrolling. Summer school work can be used for making up work that has been failed during the regular term or strengthening areas where a student is weak.

### **Texas Virtual School Network**

The Texas Virtual School Network (TxVSN) courses are offered for grades 8-12 and ensure 100% alignment with the Texas Essential Knowledge and Skills as well as the iNACOL National Standards of Quality for Online Courses. Public school districts, open-enrollment charter schools, institutions of higher education, or education service centers provide all courses offered through the TxVSN.

Tuition and fees for TxVSN courses will be the responsibility of the student and parent. You may visit the TxVSN website at <http://www.txvsn.org/> for more information.

### **Transfer Credit**

Students transferring into the District from a school with a comparable grading scale shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows:

A+ = 97	B+ = 87	C+ = 79	D+ = 74	F = 69
A = 94	B = 84	C = 77	D = 72	
A- = 90	B- = 80	C- = 75	D- = 70	

### **Transfer Placement**

Records and transcripts of students from Texas nonpublic schools or from out of state or out of the country (including foreign exchange students) shall be evaluated, and students shall be placed promptly in appropriate classes. The District may use a wide variety of methods to verify the content of courses for which a transfer student has earned credit.

A student enrolling from Texas nonpublic schools or from out of state or out of the country (including home schooling) will need to demonstrate mastery of basic skills up to the grade level to which he/she is assigned. Students may be given a credit by exam assessment offered by the University of Texas or Texas Tech University.

## **Pre-AP Courses**

Lago Vista ISD recognizes the value of advanced academic coursework and encourages all students to graduate high school with at least one advanced academic course, such as Advanced Placement, OnRamps, or dual credit.

Pre-AP courses are advanced courses designed to challenge students beyond grade-level academic work and to prepare students for advanced academic courses in high school. These courses include a special focus on the subject-specific activities a student is likely to encounter in a related high school advanced academic course.

Pre-AP courses are available to students beginning in the 6th grade. It is recommended, but not required, that students wishing to take AP or other advanced courses in high school participate in Pre-AP courses offered in middle school and high school.

### **How Are Pre-AP Courses Different?**

Pre-AP courses include activities and strategies designed to engage students in active, high-level learning. Students will develop the skills, habit of mind, and concepts needed to succeed in college. Depth of material often requires students to read and write extensively in and out of class.

To be successful in advanced courses, students are expected to have:

- The ability to go above and beyond what is asked;
- Good time management skills;
- Strong reading and writing skills;
- High interest in subject matter;
- The willingness to accept critical feedback; and
- The ability to know when and how to ask for help.

### **How Many Pre-AP Courses Should a Student Take?**

Consideration for the number of Pre-AP a student should take depends on the student's motivation, self-discipline, and available time outside of class.

It is important for students and parents to remember that Pre-AP course enrollment is not an "all or nothing" option. Students are not expected to enroll in all of the available Pre-AP courses at their grade level. Students are encouraged to take Pre-AP courses that are appropriate to their interests and academic strengths.



### **Characteristics Needed for Success in Pre-AP Courses**

While Lago Vista ISD encourages all students to access advanced coursework, parents and students should carefully weigh this decision. It is important to ensure that the student demonstrates the habits of mind that are likely to lead to success in academically rigorous classes.

In order to ensure success in Pre-AP courses, students who wish to enroll in Pre-AP courses are expected to demonstrate the following characteristics:

- \_\_\_\_\_ Reads on or above grade level
- \_\_\_\_\_ Strong study skills and self-motivation
- \_\_\_\_\_ Proficient oral and written communication skills
- \_\_\_\_\_ Self-discipline to plan, organize, and carry out tasks to completion
- \_\_\_\_\_ Interest and self-directedness in a particular subject

Students and parents are encouraged to carefully review the entry guidelines below for additional information on enrolling in middle school Pre-AP coursework.

### **Middle School Pre-AP Enrollment**

Lago Vista ISD offers inclusive enrollment for Pre-AP courses (with the exception of middle school Pre-AP mathematics). This inclusive enrollment means that a student may enroll in a Pre-AP class as long as he or she meets entry guidelines criteria and is willing to accept the time and learning requirements of an advanced-level class.

Parents of students who do not meet the entry guidelines criteria may still elect to enroll their students in a middle school Pre-AP English/Language Arts, science, or social studies course, understanding that the student may require additional encouragement and support to be successful. In this circumstance, parents will be asked to sign a waiver indicating their understanding of Pre-AP course requirements, including exit guidelines.

Waivers for entry guidelines criteria are not available for any course in the middle school Pre-AP math sequence. Please see the entry guidelines for the middle school Pre-AP math sequence for additional information.

### **Pre-AP Mathematics in Middle School**

Middle school Pre-AP mathematics courses cover accelerated content that is above grade-level and, therefore, enrollment does not follow the same inclusive enrollment policy.

### **Middle School Pre-AP Course Sequence**

- 6th Grade: Pre-AP 6th Grade Math (6th/7th Grade Content)
- 7th Grade: Pre-AP 7th Grade Math (7th/8th Grade Content)
- 8th Grade: Algebra I (High School Credit)

Students who complete the Pre-AP mathematics course sequence will become a year accelerated in content, so that they may take Algebra I in 8th grade. As a result of this acceleration, it is imperative that students have a firm foundation in prerequisite knowledge and skills before moving from a grade-level mathematics course to a Pre-AP mathematics course.

The entry guidelines for middle school Pre-AP mathematics that follow are in place to ensure that students have demonstrated mastery of the Texas Essential Knowledge and Skills required for acceleration.

Students successfully completing a course in the middle school Pre-AP sequence will proceed to the next course in the sequence. Students who are not currently in the middle school Pre-AP math sequence may be evaluated for entry into the program prior to the beginning of the school year.

### **Entry Guidelines for Middle School Pre-AP Courses in Mathematics**

The 6th and 7th grade Pre-AP mathematics courses use an above grade-level compacted curriculum that allows students to enroll in Algebra I in grade 8. The information that follows outlines the requirements for entry into any course in the middle school Pre-AP math sequence.

Under no circumstances may a student enroll in a Pre-AP course if he or she has not met prerequisite requirements. The middle school Pre-AP course sequence is outlined in the appendix of this guide.

### **6th Grade Pre-AP Math**

The curriculum for this course completes the study of all of the 6th grade mathematics TEKS and a large portion of the 7th grade mathematics TEKS. Students in 6th grade Pre-AP mathematics take the 6th grade math STAAR test because they will not have finished the entirety of the 7th grade math TEKS.

To enroll in 6th grade Pre-AP Math, a student must have:

1. Earned an overall grade of 90% or higher in the 5th grade math; and
2. Demonstrated mastery (Final Panel Recommendation Level II Performance) on the first administration of the 5th grade STAAR assessment for mathematics.
3. Demonstrate the personal characteristics needed for success in Pre-AP courses.

A student who fails to meet these requirements may request to demonstrate the prerequisite skills for this course through a locally developed and administered screening test.

All Pre-AP screening assessments for mathematics are conducted during the summer. A student may take the assessment one time and must earn a score of 80% or higher in order to qualify for course enrollment. All assessments for entry into the program must be completed prior to the beginning of the school year. Please contact the campus counselor for additional information.

### **7th Grade Pre-AP Math**

The curriculum for this course finishes the study of the remaining 7th grade mathematics TEKS and completes the study of the 8th grade mathematics TEKS. Students in 7th grade Pre-AP mathematics take the 8th grade STAAR test.

To enroll in 7th grade Pre-AP Math, a student must have:

1. Earned an overall grade of 80% or higher in the 6th grade Pre-AP math; and
2. Demonstrated mastery (Final Panel Recommendation Level II Performance) on the 6th grade STAAR assessment for mathematics.
3. Demonstrate the personal characteristics needed for success in Pre-AP courses.

A student who fails to meet these requirements may request to demonstrate the prerequisite skills for this course through a locally developed and administered screening test. All Pre-AP screening assessments for mathematics are conducted during

the summer. A student may take the assessment one time and must earn a score of 80% or higher in order to qualify for course enrollment.

All assessments for entry into the program must be completed prior to the beginning of the school year. Please contact the campus counselor for additional information.

### **8th Grade Algebra I**

Middle school students who pass 8th Grade Algebra I will receive high school credit for this course. Students in Algebra I take the STAAR End-of-Course (EOC) exam as a part of their high school graduation requirements.

To enroll in 8th Grade Algebra I course, a student must have:

1. Earned an overall grade of 80% or higher in the 7th grade Pre-AP math; and
2. Demonstrated mastery (Final Panel Recommendation Level II Performance) on the 8th grade STAAR assessment for mathematics taken in 7th grade Pre-AP math.
3. Demonstrate the personal characteristics needed for success in Pre-AP courses.

A student who fails to meet these requirements may request to demonstrate the prerequisite skills for this course by successfully demonstrating mastery on a District-approved credit by examination for 8th grade mathematics. A student must earn a score of 80% higher mastery for the two semesters combined.

All assessments for entry into the program must be completed prior to the beginning of the school year. Please contact the campus counselor for additional information.

