

2020  
2021



# JUNIOR HIGH SCHOOL **ACADEMIC PLANNING GUIDE**



# CAMPUS INFORMATION



## R. D. MCADAMS JUNIOR HIGH

11415 Hughes Road, Dickinson, TX 77539

**Phone: 281-229-7100**

**Principal - Rachelle Joseph**

Dean of Instruction - Stacey Hughes

7<sup>th</sup> Grade Assistant Principal - Kim McDougald

7<sup>th</sup> Grade Counselor - Cebrina Ramirez

8<sup>th</sup> Grade Assistant Principal - Jaime Williams

8<sup>th</sup> Grade Counselor - Shelby Cruse

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## EUGENE "GENE" KRANZ JUNIOR HIGH

12850 FM 3436, Dickinson, TX 77539

**Phone: 281-309-3600**

**Principal - Kim Kelley**

Dean of Instruction - Laura Breaux

7<sup>th</sup> Grade Assistant Principal - Brendan Fitzpatrick

7<sup>th</sup> Grade Counselor - Amanda Cavazos

8<sup>th</sup> Grade Assistant Principal - Patrick Spies

8<sup>th</sup> Grade Counselor - Katrina Reliford



**DISD MISSION STATEMENT**

The mission of the Dickinson Independent School District is to ensure that all students have safe and successful learning opportunities that help them reach their full potential and add quality throughout their lives.

**VISION OF DISD As Established by the Board of Trustees**

**VISION FOR DISD AS PERCEIVED BY BOARD OF TRUSTEES:**

I see a time in the future where . . . . .

All stakeholders and patrons will view the district as having purpose with consistency. This will be evidenced by campuses which exhibit safety, control and discipline as guiding principles. Child-focused leadership will be evident to all as each child is able to develop to his/her best through challenging offerings. Curriculum/program review/ improvement will be continuous and will result in rigorous programs, improved state assessment results, and other improvements which may be measured via established assessment means.

All space needs will be met with facilities conducive to learning. These facilities will provide the necessary technology and resources to insure the potential for excellence. The District's focus on providing attractive and functional facilities will set the stage for the campuses to develop an excellent learning and working environment which will display an atmosphere of teamwork and "family". In this arena the staff will accept the accountability standards while strengthening relationships, improving communications and insuring the best possible instructional program. As a result the district will be able to attract and retain quality staff. Staff members will be interacting freely and continuously with each other, parents and patrons.

The district will have a compensation plan that is affordable and effective while addressing significant concerns with a predictable, reliable revenue stream.

The district is recognized by all to be an exemplary school district.

Reviewed and Ratified June 2012

**Dickinson Independent School District  
 District Goals 2019-2020**

The Board of Trustees, in collaboration with the administration of DISD, establishes these District Goals:

- Goal 1 DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.
- Goal 2 DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.
- Goal 3 DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.
- Goal 4 DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.
- Goal 5 DISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.

Board Approved June 3, 2019

# TABLE OF CONTENTS

About the Junior High School Academic Planning Guide:.....	6
General Course Information.....	7
Required Courses .....	7
Student Success Initiative.....	8
Grade Promotion in Grades 5-8 .....	8
SSI: Student Success Initiative for Required Accelerated Instruction .....	8
Advanced Academic Courses .....	9
Dickinson ISD STEM Academy .....	12
Planning Your High School Program .....	13
Core Academic Courses.....	15
English Language Arts.....	15
Mathematics .....	17
Science.....	19
Social Studies .....	20
Elective Courses.....	22
Career and Technical Education.....	22
Technology Education .....	23
Visual and Performing Arts.....	23
Languages Other Than English.....	27
Health, Physical Education and Athletics.....	28
General Electives.....	29

*DISCLAIMER: This document is to be used as a guide to help you and your student select courses for the 2020-2021 school year. The information is accurate as of the printing date. The campuses reserve 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.*

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# ABOUT THE JUNIOR HIGH SCHOOL ACADEMIC PLANNING GUIDE:

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We hope that you are starting to feel excited about joining your junior high school campus next year. Junior High provides wonderful opportunities to develop academically, explore career interests, refine your study skills and prepare for the next level of your education. The planning guide exists to provide you information about the courses you can take and to explain available programs. Read this document carefully with your parents to learn more about what junior high has to offer. Junior High school administrators, counselors, and teachers are looking forward to getting to know you and are standing by to answer questions. We are all part of a team to help you make a positive transition to your new campus.

## **HOURS & SCHEDULE:**

The instructional day for Junior High School is from at 7:55 AM - 3:15 PM. Office hours are from 7:30 AM - 3:30 PM. Students may enter the building at 7:15 AM. Students will enroll in seven instructional periods and move from class to class each day. Class periods are approximately 50 minutes.

