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**Vision**

We enter to learn…we leave to achieve.

**Mission**

The mission of R. D. McAdams Junior High School is to ensure students have a strong academic foundation and the personal skills needed to be life, career, and college ready.

**Goals**

* DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.
* DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.
* DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.
* DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.
* DISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

***Dickinson Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing educational services.***

**2016-2017 Middle School and Junior High School**

**Pre-Advanced Placement Program**

**Equity and Access to Pre-AP Courses**

Dickinson ISD has a genuine commitment to preparing ALL students for challenging high school coursework and post high school success in college, in the workplace, and/or in the military. Opportunities for enrollment in Pre-Advanced Placement (Pre-AP) are open and made available to ALL middle school and junior high school students. Because Pre-AP courses are designed as college preparation, students must have demonstrated their academic preparedness and their willingness to invest the time and effort required for success in rigorous courses. College Board research clearly shows that students who participate in challenging coursework, including Pre-AP, have considerably higher success in college.

**Pre-AP Admission Criteria**

In an effort to place students in appropriate level classes, recommended admission criteria have been established for Pre-AP courses. The academic records for all students who register for a Pre-AP course will be evaluated against the following criteria:

**Previous Academic Performance.** Yearly average of 90 (A) or higher in an on-level class/course and 80 (B) or higher in a Pre-AP immediately preceding the Pre-AP course.

**STAAR Assessment.** It is highly recommended that students meet or exceed the advanced STAAR score for entry into each Pre-AP course. Demonstrated academic achievement on the state assessments indicates that the student has the knowledge and skills necessary for success in the rigorous college preparatory (Pre-AP) course. The chart on the following page includes the minimum STAAR score recommended for entry into Pre-AP courses.

**Appeal of Criteria.** Students and parents may appeal to the campus review committee which may consist of the course teacher, the department chairperson, the AVID teacher, the student’s counselor, a campus administrator, the student’s parents and/or primary caretaker, and the student. Appeal forms will be available in the counselor’s office and will be due by the date indicated on the appeal form.

**Expectations**

**Mandatory Parent Meeting in the Spring.** All parents are required to attend one of the parent meetings held in May.

**Summer Assignments.** A list of recommended summer assignments will be provided for students.

**Commitment Statement.** A contract signed by both student and parent will be due before the last day of school or upon enrollment of new students.

**Administrator Approval.** Administrator and/or counselor approval is required for all

students who do not meet the criteria and are not recommended for entrance into the Pre-AP/AP program.

**Required STAAR Scores for Entry into Pre-AP courses and math acceleration:**

|  |  |  |
| --- | --- | --- |
| **2016 Assessment** | **Score**  | **Entry Into Course** |
| Grade 5 STAAR Reading | Final Recommended or Advanced | Pre-AP 6th ReadingPre-AP 6th grade Social Studies |
| Grade 6 STAAR Reading | Final Recommended or Advanced | Pre-AP 7th grade ReadingPre-AP 7th grade Social Studies  |
| Grade 7 STAAR Reading | Final Recommended or Advanced | Pre-AP 8th grade ReadingPre-AP 8th grade Social Studies  |
| Grade 5 STAAR Science | Final Recommended or Advanced | Pre-AP 6th-8th grade Science  |
| Grade 6 STAAR MathDISD Algebra Readiness Test | Final Recommended or AdvancedScore > 85 |  Pre-AP 7th grade Math |
| Grade 7 STAAR MathDISD Algebra Readiness Test | Final Recommended or AdvancedScore > 85 | Pre-AP Algebra I |

**Exit from a Pre-AP Class**

College and university admissions officers have repeatedly indicated that high school students who successfully complete a Pre-AP/AP course are given greater consideration when all other college admissions indicators are equal. A transcript that indicates that a student has earned a "C" in a Pre-AP/AP course is given higher consideration than one who earns an "A" in an academic course. For this reason, MJHS counselors, administrators, and teachers strongly advise Pre-AP students to stay in the course working through difficulties by attending tutorials, doing extra reading/work at home, joining a student study group, and taking copious notes in class. If a student indicates that he/she wants out of the class and scheduled into the corresponding academic class, the following timeline and procedure(s) must be followed. Exit points are built into our registration and master scheduling process.