### **Entry Guidelines for Middle School Pre-AP Courses in English Language Arts, Science, & Social Studies**

Middle school students who wish to enroll in Pre-AP English/Language Arts, science, and/or social studies courses must:

1. Earn an overall grade of 90% or higher in the previous content-related course or a grade of 80% or higher in the previous Pre-AP content-related course.
2. Demonstrate mastery (Final Panel Recommendation Level II Performance) on most recent course-related state-mandated performance assessments (STAAR) scores, if available.
3. Demonstrate the personal characteristics needed for success in Pre-AP courses.

### **Parent Waiver**

Parents of students who do not meet the entry guidelines criteria for enrollment in Pre-AP coursework in English Language Arts, science, and social studies may still elect to enroll their students in a Pre-AP course, understanding that the student may require additional encouragement and support to be successful in these courses. In this circumstance, parents will be asked to sign a waiver indicating their understanding of Pre-AP course requirements, including exit guidelines.

Waivers for entry guidelines criteria are not available for any course in the middle school Pre-AP math sequence.

### **Exit Guidelines for All Pre-AP Courses**

The following guidelines apply for any student who wishes to exit a Pre-AP course. Prior to any consideration to exit a Pre-AP course:

1. It is expected that a student seek assistance when needed (e.g., tutorials) to be successful in the course.
2. It is expected that a student complete all assignments that are due for the course (includes taking advantage of the reassessment opportunities available); and
3. It is expected that a student will remain in the Pre-AP course for at least one semester.

A student requesting to exit a Pre-AP course must petition the campus counselor in writing with a parent signature. The petition for exit will be considered during an exit conference with a campus administrator, the campus counselor, the student, the student's parent, and teacher.

The campus decision regarding whether to grant the petition to exit a Pre-AP course must consider:

1. Input from the teacher;
2. The student's academic performance in the course;
3. The student's completion of assignments and attendance at recommended tutorials;
4. The availability of space in other courses;
5. The impact on the student's schedule;
6. The timing of the request; and
7. Any extenuating circumstances.

A student experiencing success (able to maintain a C or better for the semester average) should remain in the course, unless there are other extenuating circumstances.

A student who earns an "F" at the end of a grading period may be removed from the class unless otherwise recommended by the teacher and administrator.

### **Summer Assignments for Pre-AP Courses**

In order to address the skills and expectations that comprise advanced coursework and assessments, many Pre-AP courses include required summer reading and writing assignments to allow for the breadth and depth of content needed to appropriately address requirements for the course. The requirement of summer assignments for advanced courses is an established convention at most schools offering these courses.

Reading and writing over the summer help to keep the students' minds "in the game" and add to the content area knowledge and skills needed for success in the course. Also, students in a given class arrive in August having had a common knowledge base and experience, which provides for immediate instructional opportunities. This requirement determines the pacing of curriculum, which must be accelerated due to the advanced nature of these courses.

Required pre-course assignments are necessary because:

- It is to the students' benefit to utilize the summer in completing some of their reading in order to positively affect pacing of work throughout the school year.
- We begin the first day ready for discussion and learning, which also positively affects pacing of work throughout the year.
- Students must be strong readers and pre-course reading encourages students to practice and improve reading skills even during the summer months.

### **Works Selection**

Instructors select works based upon the scope of the course curriculum. Every work selected offers relevance to some component of study set forth by the state of Texas through the TEKS or to the corresponding course framework set forth by the College Board.

### **Accessing Materials**

If possible, students should purchase their own copies of required readings. It is an advantage to be able to take notes in the margins and underline or highlight notable passages. Students may buy these books at local bookstores or for a reduced cost online. Students may also check out chosen works from the public library or find digital copies online. However, with these formats, students will not be able to take notes within the text itself. If these options are not viable, the District does have a limited number of some titles available, but these may not be annotated in or marked on in any way. These books will be distributed on a first-come, first-serve basis. Those interested may contact the course teacher, preferably prior to the last day of school in the preceding year.

### **New and Transfer Students**

New and transfer students are expected to fulfill summer assignment requirements, but extended time may be given depending on time of enrollment.

# High School Graduation Program Information

### **Personal Graduation Plans**

At the end of 8th grade, a Personal Graduation Plan (PGP) will be designed for each student and will include, among other items, the student's educational goals and a program of studies for the student.

### **Foundation High School Program (FHSP)**

Students enrolled in high school in the 2014–2015 school year and after graduate under the Foundation High School program. The District credit requirements under these programs are listed below.

#### **Foundation High School Program (FHSP) Only**

The FHSP without an endorsement (22 credits) can be considered at the beginning of the junior year. However, this requires that a meeting be held with the counselor, parent/guardian, and student to discuss post-secondary implications.

The District requires completion of 6 credits (28 credits total) in addition to the number required by the state for graduation under the Foundation High School Program without an endorsement. Graduation under the FHSP without an endorsement shall be permitted only as authorized under state law and rules.

### **Foundation High School Program (FHSP) with Endorsement**

The FHSP with an endorsement requires a minimum of 26 credits. Students must choose an "Endorsement," or area of concentration, upon entering the ninth grade. Achieved endorsements will be noted on high school diplomas. Students can earn an endorsement by successfully completing the "Program of Study" requirements in the endorsement areas. Please see the specific course requirements for each program of study area listed in the course guide.

The District requires completion of 2 credits (28 credits total) in addition to the number required by the state for graduation under the FHSP with an Endorsement.

#### **Distinguished Level of Achievement**

A student can graduate under a Distinguished Level of Achievement if they complete the FHSP with an endorsement and complete Algebra II. **Qualification for Automatic Admission (top 10%) to Texas state colleges and universities requires students to complete the Distinguished Level of Achievement.**

The District requires completion of 2 credits (28 credits total) in addition to the number required by the state for graduation under the FHSP with the Distinguished Level of Achievement.

#### **Performance Acknowledgements**

Students graduating on the Foundation High School Program can earn Performance Acknowledgements on their transcript and diploma for outstanding performance in a dual credit course; in bilingualism and bi-literacy; on a college AP exam or IB exam; on the PSAT, ACT-PLAN, SAT or ACT; and by earning a nationally or internationally recognized business or industry certification or license.

#### **Bilingualism and Bi-literacy Performance Acknowledgement**

A student may earn a Performance Acknowledgement on the student's diploma and transcript for outstanding performance in bilingualism and bi-literacy by demonstrating proficiency in accordance with LVISD grading policy in two or more languages by:

1. Completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100, and
2. Satisfying one of the following:
  - Completion of a minimum of 3 credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
  - Demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
  - Completion of at least 3 credits in a foundation subject area course in a language other than English with a minimum of 80 on a scale of 100; or
  - Demonstrated proficiency in one or more languages other than English through one of the following methods:
    - A score of 3 or higher on a College Board AP exam for a language other than English; or

- A score of 4 or higher on an IB exam for a higher-level language other than English course; or
- Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.

In addition to meeting the requirements to earn a Performance Acknowledgement in bilingualism and bi-literacy, an English language learner must also have participated in and met the exit criteria for a bilingual or English as a Second Language (ESL) program and scored at the Advanced High level on the TELPAS.

#### **Dual Credit Performance Acknowledgement**

A student may earn a Performance Acknowledgement on the student's diploma and transcript for outstanding performance in a dual credit course by successfully completing:

1. At least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of 3.0 or higher on a scale of 4.0, or
2. An associate degree while in high school.

#### **AP Performance Acknowledgement**

A student may earn a Performance Acknowledgement on the student's diploma and transcript for outstanding performance on an AP exam by earning a score of 3 or above on at least one AP exam.

#### **PSAT, the ACT-PLAN, the SAT, or the ACT Performance Acknowledgement**

A student may earn a Performance Acknowledgement on the student's diploma and transcript for outstanding performance on the PSAT, the ACT-PLAN, the SAT, or the ACT by:

1. Earning a score on the PSAT that qualifies the student for recognition as a commended scholar or higher by the College Board and National merit Scholarship Corporation, as part of the National Hispanic Recognition Program of the College Board; or
2. Achieving the college readiness benchmark score on at least two of the four subtests on the ACT-PLAN exam;
3. Earning a combined reading and mathematics score of at least 1250 on the SAT; or
4. Earning a composite score on the ACT exam of 28 (excluding the writing sub-score).

#### **Business or Industry Certification or License Performance Acknowledgement**

A student may earn a Performance Acknowledgement on the student's diploma and transcript for earning a nationally or internationally recognized business or industry certification or license with:

1. Performance on an exam or series of exams sufficient to obtain a nationally or internationally recognized business or industry certification, or
2. Performance on an exam sufficient to obtain a government-required credential to practice a profession.

Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skill standards promulgated by a nationally or internationally recognized business, industry, professional, or governmental entity representing a particular profession or occupation that is issued by or endorsed by:

- A national or international business, industry, or professional organization, or
- A state agency or other governmental entity, or
- A state-based industry association.

Certifications or licensures for performance acknowledgements shall:

- Be age appropriate for high school students;
  - Represent a student's substantial course of study and/ or end-of-program knowledge and skills;
  - Include an industry recognized exam or series of exams, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience; and
- Represent substantial knowledge and multiple skills needed for successful entry into a high skill occupation.