## **LUNCH INFORMATION:**

Students will have a 30 minute lunch. Menus, nutritional information and the application for Free/Reduced lunch are available on the Dickinson ISD webpage. Parents may also add funds to their student's school lunch account and review lunch purchases at Lunch Money Now/Meal App Now.

## **TEXTBOOKS:**

Textbooks are typically used in the classroom during the instructional day, though you may not refer to the textbook every day. If you will need to use a textbook at home, talk with your teacher about how to check out a book.

## **SCHOOL SUPPLIES:**

In 7th and 8th grade, we want students to become even more comfortable managing their own supplies and materials. The Junior High School Supply List is found in the Back to School Packet posted on the Dickinson ISD webpage. During the first week, your teachers will let you know if there are any specific supplies that you will need for the course.

## **GRADES:**

Grades will be reported on a 100 point scale. A grade of 70 or better is considered passing. Your average will be composed of two types of grades: summative and formative. You can read more about grading in board policy EIA (LOCAL) and check your grades regularly on Skyward Student and Family Access.

## **TUTORING:**

Please check with each teacher about tutoring opportunities. Tutoring is a great way to reinforce information you've been studying in class as well as to prepare for upcoming assignments.

## **ATTENDANCE, DRESS CODE & TECHNOLOGY:**

The Student Handbook contains information on attendance, dress code, technology use and much more. A major change for junior high school dress code is students may not wear shorts or tights. Please see the Student Handbook for complete dress code information.

# GENERAL COURSE INFORMATION

## REQUIRED COURSES

Every student is required to take Language Arts, Mathematics, Social Studies, and Science. One year of Physical Education is also required; Athletics and Dance count as Physical Education. DISD is proud to offer Pre-Advanced Placement classes in all core academic subjects for students who meet certain qualifications. Students enrolled in the STEM Academy will also have specialized core academic courses providing rigor through STEM.

7th Grade	8th Grade
1 ELA 1 Math 1 Science 1 Social Studies 1 PE/Athletics/Dance	1 ELA 1 Math 1 Science 1 Social Studies

## HIGH SCHOOL CREDIT COURSES

DISD offers high school credit for students in the 8th grade after successful completion\* of the following courses:

COURSE	HIGH SCHOOL CREDITS
Algebra I	1 Credit / 2 semesters
Art I	1 Credit / 2 semesters
Biology I (STEM Academy only)	1 Credit / 2 semesters
Gateway to Technology I-II	.5 Credit / 2 semester
Spanish I	1 Credit / 2 semesters
Spanish for Native Speakers	1 Credit / semester
Technical Theatre	1 Credit / 2 semesters

\*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

DISD offers a variety of specialized programs for students with individual needs. These programs include screening for special programs, dyslexia, English learners (EL), 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 in 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 may 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.

## **GRADE PROMOTION IN GRADES 5-8**

In grades 5-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (Texas Essential Knowledge and Skills) for all subject areas, and a grade of 70 or above in language arts, mathematics, and either science or social studies.

In addition to local standards for mastery and promotion, students in fifth and eighth grade must meet the passing standard established by the State Board of Education on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade. In fifth and eighth grade, campus Grade Placement Committees (GPCs) shall make recommendations for promotion or retention of those students who do not meet minimum state standards.

## **SSI: STUDENT SUCCESS INITIATIVE FOR REQUIRED ACCELERATED INSTRUCTION**

- 5th and 8th grade students must pass the STAAR reading and math tests in order to be promoted to 6th grade and 9th grade.
- Students have three opportunities to pass the STAAR reading and math tests (two during the spring and one during the summer).
- If a student does not pass the STAAR reading and math test, the Grade Placement Committee (GPC) must develop an Accelerated Instruction Plan (AIP) and provide accelerated instruction at a ratio no higher than 10 students per 1 instructor following each testing opportunity. The student must complete all required accelerated instruction prescribed by the GPC through the AIP.
- Students must complete accelerated instruction if they fail, are absent from, or otherwise do not receive a score on the April administration.
- Students must complete accelerated instruction if they fail, are absent from, or otherwise do not receive a score on the May administration (the GPC prescribes accelerated instruction that the student must complete from May to June).
- Students must complete accelerated instruction if they fail, are absent from, or otherwise do not receive a score on the June administration. The GPC prescribes accelerated instruction that the student must complete during the first six weeks of school.
- All students who participate in the 3rd test administration (June) (whether they pass, fail, are absent from, or otherwise do not receive a score) must participate in required accelerated instruction throughout the 2020-2021 school year as prescribed by the GPC through the AIP.
- After the 3rd test administration (June), a student who fails, is absent from, or otherwise does not receive a score on the STAAR reading and math tests will be automatically retained in 5th and 8th grade.