* **Pre-AP Class Exit Form**. An Exit Form must be completed and signed by the Pre-AP teacher, the parent or primary caregiver, the counselor, and the principal before a schedule change will be completed.
* **Exit Point #1**. Students are registered for courses during the spring of the previous school year. It is important that students carefully select their coursework making wise decisions based on their time commitments, their interests, and their demonstrated academic achievement. Parents are given a course selection sheet in early March in order to provide parents with an opportunity for parental input in the course selections. Parents may make changes and return the course verification sheet to the counselor by mid-April. The first exit point after initial registration will be made available to all students in May. All students will review their course selections during the last two weeks of the school year prior. Students may request a schedule change during this time. A parent/primary caregiver signature is required for the schedule change.
* **Exit Point #2**. All Pre-AP courses require summer reading and/or summer work to be completed prior to the first day of school. The summer reading and/or work requirements will be communicated and/or distributed to all Pre-AP students prior to the last day of school of the previous school year. Students will be required to *sign* for the notice indicating that they received the information prior to the beginning of the summer vacation. The summer reading/work requirements will also be posted on the DISD and the MJHS websites. Failure to complete the summer work puts the student at an immediate disadvantage. The summer work is not busy work, but rather serves as the foundation for the first three to five weeks of the course curriculum. Students who do not complete the required summer reading and/or work on or before the date designated by the Pre-AP teacher will be removed from the Pre-AP class. Students new to Dickinson ISD will be given seven (7) days from the day they enroll to complete the summer reading/work.
* **Exit Point #3 First Grading Period.** Pre-AP students who are failing the Pre-AP course with a grade that falls between 60 and 69 at the end of the first grading period are in danger of failing for the semester. Students who fall into this category will participate in a conference with his/her counselor, teacher, and parent to determine the course of action to be taken. Even though Pre-AP courses carry premium grade points toward the student's GPA, if the student records a grade below 70 for the semester, he/she will not receive credit for the course and may have to retake the course in summer school or the following school year. Serious consideration must be given to the student’s willingness to complete the rigorous coursework and to his/her time commitments in order for him/her to be successful and earn the .5 credit for the first semester. Pre-AP students who are failing a Pre-AP course with a grade below 60 at the end of the first grading period will be removed from the class.
* **Exit Point #4 End of the First Semester**. Any student who fails a Pre-AP course with a grade below 70 for the first semester will be removed from the course at the end of the first semester. The student's parent or primary caregiver will be notified by the Pre-AP teacher of the failing grade which will result in a schedule change.

**R. D. McAdams Junior High School**

**Course Descriptions**

**2016-2017**

**Required Courses**

Every student is required to take Language Arts, Mathematics, Social Studies, and Science. One year of Physical Education is also required; Athletics counts as Physical Education. McAdams is proud to offer Pre-Advanced Placement (Pre-AP) classes in all core academic subjects for students who meet certain qualifications.

**High School Credit Courses**

McAdams offers high school credit for students in the 8th grade after successful completion of the following courses: Algebra I, Teen Leadership, and Spanish I. Successful completion includes earning a passing grade (70 or higher) each semester and attending for 95% of the days the course is offered. Courses in which credit is earned prior to 9th grade shall not be included in the students GPA for high school.

**Special Programs**

McAdams offers a variety of specialized programs for students with individual needs. These programs include screening for special programs, dyslexia, English language learners (ELL), gifted/talented, Section 504, Americans with Disabilities Act, and other federal programs mandated by the Individuals with Disabilities Act (IDEA). Each program includes specific guidelines for qualification.

**Schedule Process**

During the second semester, students will request the courses they prefer for the following year. This initial request is completed by mid-February. It is important for students to plan their choices carefully because class size and staffing decisions will be determined from their choices.

**Schedule Changes**

Requests for course changes by students and parents will not be honored after classes have begun. Students and parents are given the opportunity to make changes to course requests after the initial requesting period in the spring. Carefully consider all course requests. The campus reserves the right to change schedules at any time as deemed necessary by the principal.

**Disclaimer**

Please be aware that the following is to be used as a guide to help you and your student select elective courses for the 2016-2017 school year. The information is accurate as of the printing date. The campus reserves the right to modify course offerings at any time, whenever it is deemed necessary. Notice of revision or modification will be given as is reasonably practical under the circumstances. This course guide does not, nor is it intended to, create contractual or legal rights between any parent or student and the district.