#### **STAAR End of Course Requirements for Graduation**

Students will take the State of Texas Assessments of Academic Readiness (STAAR) exam at the end of English I, English II, Algebra I, Biology, and U.S. History. In order to graduate, a student must meet or exceed the passing score on each STAAR EOC assessment. The performance standard needed to meet the testing requirement for graduation is based on the performance standard in place when students take their first EOC test and will apply to all five EOC assessments.

STAAR EOC retest opportunities will be available for students needing to retest. Retests will be offered during the summer, fall, and spring administrations of STAAR.

*A student who has failed the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee (IGC) determination. In order to be eligible for IGC consideration, the student must continue to retest at every eligible opportunity.*

## Planning Your Path in Middle School

Middle school includes grades 6, 7, and 8 and is an important time to start thinking about high school and post-secondary plans. The courses you take and the grades you make are the foundation for the high school years. As a result, consider the following information.

#### **High School Credit in Middle School**

Lago Vista ISD offers some courses designated for grades 9-12 in middle school. High school courses offered at the middle school include Algebra I, Spanish I, and Band. Grades earned in these classes will be calculated using the high school grading guidelines and will be applied towards high school GPA and rank, if applicable. Satisfactory completion of high school courses taken prior to high school shall be reflected on the student's academic achievement record and the student will be awarded state graduation credit.

Students who take these courses must show satisfactory completion of the prerequisite grade and the most recent Texas STAAR exam as well as meet state and district requirements for the high school course taken, including the appropriate high school STAAR exam.

Students who satisfactorily complete Algebra I prior to high school will continue with higher-level mathematics courses in grades 9-12. Students are expected to take four additional years of high school math while in high school.

Students who successfully complete the two-year program for Spanish I or all of Spanish I prior to high school may use this unit earned to satisfy one credit of the Languages Other Than English (LOTE) graduation requirement in grades 9-12.

### **Planning for College Credit in High School**

Lago Vista ISD offers many opportunities for students to earn college credit while enrolled in the District. These include College Board Advanced Placement, OnRamps dual credit through UT-Austin, and dual credit through Austin Community College and the Texas Virtual School Network (TxVSN).

AP and college credit programs are open enrollment and participation is based on the prerequisites of the course. It is recommended, but not required, that students wishing to take Advanced Placement and dual credit courses participate in Pre-AP courses.

For more information on college credit programs in Lago Vista ISD, please visit:

[http://www.lagovistaisd.net/default.aspx?name=currens\\_collegecreditprograms](http://www.lagovistaisd.net/default.aspx?name=currens_collegecreditprograms)

### **Planning for College: Top Ten Gets You In!**

The Texas public college or university of your choice must automatically admit you if:

1. Your academic average on the Foundation Plus Endorsement Distinguished Level of Achievement plan (which includes Algebra II) places you in the top 10 percent of your high school class; and
2. You apply no later than two years after graduating from a Texas high school; and
3. You submit a completed application before the expiration of any filing deadline established by the college.

The University of Texas at Austin is an exception to this rule. Under Senate Bill 175, the University of Texas at Austin, is to admit automatically enough students to fill 75% of available space set aside for Texas residents in an entering freshmen class beginning with the 2011 freshmen summer/fall class. Using data from recent years, the University of Texas at Austin, determines the percentage for admitting students in each year to ensure that entering freshmen class will fill 75% of available spaces.

The Foundation High School Graduation Plan is summarized in the appendix of this course guide to help you set your sights on the goal of a Distinguished Level of Achievement graduation!

### **Calculating High School Grade Point Average**

The student's GPA is weighted and is calculated using semester grades in grades 9-12. Courses completed in middle school for which high school credit is awarded shall count in the student's GPA. The student's GPA is cumulative

and all subjects taken shall be used in computing GPA except band, physical education, athletics, grades received for service as an office aide, and "pass-fail" or local credit courses, such as Academic Lab, and other exceptions noted above. Weighted categories are assigned to high school courses. This category is determined by the demands or expectations of a particular class. Some classes receive weighted grade points.

Grade point averages are calculated based on the methodology outlined by policy when the student entered high school.

### **Planning for College: PSAT 8/9**

All 8th graders in Lago Vista ISD take the PSAT 8/9 in the fall. The PSAT 8/9 is a test that will help you and your teachers figure out what you need to work on most so that you're ready for college when you graduate from high school. It tests the same skills and knowledge as the SAT and PSAT/NMSQT — in a way that makes sense for your grade level. It's a *practice* Practice SAT!

Students will receive their PSAT 8/9 scores in the spring and will have instant access to powerful tools. The College Board and Khan Academy — a leader in online education — have teamed up to provide world-class practice tools to all students for free. With your free access to Khan Academy, you will find full-length practice tests from the College Board as well as thousands of practice questions written in collaboration with the same developers who create the SAT. In addition to being free and accessible anytime, anywhere, Official SAT Practice on KhanAcademy.org will give you personalized practice recommendations tailored to your strengths, weaknesses, and progress. It's a great way to get a jump-start on college!

For more information on college and career readiness in Lago Vista ISD, please visit:

[http://www.lagovistaisd.net/default.aspx?name=currens\\_collegecareerready](http://www.lagovistaisd.net/default.aspx?name=currens_collegecareerready)



# Course Descriptions

*Courses in this guide may not be available or may not be offered in a given year. Other than required courses, courses may vary based on the number of student requests for the course.*

## 6<sup>th</sup> Grade

### English Language Arts (ELA) 6

**Course Number: 1106**

**Full Year**

**Prerequisite: None**

English Language Arts 6 is designed to stimulate students to engage in deeper levels of thinking and higher levels of reading comprehension. Students will strengthen their understanding of reading, writing, research, listening, speaking, and the oral and written conventions of the English language. Emphasis will be placed on developing students' skills in critical, analytical and creative thinking, close reading, grammar, and composition. Students will be expected to read and write on a daily basis.

### Pre-AP English Language Arts (ELA) 6

**Course Number: 1116**

**Full Year**

**Prerequisite: Demonstrated ability according to District criteria; See entry guidelines.**

Pre-AP English Language Arts 6 is a course designed for high-achieving 6th grade students demonstrating advanced English language arts skills who will receive instruction leading to subsequent advanced English Language Arts courses. The class covers 6th grade content and engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Students will develop an understanding of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. Students will be expected to read and write on a daily basis. **Students should expect an additional time requirement and be willing to work independently. Summer reading may be required.**

### Math 6

**Course Number: 1206**

**Full Year**

**Prerequisite: None**

Math 6 focuses on developing a strong understanding of operations with integers and positive rational numbers to solve problems, understanding and applying ratios and rates and using equivalent ratios to represent proportional relationships, using expressions and equations to represent relationships in a variety of contexts, understanding data representation, and financial literacy. Students will multiply and divide rational numbers and will use reasoning about multiplication and division to solve rate, ratio, and proportion problems. Students will write expressions and equations as well as

derive and use formulas to connect learning to real-world problem solving.

### Pre-AP Math 6

**Course Number: 1216**

**Full Year**

**Prerequisite: Overall grade of 90% or higher in 5th grade math; Final Level II on 5th Grade STAAR in math; Demonstrated ability according to District criteria; See entry guidelines.**

Pre-AP Math 6 is a course designed for high-achieving 6th grade students with advanced mathematical skills, who will receive instruction leading to 8th grade Algebra I and subsequent advanced mathematics courses. Pre-AP Math 6 compacts and accelerates the content of 6th and 7th grade mathematics curriculum with added rigor, depth, global connections, multiple representations (verbal, algebraic, numerical, graphical, physical), and expectations of sophistication in student work. In addition to the primary focal points of using operations with integers and positive rational numbers to solve problems, understanding and applying ratios and rates and using equivalent ratios to represent proportional relationships, using expressions and equations to represent relationships in a variety of contexts, understanding data representation, and financial literacy, the curriculum will include a rigorous problem solving component. There is a strong expectation that all of the students in the middle school Pre-AP math sequence are preparing for Advanced Placement Calculus or other college-level mathematics coursework in high school. **Students should expect an additional time requirement and be willing to work independently.**

### Science 6

**Course Number: 1306**

**Full Year**

**Prerequisite: None**

Science 6 is interdisciplinary in nature; however much of the content focus is on physical science. This course utilizes specific instructional strategies designed to enhance the development of critical thinking skills. Students analyze real-world situations through scientific problem solving. Topics of study include elements, compounds and mixtures, energy resources, potential and kinetic energy, energy transformations, force and motion, solar system and space exploration, taxonomic classifications and levels of organization in ecosystems.

### World Cultures 6

**Course Number: 1406**

**Full Year**

**Prerequisite: None**

World Cultures 6 is the study of people, places, and societies of the contemporary world. Students will describe the influence of individuals and groups on historical and contemporary events in societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature

of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view. Students will use a variety of rich primary and secondary source material such as biographies, autobiographies, speeches, letters, poetry, songs, and artworks. The course utilizes strategies that develop the skills, habits of mind, and concepts needed for higher-level thinking.