# PRE-ADVANCED PLACEMENT COURSES

## EQUITY AND ACCESS

Opportunities for enrollment in Pre-Advanced Placement courses are open and made available to all 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 the rigorous courses. College Board research clearly shows that students who participate in challenging coursework, including Pre-AP coursework, have considerably higher success in college.

## BENEFITS

### *A DIFFERENT KIND OF CLASS:*

- Through increased rigor, Pre-AP courses help students acquire the skills and academic habits needed for success in high school and beyond. Students will improve critical reading, writing, and problem-solving skills as a result of successful completion of these courses. In addition, students' time management, note-taking, and study skills will be greatly enhanced.
- A Pre-AP course is different from an on-level class/course. Instruction in a Pre-AP course focuses on intense discussions, rigorous real-world applications, analytical thinking, critical reading, and persuasive/expository writing. Students are held to a high standard of academic engagement.
- Pre-AP courses provide preparation for success in high school Advanced Placement courses and the corresponding College Board AP Exams through which students may earn college credits.

## SELECTION PROCESS

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

1. Previous Academic Performance. Students shall have a yearly average of 90 (A) or higher in an on-level class/course or 80 (B) or higher in an Pre-AP course immediately preceding the next-level Pre-AP course.
2. STAAR Assessment. It is highly recommended that students achieve a "Masters Grade Level" STAAR score for entry into each Pre-AP course. Demonstrated academic achievement on the state assessment indicates that the student has the knowledge and skills necessary for success in the rigorous Pre-AP course. At minimum, however, students must achieve a "Meets Grade Level" score on the exam required for entry into an Pre-AP course.
3. Placement Appeal. Students who do not meet the criteria for admission to Pre-AP courses may submit an appeal to the campus.

## ENTRY CRITERIA

Current Grade	2020-21 COURSE	Course Requirements
6th Grade	7th Pre-AP Math	6th Grade Pre-AP Math Course Average (≥80%) 6th Grade STAAR Math (≥1653) Qualifying Score on Math Placement Exam
	7th Pre-AP English	6th Grade ELAR Course Average (≥80%/90%) 6th Grade STAAR Reading (≥1629)
	7th Pre-AP Social Studies	6th Grade SS Course Average (≥80%/90%) 6th Grade STAAR Reading (≥1629)
	7th Pre-AP Science	6th Grade Science Course Average (≥80%/90%) 5th Grade STAAR Science or (≥4000) 6th Grade STAAR Reading (≥1629)
7th Grade	Pre-AP Algebra I	7th Grade Pre-AP Math Course Average (≥80%) 7th Grade STAAR Math (≥1688)
	8th Pre-AP English	7th Grade ELAR Course Average (≥80%/90%) 7th Grade STAAR Reading (≥1674)
	8th Pre-AP Social Studies	7th Grade SS Course Average (≥80%/90%) 7th Grade STAAR Reading (≥1674)
	8th Pre-AP Science	7th Grade Science Course Average (≥80%/90%) 5th Grade STAAR Science or (≥4000) 7th Grade STAAR Reading (≥1674)
	Spanish I	7th Grade STAAR Reading (≥1674)

## PROGRAM REQUIREMENTS

- **Parent Meeting.** All parents of students who are enrolled in a Pre-AP course are encouraged to attend one of the parent meetings held in the spring.
- **Summer Assignments.** Summer Assignments are highly recommended for all STEM and Pre-AP/AP courses and are designed to introduce students to the course content, to familiarize students with the rigor of advanced curriculum, and to give students an idea of the level of intensity and the pace of the course. Completion of the summer assignment is strongly encouraged, but not required. Students who complete the summer assignment for a STEM or Pre-AP/AP course are afforded the opportunity to be better prepared and will be awarded extra credit.
- **Commitment Statement.** An electronic contract signed by both student and parent will be due during the first week of school or upon enrollment of new students.
- **Appeal of Criteria.** An appeal form must be completed and signed by the parent and submitted to the campus on or before the fifth day of school. Appeals will be reviewed by the campus Selection and Review Committee made up of an administrator, a counselor, and at least one (1) Pre-AP course teacher.

## **EXIT FROM A PRE-AP COURSE**

College and university admissions officers have repeatedly indicated that high school students who successfully complete Pre-AP courses 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 course is given higher consideration than one who earns an "A" in an on-level class/course. Because junior high school Pre-AP courses are designed to prepare students for high school and, ultimately, college success, we strongly advise Advanced students to stay in these courses working through difficulties by attending tutorials, doing extra reading/work at home, joining a student study group, and using effective note-taking strategies in class.