**Elective Courses**

**[Course ID is listed in brackets] 7th grade [E7\*\*] 8th grade [E8\*\*]**

**Career and Technical Education – Grade 8 Only**

**Family and Consumer Science (FCS) Synergistic Lab [E8F1]**: 8th grade only (1 semester course). This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

**Science, Technology, Engineering, and Mathematics (STEM) Synergistic Lab [E8F2]:** 8th grade only (1 semester course). Students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. Knowledge and skills in the proper application of principles of manufacturing, the design of technology, the efficient production of technology, and the assessment of the effects of manufacturing production technology prepare students for success in the modern world. The study of manufacturing technology allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in a manufacturing setting. In addition to general academic and technical knowledge and skills, students gain an understanding of career opportunities available in manufacturing and what employers require to gain and maintain employment in these careers.

**Fine Arts**

**Art [E7A1] or [E8A1]:** 7th and 8th grade

The purpose of this course is to introduce students to simple and general concepts in art. Students are presented the theory and skills of drawing, painting, printmaking, ceramics, constructivism, copper tooling, textile and sculpture. Media used in implementing these concepts include pencil, watercolor, tempera, ink, wire, pastel, papier-mâché, Conté, art tissue, clay, yarn and charcoal. Students will do landscapes, seascapes, still-life portraits, pottery, miniature sculptures, mobiles, weaving, stitching, string art, soap carving, plaster carving and molds.

**Beginner Band [E7B1] or [E8B1]:**

Beginner Band at McAdams is available to all 7th and 8th grade students who would like to begin Band. This Band focuses on learning the basic skills needed to play an instrument at a competent level. This is not a performing band; however students will be given opportunities to perform if they choose. Instrument and supplies are the responsibility of the student.

Concert, Symphonic, and Honors Band are available to students in grades 7 and 8 who have been in band before. Placement is determined by tryout/director.

**Varsity Band [E7B3] or [E8B3]:**

Cadet Band focuses on improving playing skills to a performance level. This is not a performing band; however, students will be given opportunities to perform if they choose.

**Concert Band [E7B4] or [E8B4]:**

Concert Band moves beyond basic playing skills to the realm of performance. This band will perform in at least two concerts a year including the Christmas and Spring Concerts as well as the U.I.L. Concert and Sight-Reading Contest.

**Symphonic Band [E7B5] or [E8B5]:**

Symphonic Band works to take playing and performance skills to a higher level. Instrumentation of this band will be limited according to need and/or ability. Students will be required to attend weekly hour section rehearsals. This band will perform at least two concerts per year including the Christmas and Spring Concerts. The Symphonic Band will also attend the U.I.L. Concert and Sight-Reading Contest and possibly two other invitational contests during the year.

**Honors Band [E7B6] or [E8B6]:**

Honor Band works to take playing and performance skills to the highest possible level. Instrumentation of this band will be limited according to need and/or ability. Students will be required to attend weekly hour section rehearsals. This band will perform at least two concerts per year including the Christmas and Spring Concerts. The Honors Band will also attend the U.I.L. Concert and Sight-Reading Contest, the Solo and Ensemble Contest, and possibly two other invitational contests during the year.

**Bravo Chorale [E7C1] or [E8C1]:** is a beginning ensemble open to 7th and 8th grade boys who have had little or no previous choral experience. No audition is required for this ensemble.

**Encore Chorale [E7C3] or [E8C3]:** is and intermediate ensemble open to 7th and 8th grade boys who have had at least one year of chorale experience. Auditions are required for this ensemble.

**Lyric Chorale [E7C4] or [E8C4]:** is an intermediate ensemble open to 7th and 8th grade girls who have had at least one year of chorale experience. Auditions are required for this ensemble.

**Symphonic Choir [E7C8] or [E8C8]:** is an advanced ensemble open to 7th and 8th grade girls who have had at least one year of chorale experience. Auditions are required for this ensemble.

**Dance [E7D1] or [E8D1]:** 7th and 8th grade

Many styles of dance as well as basic dance terminology and movement will be covered. In this course where male and female students may learn dance techniques, students will also be offered opportunities to perform in Dickinson High School Dance Concerts. Whether students have the desire to be a Diamond Dancer upon entering DHS or just a desire to learn about the fine art of dance, this class invites students into the world of expression through dance.