## 7<sup>th</sup> Grade

### English Language Arts (ELA) 7

**Course Number: 1107**

**Full Year**

**Prerequisite: None**

The English Language Arts 7 course is designed to develop an understanding for reading, writing, research, listening, speaking, and the oral and written conventions of the English language. This course emphasizes reading a variety of genres, writing a wide variety of compositions, and integrating research and presentation skills. Students learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. Integrated multi-cultural literature studies are used as stimuli or models for writing as well as to promote literary analysis skills. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. Students will be expected to read and write on a daily basis.

### Pre-AP English Language Arts (ELA) 7

**Course Number: 1117**

**Full Year**

**Prerequisite: Demonstrated ability according to District criteria; See entry guidelines.**

Pre-AP English Language Arts 7 is a course designed for high-achieving 7th grade students demonstrating advanced English language arts skills who will receive instruction leading to subsequent advanced English Language Arts courses. Students participate in several independent and group projects. They write for a variety of audiences, in a number of formats, and for varied purposes, including to inform, to persuade, and to entertain. Throughout the course, students follow the steps of the writing process and utilize self, peer, and teacher evaluations to revise writing. Students are taught an array of elaboration strategies. Integrated multi-cultural literature studies will also be used as stimuli or models for writing. Improvement in grammar is approached by emphasizing higher-level thinking for writing. Instruction includes research and listening skills. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. Students will be expected to read and write on a daily basis. **Students should expect an additional time requirement and be willing to work independently. Summer reading may be required.**

### Math 7

**Course Number: 1207**

**Full Year**

**Prerequisite: None**

In Math 7, students will develop an understanding of direct proportional relationships in number, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers in problem solving situations; and using statistical measures to describe data. Students will use proportionality and ratio to describe and solve situations involving discounts, interest, taxes, and percent of increase or decrease. They will compose and decompose 2- and 3-dimensional objects to create and validate formulas for surface area and volume. Students will extend their learning in addition, subtraction, multiplication and division of integers and rational numbers by applying the properties of arithmetic to consider negative numbers in everyday contexts.

### Pre-AP Math 7 (Pre-Algebra)

**Course Number: 1217**

**Full Year**

**Prerequisite: Overall grade of 80% or higher in Pre-AP Math 6; Final Level II on 6th Grade STAAR in math; Demonstrated ability according to District criteria; See entry guidelines.**

Pre-AP Math 7 is a course designed for high-achieving 7th grade students demonstrating advanced mathematical skills, who will receive instruction leading to 8th grade Algebra I and subsequent advanced mathematics courses. Pre-AP Math 7 compacts and accelerates the content of 7th and 8th grade mathematics curriculum with added rigor, depth, global connections, multiple representations (verbal, algebraic, numerical, graphical, physical), and expectations of sophistication in student work. This course reviews arithmetic procedure and begins a student's investigation of algebraic concepts. Students will use linear equations to represent real-world situations, and develop an understanding of slope as rate of change. They will increase fluency in number, operation and quantitative reasoning; analyze 2- and 3-dimensional space and uses of statistical data; and develop and describe geometric and mathematical patterns all leading to sustainable algebraic thinking. There is a strong expectation that all of the students in the middle school Pre-AP math sequence are preparing for Advanced Placement Calculus or other college-level mathematics coursework in high school. **Students should expect an additional time requirement and be willing to work independently. Students in this course will take the 8th Grade Mathematics STAAR exam.**

### Science 7

**Course Number: 1307**

**Full Year**

**Prerequisite: None**

Science 7 is designed for all students and utilizes specific instructional strategies designed to enhance the development of critical thinking skills. Students analyze real-world situations through scientific problem solving. Concepts covered are interdisciplinary in nature with a focus on organisms and the environment. Topics of study include the flow and conservation of energy through living systems, force, motion, and energy observed in living systems and the environment, Earth and space phenomena, relationships between living

organisms and their environment, genetics, plant and animal cell structures, and human body systems. Students will be engaged in relevant and rigorous hands-on laboratory investigations that emphasize process skills, such as experimental design, and use tools and technology to collect, record, and analyze data.

### **Pre-AP Science 7**

**Course Number: 1317**

**Full Year**

**Prerequisite: *Demonstrated ability according to District criteria; See entry guidelines.***

Pre-AP Science 7 is a course designed for high-achieving 7th grade students demonstrating advanced scientific reasoning skills who will receive instruction leading to subsequent advanced science courses. This is an academically intensive course designed for the scholastically motivated and scientifically curious student. Pre-AP Science 7 covers the 7th grade science content while encouraging advanced skills, in depth discussion, more comprehensive lab work and increased independent study. Special projects are assigned during the year, which may require individual research on the Internet or at a local library. College and career readiness standards are addressed through collaborative lab and field explorations intended to enhance the development of scientific process skills. Independent reading, analytical writing and in-depth discussions equip students with the conceptual understanding and critical thinking needed in preparation for the Advanced Placement courses in high school. Students analyze real-world situations through scientific problem solving. Concepts covered are interdisciplinary in nature with a focus on organisms and the environment. Topics of study include the flow and conservation of energy through living systems, force, motion, and energy observed in living systems and the environment, Earth and space phenomena, relationships between living organisms and their environment, genetics, plant and animal cell structures, and human body systems. Students will be engaged in relevant and rigorous hands-on laboratory investigations that emphasize process skills, such as experimental design, and use tools and technology to collect, record, and analyze data. **Students should expect an additional time requirement and be willing to work independently.**

### **Texas History 7**

**Course Number: 1407**

**Full Year**

**Prerequisite: *None***

In Texas History 7, students will study the history of Texas from early times to the present. Areas of study will include Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. Students identify the regions of Texas and describe the structure and functions of government. Students will examine the rights and responsibilities of Texas citizens, identify different ethnic groups who contributed to Texas culture, and analyze the impact of science and technology on the development of Texas in various industries. American and nationalistic viewpoints of the critical events of the Civil War and

Reconstruction are emphasized in order to prepare students for future studies. A wide variety of primary and secondary source material is used to teach the strands of knowledge and skills listed in the TEKS.

## **8<sup>th</sup> Grade**

### **English Language Arts (ELA) 8**

**Course Number: 1108**

**Full Year**

**Prerequisite: *None***

In English Language Arts 8, students will develop an understanding for reading, writing, research, listening, speaking, and the oral and written conventions of the English language. This course engages students in becoming skilled readers of non-fiction and prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Students will engage in activities that build on their prior knowledge and skills in order to strengthen skills in oral and written communication in four basic areas: grammar, spelling, composition, and literature. This course is also designed to prepare students for high school English and advanced vocabulary development. Emphasis is placed on correctly using the writing process and using critical thinking skills. Students will be expected to read and write on a daily basis.

### **Pre-AP English Language Arts 8**

**Course Number: 1118**

**Full Year**

**Prerequisite: *Demonstrated ability according to District criteria; See entry guidelines.***

Pre-AP English 8 is a course designed for high-achieving 8th grade students demonstrating advanced English language arts skills, who will receive instruction leading to subsequent Pre-AP and AP English Language Arts courses. This course engages students in becoming skilled readers of non-fiction and prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. Students will be expected to read and write on a daily basis. **Students should expect an additional time requirement and be willing to work independently. Summer reading may be required.**



## **Math 8 (Pre-Algebra)**

**Course Number: 1208**

**Full Year**

**Prerequisite: None**

Math 8 reviews arithmetic procedure and begins a student's in-depth investigation into algebraic concepts. The primary focal points of Math 8 include representing, applying, and analyzing proportional relationships; using expressions and equations to describe relationships including Pythagorean Theorem; making inferences from data; and financial literacy. Students will use linear equations to represent real-world situations, and develop an understanding of slope as rate of change. They will increase fluency in number, operation and quantitative reasoning; analyze 2- and 3-dimensional space and uses of statistical data; and develop and describe geometric and mathematical patterns all leading to sustainable algebraic thinking.

## **HS Algebra I**

**Course Number: 1209**

**PEIMS #03100500**

**HS Credit: 1, Full Year**

**Prerequisite: Overall grade of 80% or higher in 7th grade Pre-AP math and Final Level II on 8th grade STAAR in math (taken in 7th grade Pre-AP math) OR Math 8 Credit-by-Exam for Acceleration (CBE); Demonstrated ability according to District criteria; See entry guidelines.**

HS Algebra I is a course designed for high-achieving 8th grade students demonstrating advanced mathematical skills, who will receive instruction leading to subsequent advanced mathematics courses. This course will focus on concepts, such as functional relationships and problem solving in real situations, including, but not limited to the following: table building, coordinate graphing, equation writing and solving, operations on polynomials, factoring, and real number computation with an intense focus on high level application, problem solving, and higher order thinking processes. This course will expand students' understanding of number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry; measurement; and probability, and statistics. Special emphasis is placed on problem solving and application of skills and concepts. Students will also be instructed in the use of the graphing calculator. There is a strong expectation that all of the students in the middle school Pre-AP math sequence are preparing for Advanced Placement Calculus or other college-level mathematics coursework in high school. **Students should expect an additional time requirement and be willing to work independently. Upon successful completion, this course grants high school credit. The grade earned will be factored into the student's high school GPA. Students in this course will take the Algebra I EOC STAAR exam.**

## **Science 8**

**Course Number: 1308**

**Full Year**

**Prerequisite: None**

In Science 8, students analyze real-world situations through scientific problem solving. Concepts covered are interdisciplinary in nature with a focus on earth and space science. Topics of study include properties of matter and chemical reactions, relationship between forces and motion

explained by Newton's three laws, cycles within the Sun, Earth, and Moon systems, seasons, tides, lunar phases, origin of universe, plate tectonics, topographic maps, interaction of solar, weather, and ocean systems, interactions within ecosystems, and environmental changes. Students will be engaged in relevant and rigorous hands-on laboratory investigations that emphasize process skills, such as experimental design, and use tools and technology to collect, record, and analyze data.