**If a student indicates that he/she wants out of the class and scheduled into the corresponding on-level course, the following timeline and procedure(s) must be followed:**

### **EXIT POINT #1: PRIOR TO START OF SCHOOL**

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. The first exit point after initial registration will be made available to all students in May. All students will review their course selections and may request a schedule change prior to the start of school in the fall. A parent/primary caregiver signature is required for the schedule change.

### **EXIT POINT #2: END OF THE FIRST NINE WEEKS**

Students who are failing the Pre-AP course at the end of the first grading period are in danger of failing for the semester. 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 success and pass the first semester. Students who are failing a Pre-AP course at the end of the first 9 weeks may be moved to the respective on-level class/course. Students with a 65-69 may remain in the course as long as the student, parent, and teacher agree the student has the ability to pass for the semester. The student's parent or primary caregiver will be notified by the Pre-AP teacher about the failing grade at the end of the first nine weeks.

### **EXIT POINT #3: END OF THE FIRST SEMESTER**

Any student who fails a Pre-AP course with a grade below 70 for the first semester may 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 course teacher of the failing grade. The parent or primary caregiver may also request to remove the student from the course for the second semester. Written notification must be given to the school counselor before the first business day in December.

*To request an exit from an Pre-AP course at one of the three (3) Exit Points of a semester, students and parents/guardians must complete a Class Exit Request Form and submit it to the campus counselor prior to the Exit Point deadlines.*

# DICKINSON ISD STEM ACADEMY

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## THE MISSION

The purpose of the STEM Academy is to increase student achievement by engaging students in innovative science, technology, engineering and math instruction.

## THE VISION

The STEM Academy will provide a continuous pathway of educational opportunities that create STEM-literate graduates ready to accept the challenges of advanced education beyond high school, meeting the needs of future workforce.

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## STEM ACADEMY PROGRAM DESIGN

The DISD STEM Academy is designed as a rigorous academic cohort model for students in grades 5 - 12 who enjoy challenges and investigating the world around them. Students explore STEM concepts through hands-on learning experiences, research, and exploration in every content. Teacher collaboration within team planning produces the cross-curricular lessons that allow students to focus on content through the lens of STEM. All courses in the STEM Academy are taught as advanced or Pre-AP level courses, while math and science courses also have an accelerated curriculum.

In addition to core advanced academic study, students also explore STEM concepts through Brainiac Block, the STEM Academy exploratory elective. Through this course, students experience Project Lead the Way modules and project-based learning within the Texas Performance Standards Project. Students also participate in field experiences, guest lectures, and more.

## STEM ACADEMY REQUIREMENTS FOR ENTRY

**A STEM Academy applicant must meet the following minimum criteria to be eligible for consideration:**

- Currently enrolled in DISD at time of application.
- Meet the passing standard on each of the most recent STAAR assessments.
- Currently enrolled in the highest academic core courses offered at that grade level (i.e. advanced, honors, Pre-AP, etc.) for math, science, English language arts, and social studies.
- Recent semester average of 85 (B) or better in Math, Science, Reading, and Social Studies
- Attendance rate of 97% or better for the current school year (unexcused absences)
- Discipline record that reflects no out-of-school suspensions, no DAEP placement, and no more than 3 days of ISS placement.
- Must meet criteria on a STEM Science Exam in grades 7-8.
- Two favorable teacher recommendations from the current year from Math and Science. If the math and science teacher are one in the same, the second recommendation should come from the Reading or ELA teacher.

## STEM ACADEMY APPLICATION PROCEDURES

- All students must meet minimum eligibility criteria for applications to be considered.
- STEM Academy applications are accepted for all DISD students in the spring semester for placement the following school year for all DISD students.
- Applications are also accepted prior to the start of school in the fall for students new to DISD only.
- Students may also re-apply to the STEM Academy/Waiting List in the spring of each year.