**Theatre Arts 1 [E7T1] or [E8T1]:** 7th and 8th grade

**Prerequisite**: None

Theatre Arts 1 is a basic introduction to Theatre arts. Topics include terminology, basic stage movement, pantomime, improvisation, overcoming stage fright, evaluating Theatre productions, Theatre etiquette, and basic performance skills including character development and script structure. Vocabulary study and notes will be required for an adequate foundation. All Theatre Arts 1 students are required to see the live stage productions produced by the department.

**Theatre Arts 2[E7T2] or [E8T2]:** 7th and 8th grade

**Prerequisite**: C or higher in Theatre Arts 1; Instructor Approval

Theatre Arts 2 is a continuation of Theatre Arts 1 and is designed for students with a genuine interest in Theatre. Topics include advanced stage movement, voice and diction development, audition techniques, advanced character analysis, and Theatre history. Students are introduced to a variety of techniques and theories that are put into practice through memorized monologues, duet scenes, and one-act plays that are performed for the public each semester. Additional study of vocabulary study and notes will be required. All Theatre Arts students are required to see the live stage productions produced by the department.

**Theatre Arts 3 [E7T3] or [E8T3]:** 7th and 8th grade

**Prerequisite**: B or higher in Theatre Arts 2; Instructor Approval

Theatre Arts 3 is designed for students who have an intense interest in Theatre. It focuses on advanced voice and diction, stage movement, and character analysis with heavy concentration on acting styles, script analysis, and performance techniques. Additional study of vocabulary study and notes will be required. Students will also begin basic directing work on individual scenes. Performance work consists of scripted work as well as self-written work. Students will participate in a one-act plays that will be performed for the public each semester. Theatre Arts 3 students are expected to attend the live stage productions produced by the department. Students are highly encouraged to audition for productions as well.

**Languages Other Than English**

**Pre-AP Spanish I [E8L1]:** 8th grade only

Prerequisite:  Must demonstrate high academic performance; advanced score on 7th grade STAAR Reading exam

Notes:  Upon successful completion of each semester of this course, students will be awarded one-half high school credit toward graduation; the high school level semester and final exams are required in this course

The Spanish 1 Pre-AP student will demonstrate communication skills such as listening, speaking, reading, and writing in Spanish.  The student will develop these skills by using knowledge of language and culture, communication and learning strategies, technology, and content from other subject areas. This course will focus on higher level thinking and analysis skills and be taught at an accelerated rate to prepare students for Spanish 2 Pre-AP.

**Other Electives**

**Teen Leadership [E8W1]:** 8th grade (1 semester course for high school speech credit)

Leadership, personal, business skills, development of healthy self-concept, relationships, personal responsibility, investigation of Emotional Intelligence, public speaking, communication, personal image, principal-based decision making, counteracting negative effects of peer pressure, citizenship, personal and professional goal setting.

**Teen Leadership [E7W1]:** 7th grade

Developing leadership, problem-solving and positive character skills for lifelong service and citizenship. Addressing school and community-based issues and needs. Building skills in public speaking and communication as well as an understanding of personal image. Learning to become better citizens. Appreciating the need for vision in goal-setting, personally and professionally.

**AVID [E7V1] or [E8V1]:** 7th and 8th grade

AVID is more than just a class; it is a community of learners that extends beyond the walls of the classroom to support students as they work towards achieving their goals and dreams.  AVID is an acronym that stands for the following:  **A**dvancement **V**ia **I**ndividual **D**etermination.  It is a class for students that show academic potential and a desire and determination to do well and go above and beyond!  This class shows students the academic skills and tools they need to be prepared to succeed in school now, into high school, and beyond!  The material covered in AVID prepares all students for college readiness and work beyond high school and success in a global society.  **Students must apply to be in the program.**  Applications are available for the next school year starting in February.

**Physical Education**

**Boys Athletics [E7P3] or [E8P3]:** 7th and 8th grade

The football program in the DISD provides boys with an opportunity to represent the school in University Interscholastic League competition seeking to develop proper attitudes toward victory and defeat, and an appreciation for proper health habits. Because athletics is for football players only, all activities during the athletic period are football oriented. Students who are interested in participating in sports other than football should not sign up for athletics. Basketball, cross-country, track and field and tennis are held on an after school basis and not during the athletic period. **Coach approval required. Athletic fee applies.**