## **Pre-AP Science 8**

**Course Number: 1318**

**Full Year**

**Prerequisite: Demonstrated ability according to District criteria; See entry guidelines.**

Pre-AP Science 8 is a course designed for high-achieving 8th grade students demonstrating advanced scientific reasoning skills who will receive instruction leading to subsequent advanced science courses. This is an academically intensive course designed for the scholastically motivated and scientifically curious student. Pre-AP Science 8 covers the 8th grade science content while encouraging advanced skills, in depth discussion, more comprehensive lab work and increased independent study. Special projects are assigned during the year, which may require individual research on the Internet or at a local library. College and career readiness standards are addressed through collaborative lab and field explorations intended to enhance the development of scientific process skills. Independent reading, analytical writing and in-depth discussions equip students with the conceptual understanding and critical thinking needed in preparation for the Advanced Placement courses in high school. Students analyze real-world situations through scientific problem solving. Concepts covered are interdisciplinary in nature with a focus on earth and space science. Topics of study include properties of matter and chemical reactions, relationship between forces and motion explained by Newton's three laws, cycles within the Sun, Earth, and Moon systems, seasons, tides, lunar phases, origin of universe, plate tectonics, topographic maps, interaction of solar, weather, and ocean systems, interactions within ecosystems, and environmental changes. Students will be engaged in relevant and rigorous hands-on laboratory investigations that emphasize process skills, such as experimental design, and use tools and technology to collect, record, and analyze data. **Students should expect an additional time requirement and be willing to work independently.**

## **U.S. History 8**

**Course Number: 1408**

**Full Year**

**Prerequisite: None**

In US History 8, students study the history of the United States from colonization through Reconstruction. Students analyze political, economic, religious and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, the challenges of the early Republic, the Age of Jackson, westward expansion, sectionalism, Civil War and Reconstruction. Students examine the physical characteristics of the U.S. and their impact on how and where Americans lived, the American beliefs and principles reflected in historical documents such as the U.S. Constitution, the

effects of major Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. A wide variety of primary and secondary source material is used to teach the strands of knowledge and skills listed in the TEKS.

## **Pre-AP U.S. History 8**

**Course Number: 1418**

**Full Year**

**Prerequisite: *Demonstrated ability according to District criteria; See entry guidelines.***

Pre-AP US History 8 is a course designed for high-achieving 8th grade students demonstrating advanced historical understanding who will receive instruction leading to subsequent advanced social studies courses. In Pre-AP US History 8, students study the history of the United States from colonization through Reconstruction. Students analyze political, economic, religious and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, the challenges of the early Republic, the Age of Jackson, westward expansion, sectionalism, Civil War and Reconstruction. Students examine the physical characteristics of the U.S. and their impact on how and where Americans lived, the American beliefs and principles reflected in historical documents such as the U.S. Constitution, the effects of major Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. A wide variety of primary and secondary source material is used to teach the strands of knowledge and skills listed in the TEKS. **Students should expect an additional time requirement and be willing to work independently.**

# Electives

***Some elective courses have costs and fees associated with them. Please see your counselor or the elective educator if you need assistance with course fees.***

## Fine Arts

### **Art 6**

**Course Number: 1751**

**Semester**

**Prerequisite: *None***

This course is comprised of four basic strands- foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response. These strands provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the course. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for

thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments. **Required for all 6th graders.**

**Note: There is a \$10 materials fee for this course.**

### **Art 7/8**

**Course Number: 1752 (Year 2); 1753 (Year 3)**

**Full Year**

**Prerequisite: *Beginning Art recommended***

This course expands and enhances student learning in the four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response. These strands provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the course. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments. **Note: There is a \$20 materials fee for this course.**

### **Beginning Band**

**Course Number: 1901**

**Full Year**

**Prerequisite: *None; This course is recommended for 6th and 7th graders***

Beginning band is the introduction to the focused study of instrumental music. This course is designed to provide students with a focused introduction to instrumental music in brass, woodwind, or percussion instruments. Students will not only receive instruction on using correct embouchure, hand position, posture, breathing, and articulations but will also learn advanced fingerings, scales, vibrato, and music terminology. A rental fee may be charged to offset any repair costs on instruments owned by the District.

### **Symphonic Band**

**Course Number: 1902**

**Full Year**

**Prerequisite: *Beginning Band; This course is recommended for 7th and 8th graders***

This is a continuing course designed to further develop instrumental music instruction for students who have previously played a brass, woodwind, or percussion instrument. Students will not only receive instruction on using correct embouchure, hand position, posture, breathing, and articulations but will also learn advanced fingerings, scales, vibrato, and music terminology. There are several concert performances, parade performances, and competitions in solo and ensemble each year. These band members perform individually at concerts and may compete at the University Interscholastic League Concert and Sight-Reading Competition in the spring. Attendance at rehearsals and all

after-school performances is required. A rental fee may be charged to offset any repair costs on instruments owned by the District.

### **HS Marching/Concert Band I**

**Course Number: 2931**

**PEIMS #PES00012**

**Credit: ½, Semester**

**Course Number: 2738**

**PEIMS #03150100**

**Credit: 1, Full Year**

**Prerequisite: Audition and teacher approval**

Marching/Concert Band I is the focused study of musical instrument performance skills, basic and advanced music theory, sight-reading skills, marching, concert, ensemble, and solo skills. Participation in band is subject to instructor placement determined by an audition to assess the student's instrumental technique and music reading skill. All band students are required to participate in rehearsals and performances before and after school. The Viking Marching Band performs at all appropriate football games and pep rallies. The group also participates in all UIL related contests and others contests during the semester that prove beneficial to the program. Students participate in Marching Band in the fall and Concert Band in the spring. A rental fee may be charged to offset any repair costs on instruments owned by the District. Students will receive an additional physical education substitution credit for the fall semester of marching band. A student must take two semesters of Marching Band to equal 1 physical education substitution credit. **Completion of this course earns a student high school credit. Because marching band is a substitute for physical education in high school, the grade earned will NOT be factored into the student's high school GPA.**

### Languages Other Than English

#### **Introduction to Spanish Language & Culture**

**Course Number: 1801**

**Semester**

**Prerequisite: 6th graders only**

Introduction to Spanish Language & Culture introduces students to the study of the Spanish language and of the various Spanish-speaking cultures. Students use components of language, make observations about Spanish language and cultures, develop language study skills, and/or acquire simple communicative skills. Students will make connections and compare the Spanish language and culture with their own. **Required for 6th graders.**

#### **Beginning Spanish**

**Course Number: 1808**

**Full Year**

**Prerequisite: 7th and 8th graders only**

Beginning Spanish is a beginning level course that will introduce the student to a variety of areas of the Spanish language. In this course, the student will learn listening, speaking, reading, and writing skills through interesting and engaging activities. This course is organized into five topics including greetings, the date, weather, time, and colors. The student will learn to express himself using an ever-increasing vocabulary, present-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Elements of the Spanish-speaking world and culture appear

throughout the course, including people, geographical locations, and histories.