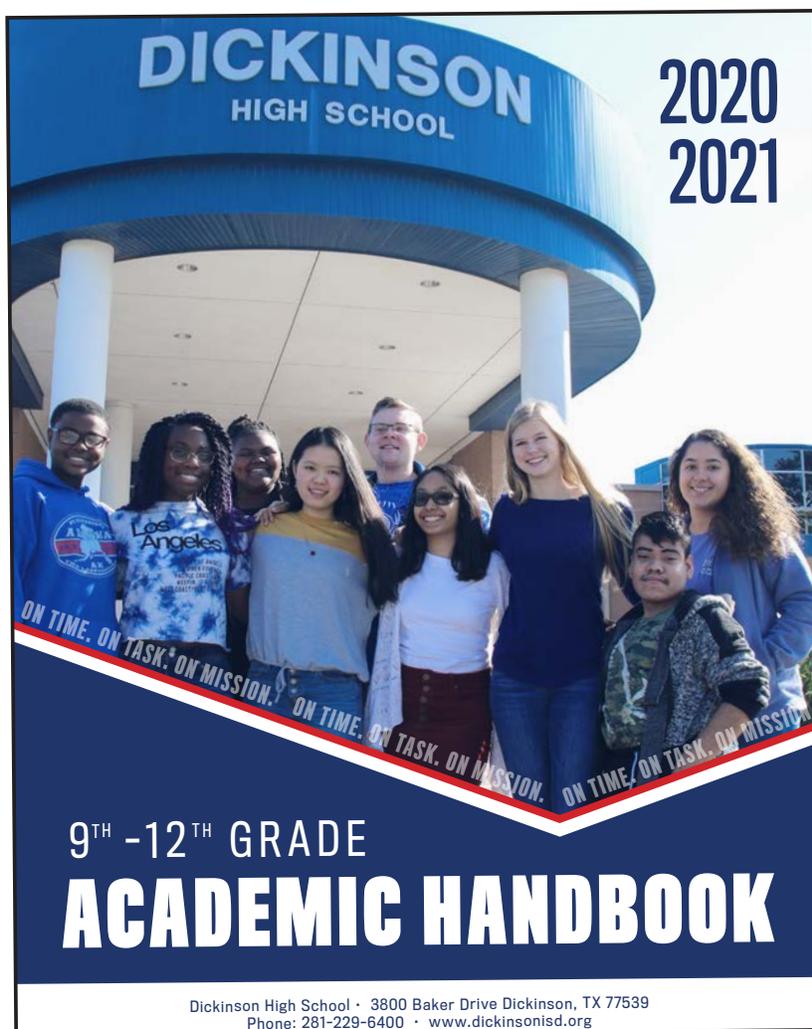
# PLANNING YOUR HIGH SCHOOL PROGRAM

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Planning a four-year high school program is a serious undertaking. Although many of your courses will be determined by the graduation plan you select, you will still have many other choices to make during your years of school. Will you continue your education in college or in a trade or technical school? Do you want to learn a career skill in order to enter the full-time work force immediately after school? Are you interested in a technical field? Are you thinking of entering a profession that requires many years of specialized education? The answers to these questions are extremely important for making decisions about your course selections for all four years in high school. Your interests and abilities should also guide these answers. An overview of graduation plans/requirements can be found on page 13.

In addition, the High School Academic Planning Guide offers practical suggestions for planning your high school course of study to meet state graduation requirements and college admissions standards as well as future career planning. For more information on high school courses offered in Dickinson ISD, including detailed descriptions, prerequisites, and grade points, please see the High School Academic Planning Guide.

**TO VIEW THE 2020-2021 DHS ACADEMIC HANDBOOK VISIT: [HTTPS://BIT.LY/38WXYDU](https://bit.ly/38wxydu).**



# State Graduation Plans

Foundation Plan* 22 Credits	Foundation Plan* + Endorsement 26 Credits			
<b>English — 4 credits</b> English 1, 2, 3 and one advanced English credit	<b>English — 4 credits</b> English 1, 2, 3, and one advanced English credit			
<b>Math — 3 credits</b> Algebra I, Geometry, and one advanced Math credit	<b>Math — 4 credits</b> Algebra I, Geometry, and two advanced Math credits**			
<b>Science — 3 credits</b> Biology and two advanced Science credits	<b>Science — 4 credits</b> Biology and three advanced Science credits			
<b>Social Studies — 3 credits</b> World Geography or World History, U.S. History, Government, and Economics	<b>Social Studies — 3 credits</b> World Geography or World History, U.S. History, Government, and Economics			
<b>Languages other than English — 2 credits</b>	<b>Languages other than English — 2 credits</b>			
<b>Fine Arts — 1 credit</b>	<b>Fine Arts — 1 credit</b>			
<b>Physical Education — 1 credit</b>	<b>Physical Education — 1 credit</b>			
<b>Electives — 5 credits</b>	<b>Electives — 7 credits</b> See Endorsement 4 year plan			
	<b>Distinguished Level of Achievement</b> -Student must take Algebra 2 as an advanced math.**			
<b>Endorsements</b>				
Please refer to the course plans for specific course requirements necessary to earn each endorsement.				
<b>Arts &amp; Humanities</b>	<b>Business &amp; Industry</b>	<b>Public Services</b>	<b>STEM</b>	<b>Multidisciplinary Studies</b>
<ul style="list-style-type: none"> <li>Fine Arts</li> <li>Foreign Languages &amp; Cultural Studies</li> <li>Social Sciences</li> </ul>	<ul style="list-style-type: none"> <li>Agriculture, Food &amp; Natural Resources</li> <li>Arts, Audio/Video Technology &amp; Communications</li> <li>English &amp; Communication</li> <li>Finance</li> <li>Information Technology (COM)</li> <li>Manufacturing</li> <li>Marketing, Sales, &amp; Service</li> <li>Transportation, Distribution, &amp; Logistics</li> </ul>	<ul style="list-style-type: none"> <li>AFJROTC</li> <li>Education &amp; Training</li> <li>Health Science</li> <li>Human Services</li> <li>Law, Public Safety, Corrections &amp; Security</li> </ul>	<ul style="list-style-type: none"> <li>Engineering</li> <li>Advanced Math</li> <li>Advanced Science</li> </ul>	Student selects courses from each endorsement area and earns credits in a variety of advanced courses from multiple content sufficient to complete distinguished level under the foundation high school program
<b>State Assessments Required for Graduation (EOC)</b>		<b>Performance Acknowledgements</b>		
English I	English 2	<b>Outstanding Performance:</b> Dual Credit coursework, bilingualism/biliteracy, AP Exam, PSAT, ACT- Plan, SAT or ACT		<b>Certification:</b> State, Nationally, or Internationally recognized business or industry certificate or license
Algebra I	US History			
Biology				