**Girls Athletics [E7P4] or [E8P4]:** 7th and 8th grade

The athletic program provides girls an opportunity to represent the school in University Interscholastic League Competition. In addition to individual participation, the program seeks to develop proper attitudes of sportsmanship, and appreciation for proper health habits. The following athletic programs are available: athletics first semester is volleyball and basketball; athletics second semester is basketball and track. Cross Country and tennis are sports programs which are held on an after-school basis and not during the athletic period. **Coach approval required. Athletic fee applies.**

**Boys PE or Girls PE [E7P1], [E7P2], [E8P1], or [E8P2]:** 7th and 8th grade

Students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

Seventh grade students apply similar concepts from one sport or movement setting to another. Students can observe another individual's performance and notice key elements for success. At this grade level, students participate in physical activity both in and out of school while maintaining a healthy level of fitness as their bodies grow and change. Their knowledge of safety and the ability to manage their own behavior is reinforced. Instruction is directed more toward encouraging the incorporation of physical activity into a daily routine and less toward fundamental skill development.

In Grade 8, although the acquisition of physical fitness and skill development is important, emphasis is placed more on participation for enjoyment and challenge, both in and out of school. Understanding the need to remain physically active throughout life by participating in enjoyable lifetime activities is the basis for eighth grade instruction.

**Core Academic Courses**

**[Course ID is listed in brackets]**

**Language Arts**

**Language Arts – Grade 8 [8LA2]:**

Integrated study of specific genres which enables the student to develop and apply skills and strategies to read, write, speak, listen, view, inquire and construct meaning more effectively. Eighth grade literature studies include mystery, biographical/autobiographical works, poetry, drama, historical fiction, and science fiction. Students will be exposed to and recognize all literary elements in each genre. Critical thinking is emphasized during daily activities. Preparation for the TEK-based assessment in reading and writing is an ongoing integral part of daily instruction.

**Pre-AP Language Arts – Grade 8 [8LA4]:**

Prerequisite: Identified GT or identified through the Pre-AP selection process

Integrated study of specific genres, which enables the student to develop and apply skills and strategies to read, write, speak, listen, view, inquire and construct meaning more effectively at a quicker, more independent pace than Language Arts. Incorporates instruction strategies leading to the learner outcomes of independent study, cooperative learning, presentation, and publishing. In-depth analysis, critical analysis, character analysis, and media comparisons are required. Intensive independent reading of novels outside of class will be required. Preparation for the TEKS-based assessment in reading and writing is an ongoing integral part of daily instruction. **Advanced level products and independent research are required in this course.**

**Language Arts – Grade 7 [7LA2]:**

Integrated study of specific genres, which enables the student to develop and apply skills and strategies to read, write, speak, listen, view, inquire, and construct meaning more effectively. Composition skills are expanded to include each student’s unique voice. Seventh grade literature studies include mystery, historical fiction, science fiction, and poetry. Vocabulary development is emphasized during daily activities. Preparation for the TEKS-based TAKS test in reading and writing is ongoing and an integral part of daily instruction.

**Pre-AP Language Arts – Grade 7 [7LA4]:**

Prerequisite: Identified GT or identified through the Pre-AP selection process

Integrated study of specific genres, which enables the student to develop and apply skills and strategies to read, write, speak, listen, view, inquire and construct meaning more effectively at a quicker more independent pace than Language Arts. Incorporates instruction strategies leading to the learner outcomes of independent study, cooperative learning, presentation, and publishing. In-depth analysis, critical analysis, character analysis and media comparisons are required. Intensive independent reading of novels outside of class will be required. Vocabulary development is emphasized during daily activities. Preparation for the TEKS-based test in reading and writing is an ongoing integral part of daily instruction. **Advanced level products and independent research are required in this course.**

**Mathematics**

**Mathematics – Grade 8**

The primary focal areas in Grade 8 math are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the use of graphing technology.

**Pre-AP Algebra I (High School credit)**

Prerequisites: Must demonstrate high academic performance; successful completion of Pre-AP 7th grade math; successful performance on STAAR 7th grade math; identified through DISD accelerated math process

Notes:  Upon successful completion of each semester of this course, students will be awarded one-half high school credit toward graduation; the high school level semester and final exams are required in this course; students will be required to take the Algebra I STAAR EOC exam

Pre-AP Algebra I extends all of the concepts and skills included in Algebra 1. Problems will be solved using higher level critical thinking and problem-solving skills. Students will use technology to enhance solving problems relevant to student experiences. Algebra 1 PAP will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation

**Mathematics – Grade 7**

The primary focus areas in Grade 7 math are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations.