### **HS Spanish I**

**Course Number: 1802**

**PEIMS #03440100**

**HS Credit: 1, Full Year**

**Prerequisite: 8th graders only; Beginning Spanish Recommended**

HS Spanish I provides an introduction to the five Cs: *communication* (speaking, listening, reading, writing), *culture* (understanding of the people, practices, products and perspectives), *connections* (with other subject areas), *comparisons* (own culture/language with another), and *communities* (using language beyond the school setting for personal and career development). **Completion of this course earns a student high school credit. The grade earned will be factored into the student's high school GPA.**

### Physical Education & Health

#### **Physical Education 6**

**Course Number: 1601**

**Full Year**

**Prerequisite: None**

In Physical Education 6-8, students will improve and develop their fitness knowledge and level through a variety of individual and team sports and activities. All activities are designed to improve their personal fitness level and acquire health and fitness information necessary to become healthy and active adults. State fitness testing will also be included in this course. Students are required to dress out in campus specific fitness attire. Grades are based on participation, skills, and written tests. **Required for 6th graders; may be substituted with Pre-Athletics.**

#### **Physical Education 7**

**Course Number: 1602**

**Full Year**

**Prerequisite: None**

In Physical Education 6-8, students will continue to improve and develop their fitness knowledge and level through a variety of individual and team sports and activities. All activities are designed to improve their personal fitness level and acquire health and fitness information necessary to become healthy and active adults. State fitness testing will also be included in this course. Students are required to dress out in campus specific fitness attire. Grades are based on participation, skills, and written tests. **Required for 7th graders; may be substituted with Athletics.**

#### **Physical Education 8**

**Course Number: 1603**

**Full Year**

**Prerequisite: None**

In Physical Education 6-8, students will continue to improve and develop their fitness knowledge and level through a variety of individual and team sports and activities. All activities are designed to improve their personal fitness level and acquire health and fitness information necessary to become healthy and active adults. State fitness testing will also be included in this course. Students are required to dress out in campus specific fitness attire. Grades are based on participation, skills, and written tests. **Required for 8th graders; may be substituted with Athletics.**

### **Pre-Athletics 6 – Boys**

**Course Number: 1623**

**Full Year**

**Prerequisite: 6th grade boys only; Sports physical**

Pre-athletic Physical Education is designed to prepare students for athletic participation and may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. **This course is a substitute for the required PE course.**

### **Pre-Athletics 6 – Girls**

**Course Number: 1624**

**Full Year**

**Prerequisite: 6th grade girls only; Sports physical**

Pre-athletic Physical Education is designed to prepare students for athletic participation and may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. **This course is a substitute for the required PE course.**

### **Athletics 7 – Boys**

**Course Number: 1620**

**Full Year**

**Prerequisite: 7th grade boys only; Sports physical**

Athletics 7 may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. Attendance at all practices and competitions is required. Students must have a physical examination by a medical doctor to participate in competitive athletics. Annual UIL physicals are required for all students participating in one or more sports. In order to meet the UIL age requirements for 7th grade athletics a student cannot have reached their 14th birthday on or prior to September 1st of the current school year. **This course is a substitute for the required PE course.**

### **Athletics 7 – Girls**

**Course Number: 1621**

**Full Year**

**Prerequisite: 7th grade girls only; Sports physical**

Athletics 7 may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. Attendance at all practices and competitions is required. Students must have a physical examination by a medical doctor to participate in competitive athletics. Annual UIL physicals are required for all students participating in one or more sports. In order to meet the UIL age requirements for 7th grade athletics a student cannot have reached their 14th birthday on or prior to September 1st of the current school year. **This course is a substitute for the required PE course.**

### **Athletics 8 – Boys**

**Course Number: 1618**

**Full Year**

**Prerequisite: 8th grade boys only; Sports physical**

Athletics 8 may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. Attendance at all practices and competitions is required. Students must have a physical examination by a medical doctor to participate in competitive athletics. Annual UIL physicals are required for all students participating in one or more sports. In order to meet the UIL age requirement for 8th grade athletics a student cannot have reached their 15th birthday on or prior to September 1st of the current school year. **This course is a substitute for the required PE course.**

### **Athletics 8 – Girls**

**Course Number: 1619**

**Full Year**

**Prerequisite: 8th grade girls only; Sports physical**

Athletics 8 may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. Attendance at all practices and competitions is required. Students must have a physical examination by a medical doctor to participate in competitive athletics. Annual UIL physicals are required for all students participating in one or more sports. In order to meet the UIL age requirement for 8th grade athletics a student cannot have reached their 15th birthday on or prior to September 1st of the current school year. **This course is a substitute for the required PE course.**

### **Health 7/8**

**Course Number: 1830**

**Semester**

**Prerequisite: 7th or 8th graders only**

In Health 7/8, students will develop knowledge and skills to address adolescent health issues. Students gain a better understanding of the knowledge and behavior they use to safeguard their health, particularly pertaining to health risks. Major areas of study will include fitness, nutrition, mental/emotional health, substance abuse, and interpersonal relationships. In addition, students will learn about safe behaviors, puberty, and the reproductive system through the "Draw the Line-Respect the Line" curriculum. **Required to be taken in either grade 7 or 8.**

## **Technology Applications**

### **Technology Applications 6**

**Course Number: 1810**

**Semester**

**Prerequisite: 6th graders only**

In Technology Applications 6, students will utilize computers to learn a variety of technological units. This class is designed to provide students with a broad, exploratory experience with a variety of tools, materials, and processes associated with industry and technology. Through the study of technology

applications, students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills. Topics of study include: using files in various formats such as text, raster and vector graphics, video, and audio files; using digital tools such as blogs, wikis, audio/video communication, or other emerging technologies; and practicing safe, responsible, legal, and ethical behavior while using technology tools and resources. **Required for 6th graders.**

### **Technology Applications 7**

**Course Number: 1763**

**Semester**

**Prerequisite: 7th graders only**

In Technology Applications 7, students will utilize computers to learn a variety of technological units. This class is designed to provide students with a broad, exploratory experience with a variety of tools, materials, and processes associated with industry and technology. Through the study of technology applications, students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills. Topics of study include: acquiring, analyzing, and managing content from digital resources; understanding the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media; and understanding troubleshooting techniques such as restarting systems, checking power issues, resolving software compatibility, verifying network connectivity, connecting to remote resources, and modifying display properties.

**Required for 7th graders.**

### **Technology Applications 8**

**Course Number: 1764**

**Semester**

**Prerequisite: 8th graders only**

Technology Applications 8 is a class for students who are interested in preparing for high school level technology courses (e.g., Computer Programming, Audio/Video Production, etc.). Each student will study and create a product following the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts. Through the study of technology applications, students will make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills. **Required for 8th graders.**

## **Locally Developed Courses & Special Programs**

### **College and Career Readiness**

**Course Number: 1992**

**Semester**

**Prerequisite: 8th graders only**

This course is designed to guide students through the development of a college and career readiness and achievement plan. Students will use interest inventory software or other tools available to explore college and career areas of personal interest. Students will use this information to explore educational requirements for various colleges and a variety of chosen career paths. **Required for 8th graders.**

### **Debate**

**Course Number: 1820**

**Semester**

**Prerequisite: 7th and 8th graders only**

This course focuses on debate as a medium to educate students regarding evolving platforms of social media and related legal, constitutional, and ethical issues. The course will highlight the debatable issues associated with digital citizenship, including the laws regarding social media, inappropriate usage, and online harassment. Students will also practice their research skills, reasoning ability, and critical thinking competency. They will apply these skills by sharing orally and in writing their developed opinions and research findings on course topics in a variety of debate formats including Lincoln/Douglas, Four Debater, and Socratic Seminar. This course does not earn high school credit.

### **G/T Enrichment Through Critical Thinking**

**Course Number: 1726 (6th), 1727 (7th), 1728 (8th)**

**Full Year**

**Prerequisite: G/T identified**

Emphasis is on intellectual exploration and the development of critical thinking and problem solving through an appreciation of cultures. An enrichment curriculum integrates core content areas and explores the process of problem solving through both independent and team-based development of advanced projects. This class incorporates aspects of communication, character development and effective use of technology and resources. This course focuses on skill development in thinking, research, communication, and self-directed learning. Learners will receive instruction emphasizing research and communication skills. Learners are expected to develop high-level products reflecting individuality, creativity, and advanced thought. Assessment is based on both product quality and process skill. **This class is designed to meet specific needs of identified Gifted and Talented students.**

### **Introduction To Sports Medicine**

**Course Number: 1994**

**Full Year**

**Prerequisite: 8th graders only**

This introductory sports medicine class will provide students with a basic preview of the field of sports medicine. The course will cover topics to include: basic anatomy, assessment strategies, rehabilitation techniques, training theories, careers, and nutrition education. Introduction to Sports Medicine is a course designed for students who have an interest in a future career in the field of sports medicine or for anyone who would like to gain a basic understanding of

injury prevention and recovery strategies. This course does not earn high school credit.

### **Introduction to Viking Voice**

**Course Number: 1213**

**Semester**

**Prerequisite: 6th graders only**

Students will be introduced to the field of journalism - print, broadcast, photography and more. Students will gain journalism skills such as interviewing, writing, editing, photography, and visual design. Students will learn to analyze media in order to enhance their communication skills.