\*Algebra 2, World History and English 4 are highly recommended for college bound students. It is the student’s responsibility to check prospective college requirements.

\*\*Algebra 2 is required to be eligible for automatic admissions if in top 10% (6% for UT-Austin). The 86th Texas Legislature, Regular Session, 2019, passed SB 232 requiring school districts to notify parents that state graduation requirements do not require a student to complete an Algebra II course to graduate under the Foundation High School Program. Students who does not complete an Algebra II course will not be eligible for— automatic college admission or certain financial aid including: TEXAS grant program and Texas Educational Opportunity Grant Program.

# CORE ACADEMIC COURSES

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## ENGLISH LANGUAGE ARTS

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### **[7LA1 or 8LA1] English Language Arts (ELA) Workshop–Grade 7 & 8**

*Length: 2 Semesters*

English Language Arts Workshop is a required course for those students who have not met Approaches Grade Level on STAAR Reading in 6th or 7th grade. In this year-long course, students will have additional opportunities to find success with reading and writing in authentic situations as well as on STAAR. It is aligned with the student's grade level ELA course. Instruction will include: pre-teaching key skills, developing students' independent reading and writing abilities, and enhancing academic vocabulary.

### **[7LA2] English Language Arts - Grade 7**

*Length: 2 Semesters*

The English language arts class embodies the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course focuses on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing.

### **[7LA3 or 8LA3] English Language Arts (ELA) for ESL–Grade 7 & 8**

*Length: 2 Semesters*

English Language Arts for ESL students is a 2 period course for 7th and 8th grade Limited English proficiency (LEP) newcomer students. This course is designed to develop a student's language and writing skills in the English language. Students will be provided learning opportunities that consist of the English Language Proficiency Standards (ELPS) as well as the English Language Arts Texas Essential Knowledge and Skills (TEKS).

### **[7LA4] English Language Arts Pre-AP - Grade 7**

*Length: 2 Semesters*

*Prerequisite: Identified through the Pre-AP course selection process*

The PAP English language arts class embodies the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course focuses on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. This course works at a quicker more independent pace than Language Arts. It includes higher-level vocabulary, grammatical structures, and various creative approaches to creativity and evaluation of diverse pieces of literature. It will prepare students for further studies and continued success in high school and even lower levels of college. It will assist in preparing the student for the ACT, SAT and AP College Board Exam.

### **[7LA6] English Language Arts STEM - Grade 7 (KJH only)**

*Length: 2 Semesters*

*Prerequisite: STEM Academy Enrollment*

English Language Arts for STEM students will master previously learned language arts skills while reading and writing increasingly complex, refined texts. The STEM English language arts class embodies the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing

and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course focuses on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. This course works at a quicker more independent pace than Language Arts. It includes higher-level vocabulary, grammatical structures, and various creative approaches to creativity and evaluation of diverse pieces of literature. It will prepare students for further studies and continued success in high school and even lower levels of college. It will assist in preparing the student for the ACT, SAT and AP College Board Exam. Advanced level products, and independent research are required in this course.

### **[8LA2] English Language Arts - Grade 8**

*Length: 2 Semesters*

The English language arts class embodies the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course focuses on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing.