**Pre-AP 7th Grade Math**

Prerequisites:  Must demonstrate high academic performance; successful performance on STAAR 6th grade math; identified through DISD accelerated math process

This course encompasses and extends upon all of the concepts and skills included in Grade 7 mathematics, while providing for development of higher level and critical thinking skills through more rigorous problem solving opportunities.  Additional concepts and skills from Grade 8 mathematics standards will be taught in Grade 7 Pre-AP mathematics including linear proportional and linear non-proportional relationships and writing linear equations.

**Science**

**Science – Grade 8 [8SC2]:**

Eighth grade Science is a hands-on course in which students learn science skills and concepts. The skills and concepts are integrated in a learning environment stressing verbal and written communication as well as teamwork. Students will identify the roles of human activities and natural events in altering Earth Systems. Students will learn about the characteristics of the universe and work with the periodic table. Various laboratory experiments using scientific inquiry method will demonstrate an understanding of matter, energy, and chemical reactions. Interactions in matter, energy, and motion are explored in solar, weather and ocean systems.

**Pre-AP Science – Grade 8 [8SC4]:**

Prerequisite: Identified GT or identified through the Pre-AP selection process

Eighth grade Pre-AP Science offers an advanced level of experience in the concepts of science. Laboratory activities are presented as a combination of inquiry and validation of scientific processes and concepts. The concepts and skills that are a part of the regular program are taught at an accelerated pace and in greater depth and complexity. **Advanced level products and independent research, including science fair, are required in this course.**

**Science – Grade 7 [7SC2]:**

Seventh grade Science is a hands-on course in which students learn science skills and concepts. The skills and concepts are integrated in a learning environment stressing verbal and written communication as well as teamwork. The overall curriculum is focused on organisms and the environment. The topics students will cover are: Investigation and Reasoning; Matter and Energy; Force, Motion, and Energy; Earth and Space; and Organisms and Environment. Students will learn about energy transformation and why they are important to living organisms. The will also discover that there is a relationship between force, motion, and energy. Students also explore the effects of catastrophic events such as hurricanes on the earth surface. Students identify components of the solar system and how space exploration came to be. Students will be able to identify cells and how they work together to create organisms. In addition, students study chemical and physical properties of substances by examining the human body systems.

**Pre-AP Science – Grade 7 [7SC4]:**

Prerequisite: Identified GT or identified through the Pre-AP selection process

Seventh grade Pre-AP Science offers an advanced level of experience in the concepts of science. Laboratory activities are presented as a combination of inquiry and confirmatory exercises. The concepts and skills that are a part of the regular program are taught at an accelerated pace and in greater depth and complexity. **Advanced level products and independent research, including science fair, are required in this course.**

**Social Studies**

**Social Studies – Grade 8 (US History) [8SS2]:**

In Grade 8, students study the history of the United States from the early exploration through Reconstruction. The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, republicanism, popular sovereignty, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of 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. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.

**Pre-AP Social Studies – Grade 8 (US History) [8SS4]:**

Prerequisite: Identified GT or identified through the Pre-AP selection process

Pre-AP American History Grade 8 offers a more advanced level of study. In addition to covering the same topics included in regular American History Grade 8, the course is extended to include the use of primary and secondary source materials and documents for independent study of selected topics. Students will be introduced to types of logic used in historical arguments. Various projects and performance assessments and presentations will be required. Homework will be assigned on a regular basis. Critical thinking, analysis, and evaluation skills will be emphasized on a daily basis. Preparation for the TEKS-based “Social Studies” state assessment is an ongoing and integral part of daily instruction. **Advanced level products and independent research are required in this course.**

**Social Studies – Grade 7 [7SS2]:**

In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including 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. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.

**Pre-AP Social Studies – Grade 7 [7SS4]:**

Prerequisite: Identified GT or identified through the Pre-AP selection process

Pre-AP Texas History Grade 7 offers a more advanced level of study. In addition to covering the same topics included in regular Texas History Grade 7, the course is extended to include the use of primary and secondary source materials and documents for independent study of selected topics. Students will be introduced to types of logic used in historical arguments. Various projects and performance assessments and presentations will be required. Critical thinking, analysis, and evaluation skills will be emphasized on a daily basis. Preparation for Pre-AP Social Studies – Grade 8 is an ongoing and integral part of daily instruction. **Advanced level products and independent research are required in this course.**