### **Math Masters 6**

**Course Number: 1950**

**Full Year**

**Prerequisite: 6th graders only; Campus recommendation**

The Math Masters 6 course provides a rich, supportive curriculum to assist students in mastering foundation concepts through problem solving, reinforcement of skills, and the use of small group instruction. This class will provide students with additional support to help ensure success through the use of individualized, targeted instruction and interventions. The course includes topics, such as whole numbers, integers, rational numbers, proportional relationships, fractions, percentages, ratios, algebraic relationships, geometric relationships, equations and inequalities, graphical numeric representation, and personal financial literacy. **All students who failed to meet standard on the previous year's STAAR mathematics assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level math course and is taken as a required elective.**

### **Math Masters 7**

**Course Number: 1951**

**Full Year**

**Prerequisite: 7th graders only; Campus recommendation**

The Math Masters 7 course provides a rich, supportive curriculum to assist students in mastering foundation concepts through problem solving, reinforcement of skills, and the use of small group instruction. This class will provide students with additional support to help ensure success through the use of individualized, targeted instruction and interventions. The course includes topics, such as operations to solve problems with rational numbers, proportional relationships, probability and statistics, linear relationships, geometric relationships, one-variable equations and inequalities, statistical representations, and personal financial literacy. **All students who failed to meet standard on the previous year's STAAR mathematics assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level math course and is taken as a required elective.**

### **Math Masters 8**

**Course Number: 1952**

**Full Year**

**Prerequisite: 8th graders only Campus recommendation**

The Math Masters 8 course provides a rich, supportive curriculum to assist students in mastering foundation concepts through problem solving, reinforcement of skills, and the use of small group instruction. This class will provide students with additional support to help ensure success through the use of individualized, targeted instruction and interventions. The course includes topics, such as irrational numbers, decimal and scientific notation, using proportional relationships to describe dilations, proportional and non-proportional relationships involving slope, foundational concepts of functions, geometric formulas, equations and inequalities, foundational concepts of simultaneous linear equations, statistical procedures, and personal financial literacy. **All students who failed to meet standard on the previous year's STAAR mathematics assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level math course and is taken as a required elective.**

### **Mythbusters**

**Course Number: 1370**

**Semester**

**Prerequisite: 7th and 8th graders only; Teacher approval**

Separating truth from fiction can be tough. In Mythbusters, students will endeavor to find the truth as we put myths to the test in the classroom! Students will problem-solve, collaborate, and make new discoveries. This class is inspired by the hit TV show "Mythbusters." This course engages learners in problem solving in the areas of engineering, forensic science and emerging media. Through inquiry and project based learning, learners will hypothesize, acquire and analyze data, and formulate conclusions. Learners, as investigators, will experience science as the application of mathematics and science as a vehicle for making meaning within a scientific investigation.

### **Peer Assistance Through Introductory Culinary Arts**

**Course Number: 1990**

**Full Year**

**Prerequisite: 7th and 8th graders only; Application, teacher recommendation, and interview required**

In this course, students learn all about food, including food culture, food safety, and food preparation techniques. Nutrition and healthy food choices will be emphasized. They will learn to work with peers in a cooperative environment to create basic culinary dishes. Through hands-on activities, this course will help students develop their cooking skills and give them an opportunity to explore careers in the hospitality industry. In addition, students will be provided with the opportunity to participate in a peer-assist classroom setting with our functional academics class. Students in this class are expected to demonstrate exemplar behavior as they model classroom expectancies to those they are grouped with. Students interested will be asked to go through an application and interviewing process.

## **Principles of Arts, Audio/Video Tech, and Communications**

**Course Number: 1811**

**Full Year**

**Prerequisite: 8th graders only; Previous success in a technology course**

Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Students who will excel in this class will possess a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this class, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. **Upon successful completion, this course grants high school credit. The grade earned will be factored into the student's high school GPA.**

## **Reading Rally 6**

**Course Number: 1983**

**Full Year**

**Prerequisite: 6th graders only; Campus recommendation**

The Reading Rally 6 course is in addition to the grade level language arts course. And is designed for students who need assistance in mastering foundational reading skills. The course provides for individualized instruction to meet each student's unique need in decoding, fluency, vocabulary development and comprehension. Students will be expected to read and write on a daily basis. **All students who failed to meet standard on the previous year's STAAR Reading assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level ELAR course and is taken as a required elective.**

## **Reading Rally 7**

**Course Number: 1984**

**Full Year**

**Prerequisite: 7th graders only; Campus recommendation**

The Reading Rally 7 course is in addition to the grade level language arts course. And is designed for students who need assistance in mastering foundational reading skills with support for writing. The course provides for individualized instruction to meet each student's unique need in decoding, fluency, vocabulary development and comprehension. Students will be expected to read and write on a daily basis. **All students who failed to meet standard on the previous year's STAAR Reading assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level ELAR course and is taken as a required elective.**

## **Reading Rally 8**

**Course Number: 1985**

**Full Year**

**Prerequisite: 8th graders only; Campus recommendation**

The Reading Rally 8 course is in addition to the grade level language arts course. And is designed for students who need assistance in mastering foundational reading skills. The course provides for individualized instruction to meet each student's unique need in decoding, fluency, vocabulary development and comprehension. Students will be expected to read and write on a daily basis. **All students who failed to meet standard on the previous year's STAAR Reading assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level ELAR course and is taken as a required elective.**

## **Speech**

**Course Number: 1707**

**Semester**

**Prerequisite: 6th graders only**

Communication is an integral part of our social, cultural, and academic lives; therefore, students should develop effective communication skills to further their academic pursuits and to prepare for interaction in social, civic, and professional roles. In this course, students will develop skills focused on five identifiable functions of expressing and responding appropriately to feelings, participating in social traditions, informing, persuading, creating, and imagining. To become competent communicators, students will develop and apply skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic, and public contexts. This course does not earn high school credit.

## **Student Aide**

**Course Number: 2000**

**Full Year**

**Prerequisite: 8th graders only; Administrator approval**

The Student Aide course is designed to allow students the opportunity to learn responsibility through assisting educational professionals. Skills that may be learned are as follows: filing, phone etiquette, peer assistance, use of office equipment, communication skills, and others. Because confidentiality and quality of work are essential for this position, the student may not have a history of disciplinary infractions, and will need a teacher recommendation and an administrator's approval.

## **Teen Leadership**

**Course Number: 1865**

**Full Year**

**Prerequisite: 7th and 8th graders only**

Teen Leadership is a program in which students develop leadership, professional, and business skills. Throughout the semester, we will help each other build healthy relationships, and learn to understand the concept of personal responsibility. Students will also be developing skills in public speaking and communication and an understanding of personal image. Most importantly, our group will work together to become better family members and citizens. This course will cover the following: personal responsibility and principle-based decision making; leadership skills and goal setting; public speaking and communication skills; social

skills and healthy relationships; and conflict resolution and peer mediation.

### **Viking Valor**

**Course Number: 1860**

**Semester**

**Prerequisite: 6th graders only**

The Viking Valor class consists of several basic units of study:

1. Utilizing resources (Middle School transition, time management, study skills, multi-media tools);
2. Communication (building positive relationships and presenting information effectively);
3. Critical thinking and problem solving; and
4. Character development (anti-bullying, citizenship, and positive behavior development). **Required for 6th graders.**

### **Viking Voice**

**Course Number: 1214**

**Full Year**

**Prerequisite: 7th and 8th graders only**

Students enrolled in Viking Voice will write in a variety of forms for a variety of audiences and purposes. This course is designed to assist students with the elements of developing an online middle school newspaper. Students will gain journalism skills such as interviewing, writing, editing, photography, and visual design. Students will learn to analyze media in order to enhance their communication skills.

### **Yearbook**

**Course Number: 1215**

**Full Year**

**Prerequisite: 7th and 8th grade only**

Yearbook is a course designed for highly motivated, independent, and creative individuals who wish to learn how to create and design a school yearbook using desktop publishing software. In addition to creating the yearbook, students will learn about and discuss age-appropriate social issues and character education to design visual media and promote awareness and demonstrate mastery. This course does not earn high school credit.



## Appendix A

### Program of Studies for Middle School Students

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
English Language Arts 6 <i>or</i> Pre-AP English Language Arts 6	English Language Arts 7 <i>or</i> Pre-AP English Language Arts 7	English Language Arts 8 <i>or</i> Pre-AP English Language Arts 8
Math 6 <i>or</i> Pre-AP Math 6* <i>*See entry requirements.</i>	Math 7 <i>or</i> Pre-AP Math 7* <i>*See entry requirements.</i>	Math 8 <i>or</i> HS Algebra I* <i>*See entry requirements.</i>
Science 6	Science 7 <i>or</i> Pre-AP Science 7	Science 8 <i>or</i> Pre-AP Science 8
World Cultures 6	Texas History 7	U.S. History 8
PE 6 <i>or</i> Pre-Athletics 6	PE 7 <i>or</i> Athletics 7	PE 8 <i>or</i> Athletics 8
Tech Apps 6/Viking Valor	Tech Apps 7/Health	Tech Apps 8/College & Career Readiness
Introduction to Spanish Language & Culture/Art 6	<i>2 of the following electives:</i>  Art 7/8 Beginning Band Symphonic Band Beginning Spanish Debate/Mythbusters Peer Assistance Through Introductory Culinary Arts Teen Leadership Viking Voice G/T Enrichment: Critical Thinking* Math Masters 7* Reading Rally 7*	<i>2 of the following electives:</i>  Art 7/8 Beginning Band Symphonic Band HS Marching/Concert Band I Debate/ Mythbusters Introduction to Sports Medicine Peer Assistance Through Introductory Culinary Arts Principles of Arts, Audio/Video Tech, and Communications Beginning Spanish HS Spanish I Student Aide Teen Leadership Viking Voice Yearbook G/T Enrichment: Critical Thinking* Math Masters 8* Reading Rally 8*
<i>1 of the following electives:</i>  Beginning Band Introduction to Viking Voice/Speech G/T Enrichment: Critical Thinking* Math Masters 6* Reading Rally 6*		