### **[8LA4] English Language Arts Pre-AP - Grade 8**

*Length: 2 Semesters*

*Prerequisite: Identified through the Pre-AP course selection process*

The PAP English language arts class embodies the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course focuses on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. This course works at a quicker more independent pace than Language Arts. It includes higher-level vocabulary, grammatical structures, and various creative approaches to creativity and evaluation of diverse pieces of literature. It will prepare students for further studies and continued success in high school and even lower levels of college. It will assist in preparing the student for the ACT, SAT and AP College Board Exam.

### **[8LA6] English Language Arts STEM - Grade 8 (KJH only)**

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### **[E7N1 or E8N1] Content Workshop for ESL-Grade 7 & 8**

*Length: 2 Semesters*

Content Workshop for ESL is a yearlong course for 7th and 8th grade limited English proficiency (LEP) students designed to develop students' academic skills in all four core contents. This course will support students in the course work they are covering in math, science and social studies.

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# MATHEMATICS

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## **[7MA2] Mathematics - Grade 7**

*Length: 2 Semesters*

Mathematics in Grade 7 focuses on the study of concepts and skills associated with the understanding of the place-value system, numbers and the basic operations (addition, subtraction, multiplication, and division) with fractions and decimals. Students will study problem-solving techniques, measurement concepts using both metric and customary units, exponents, properties and relationships of geometric shapes. The major units are rational number operations; proportionality; expressions, equations, and inequalities; probability; multiple representations; geometry and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and patterns.

## **[7MA4] Pre-AP Mathematics – Grade 7**

*Length: 2 Semesters*

*Prerequisite: Successful completion of Pre-AP Mathematics –Grade 6; Identified through the Pre-AP Course selection process*

*Note: Upon successful completion of this course, students will be required to take the 8th grade Math STAAR exam*

Pre-AP Math in grade 7 is an accelerated math course combining concepts from both the 7th and 8th grade math curriculum to ensure students are on-track for Algebra I in grade 8. This course focuses primarily on developing skills in rational number operations, solving algebraic equations, proportional relationships and slope, non-proportional relationships, Pythagorean theorem, similarity and transformations, measurement and data analysis. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students should expect an additional time requirement and be willing to work independently. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the use of graphing technology, specifically the TI-NSpire calculator.

## **[7MA6] Mathematics STEM - Grade 7 (KJH only)**

*Length: 2 Semesters*

*Prerequisite: STEM Academy Enrollment*

*Notes: Upon successful completion of this course, students will be required to take the 8th Grade Math STAAR exam*

Math STEM in grade 7 is an accelerated math course combining concepts from both the 7th and 8th grade math curriculum to ensure students are on-track for Algebra I in grade 8 STEM. Using universal themes and interdisciplinary lessons, this course focuses primarily on developing skills in rational number operations, solving algebraic equations, proportional relationships and slope, non-proportional relationships, Pythagorean theorem, similarity and transformations, measurement and data analysis. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships, solve complex problems, and communicate ideas in a real world mathematical application. Students should expect an additional time requirement and be willing to work independently. While the use of all types of technology is important, the emphasis on algebra readiness skills, STEM investigations and the engineering design process necessitates the use of graphing technology, specifically the TI-NSpire calculator.

## **[8MA2] Mathematics - Grade 8**

*Length: 2 Semesters*

Mathematics in grade 8 focuses primarily on developing skills in rational number operations, solving algebraic equations, proportional relationships and slope, non-proportional relationships, Pythagorean theorem, similarity and transformations, measurement and data analysis. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the use of graphing technology, specifically the TI-NSpire calculator.

## **[8MA4] Pre-AP Algebra I –Grade 8**

*Length: 2 Semesters*

*Credit: 1 High School Credit after successful completion of the course*

*Prerequisite: Successful completion of Pre-AP Mathematics –Grade 7; Identified through the Pre-AP Course selection process*

*Notes: Upon successful completion of this course, students will be required to take the Algebra I STAAR EOC exam*

Pre-AP Algebra I in grade 8 is a fast-paced course that extends the pre-requisite 7th Pre-AP Math concepts and continues the study of operations with real numbers and polynomials, relations and functions, creation and application of linear functions and relations, and an introduction to nonlinear functions with extensions. Opportunities for problem solving will be given to emphasize critical thinking and to develop college-readiness skills in mathematics, readying students for the challenges of Pre-AP Geometry in grade 9. Students will use technology, specifically the TI-NSpire calculator to enhance solving problems relevant to student experiences.

## **[8MA6] Algebra I STEM–Grade 8 (KJH only)**

*Length: 2 Semesters*

*Credit: 1 High School Credit after successful completion of the course*

*Prerequisite: STEM Academy Enrollment*

*Notes: Upon successful completion of this course, students will be required to take the Algebra I STAAR EOC exam*

Algebra I STEM in grade 8 is a fast-paced course that extends the pre-requisite 7th Pre-AP Math concepts and continues the study of operations with real numbers and polynomials, relations and functions, creation and application of linear functions and relations, and an introduction to nonlinear functions with extensions. Using universal themes in STEM, students have opportunities for problem solving to emphasize critical thinking and to develop college-readiness skills in mathematics, readying students for the challenges of STEM Geometry in grade 9. While the use of all types of technology is important, the TI-NSpire calculator and its graphing technology are necessary tools for algebraic manipulations within STEM investigations and the engineering design process.