*\*Must meet qualifications*

## Appendix B

### Foundation High School Program Graduation Plan Side-by-Side

<b>Foundation High School Program</b> <i>22 Credits Required by State</i> <i>28 Credits Required by LVISD</i>	<b>Foundation High School Program Plus Endorsement</b> <i>26 Credits Required by State</i> <i>28 Credits Required by LVISD</i>	<b>Distinguished Level of Achievement</b> <i>26 Credits Required by State</i> <i>28 Credits Required by LVISD</i> <i>Required for Automatic Admission (top 10%) to Texas state colleges and universities</i>
4 English Credits: ELA, I, II, III, one advanced English course	4 English Credits: ELA, I, II, III, one advanced English course	4 English Credits: ELA, I, II, III, one advanced English course
3 Math Credits: Algebra I, Geometry, one credit in any authorized math course	4 Math Credits: Algebra I, Geometry, two credits in any authorized advanced math course	4 Math Credits: Algebra I, Geometry, Algebra II, one credit in any authorized advanced math course
3 Science Credits: Biology, two credits in any authorized advanced science course	4 Science Credits: Biology, three credits in any authorized advanced science course	4 Science Credits: Biology, three credits in any authorized advanced science course
3 Social Studies Credits: World Geography or World History, U.S. History, Government, Economics	3 Social Studies Credits: World Geography or World History, U.S. History, Government, Economics	3 Social Studies Credits: World Geography or World History, U.S. History, Government, Economics
2 Languages Other Than English Credits	2 Languages Other Than English Credits	2 Languages Other Than English Credits
1 Physical Education Credit	1 Physical Education Credit	1 Physical Education Credit
1 Fine Arts Credit	1 Fine Arts Credit	1 Fine Arts Credit
.5-1 Speech Credit*	.5-1 Speech Credit*	.5-1 Speech Credit*
.5 Health Credit*	.5 Health Credit*	.5 Health Credit*
.5-1 Personal Financial Literacy Credit*	.5-1 Personal Financial Literacy Credit*	.5-1 Personal Financial Literacy Credit*
Elective Credits	Endorsement Coherent Sequence Credits	Endorsement Coherent Sequence Credits
	Elective Credits	Elective Credits
<b>LVISD Requires 28 Credits to Graduate</b>	<b>LVISD Requires 28 Credits to Graduate</b>	<b>LVISD Requires 28 Credits to Graduate</b>

## Appendix C

### Explanation of Eligibility for Automatic College Admission

#### Automatic Admission Requirements

In accordance with Texas Education Code (TEC), §51.803, a student is eligible for automatic admission to a Texas public college or university as an undergraduate student if the student earned a grade point average in the top 10 percent of the student's high school graduating class or in the percentage of qualified applicants that are anticipated to be offered admission to the University of Texas at Austin\*, and the applicant

1. Successfully completed the requirements for the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP);
2. Earned the distinguished level of achievement under the Foundation High School Program; or
3. Satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

High school rank for students seeking automatic admission to a general academic teaching institution is determined and reported as follows.

1. Class rank must be based on the student's rank at the end of the 11th grade, middle of the 12th grade, or at high school graduation, whichever is most recent at the application deadline.
2. The top 10 percent of a high school class cannot contain more than 10 percent of the total class size.
3. The student's rank must be reported by the student's high school or school district as a specific number out of a specific number total class size.
4. Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate.

A student is considered to have satisfied the course requirements of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program if the student completed the portion of those programs that was available to the student but which the student was unable to complete because the courses were unavailable as a result of circumstances not within the student's control. To qualify for automatic admission an applicant must

1. Submit an application before the deadline established by the Texas college or university to which the student seeks admission; and
2. Provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program or the portion of the requirements of those programs that was available to the student. Texas colleges and universities are required to admit an applicant for admission as an undergraduate student if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college- level grade point average and performance on standardized tests.

*\* The University of Texas at Austin (UT) is not required to automatically admit applicants in excess of 75% of its enrollment capacity for first-time resident undergraduate students. Should the number of applicants who qualify for automatic admission exceed 75% of enrollment capacity, UT must provide notice of the percentage of qualified applicants that are anticipated to be offered admission.*

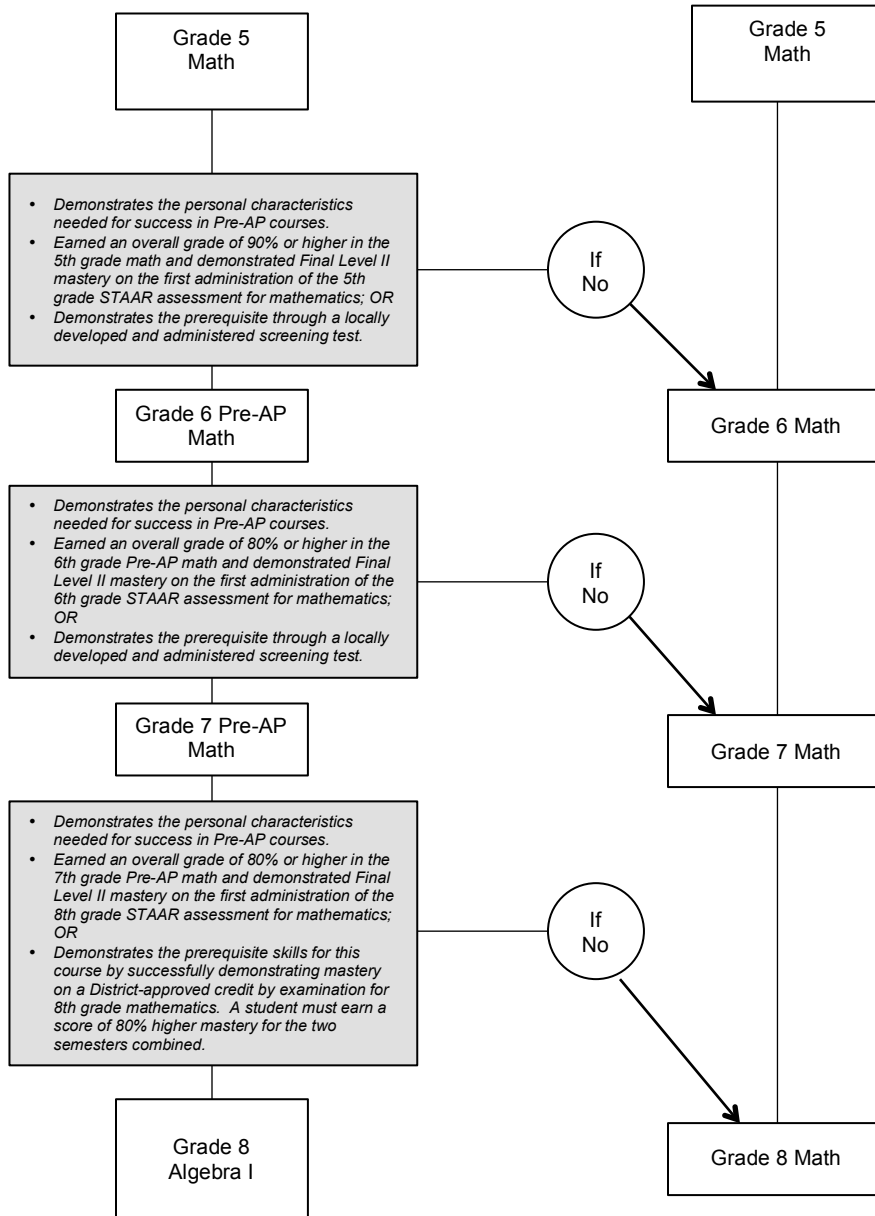
#### State Financial Aid Programs with Curriculum Requirements

Under TEC, Title 3, there are several state financial aid programs available for Texas public high school students. The following state financial aid programs include certain curriculum requirements to be considered when planning a student's high school career to ensure eligibility for financial aid under one of these programs. Please note that this is not a complete list of requirements and additional eligibility requirements apply. A full list of requirements is available through the Texas Higher Education Coordinating Board's financial aid webpage at <http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458>.

Individuals interested in the following financial aid opportunities are strongly encouraged to check the status of each grant program for the anticipated year(s) of enrollment in an institution of higher education at <http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458>.

# Appendix D

## Lago Vista ISD Middle School Pre-AP Math Sequence





## Lago Vista Independent School District

*Excellence in ALL We Do!*

8039 Bar-K Ranch Road  
P.O. Box 4929  
Lago Vista, TX 78645

(512) 267-8300

[www.lagovistaisd.net](http://www.lagovistaisd.net)

*It is the policy of Lago Vista Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in any programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. For information about your rights, or grievance procedures, contact Darren Webb, Superintendent, 8039 Bar-K Ranch Road, Lago Vista, TX 78645, 512-267-8300.*

*Es norma de Lago Vista Distrito Escolar Independiente de no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda. Para información sobre sus derechos o procedimientos para quejas, comuníquese con Darren Webb, Superintendente, 8039 Bar-K Ranch Road, Lago Vista, TX 78645, 512-267-8300.*