## **[7MA1 or 8MA1] Math Lab–Grades 7 & 8**

*Length: 2 Semesters*

Math Lab is designed for students who have not met the “Minimum Standard” on STAAR Math in 6th or 7th grade. In this year-long course, students will have additional opportunities to use manipulatives and work with supplementary hands-on activities. The course is aligned with the student’s grade-level Math course. Problem solving activities will provide enrichment opportunities that enhance the traditional curriculum.

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# SCIENCE

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## **[7SC2] Science - Grade 7**

*Length: 2 Semesters*

Science in grade 7 is interdisciplinary in nature; recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. Scientific investigations are used to learn about the natural world. Matter and energy are conserved throughout living systems. Force, motion, and energy are observed in living systems and the environment in several ways. Both natural events and human activities can impact Earth systems. There are characteristics of Earth and relationships to objects in our solar system that allow life to exist.

## **[7SC4] Pre-AP Science - Grade 7**

*Length: 2 Semesters*

*Prerequisite: Identified through the Pre-AP course selection process*

Pre-AP Science in grade 7 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 are part of this course.

## **[7SC6] Science STEM- Grade 7 (KJH only)**

*Length: 2 Semesters*

*Prerequisite: STEM Academy Enrollment*

*Notes: Upon successful completion of each semester of this course, students will be required to take the 8th grade Science STAAR exam*

Science for STEM students offers an advanced level of experiences in the 7th and 8th grade concepts of science. Laboratory activities are presented as a combination of inquiry and confirmatory exercises. Instruction is more accelerated and in greater depth. Advanced level products and independent research are required in this course.

## **[8SC2] Science - Grade 8**

*Length: 2 Semesters*

Science in grade 8 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.

## **[8SC4] Pre-AP Science - Grade 8**

*Length: 2 Semesters*

*Prerequisite: Identified through the Pre-AP course selection process*

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 are part of this course.

## **[8SC5] Biology I STEM–Grade 8 (KJH only)**

*Length: 2 Semesters*

*Credit: 1 High School Credit after successful completion of the course*

*Prerequisite: STEM Academy Enrollment*

*Notes: Upon successful completion of this course, students will be required to take the Biology I STAAR EOC exam.*

In Biology, students conduct field and laboratory investigations, use the scientific method during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students in Biology study a variety of topics that include structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and environment.

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# **SOCIAL STUDIES**

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## **[7SS2] Social Studies - Grade 7 (Texas History)**

*Length: 2 Semesters*

In Social Studies 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.

## **[7SS4] Pre-AP Social Studies - Grade 7 (Texas History)**

*Length: 2 Semesters*

*Prerequisite: Identified through the Pre-AP course selection process*

Pre-AP Social Studies Grade 7 offers a more advanced level of study of Texas History. 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, 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 a part of this course.

## **[7SS6] Social Studies STEM - Grade 7 (KJHS only)**

*Length: 2 Semesters*

*Prerequisite: STEM Academy Enrollment*

Social Studies STEM is a more advanced level of study. Many of the concepts are the same as those in Texas History: Grade 7, except the presentation is more accelerated and in more detail. In addition to covering major aspects of Texas history, the course extends the study to include more analysis of primary materials and documents, as well as a comparative study of Texas with the history of the United States. The emphasis upon critical thinking, independent study, research, and projects will be a part of this course.

## **[8SS2] Social Studies - Grade 8 (U.S. History)**

*Length: 2 Semesters*

In Social Studies 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.

## **[8SS4] Pre-AP Social Studies - Grade 8 (U.S. History)**

*Length: 2 Semesters*

*Prerequisite: Identified through the Pre-AP course selection process*

Pre-AP Social Studies in grade 8 offers a more advanced level of study of the history of the United States. In addition to covering the same topics included in the on-level course, the Pre-AP 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. Advanced level products and independent research are a part of this course.

## **[8SS6] Social Studies STEM - Grade 8 (KJHS only)**

*Length: 2 Semesters*

*Prerequisite: STEM Academy Enrollment*

Social Studies STEM emphasizes critical thinking, independent research, projects, and analysis of primary and secondary sources in United States History. Students enrolled in this course will use these skills to learn about different periods through many different lenses, with an emphasis of STEM within U.S. History. Topics of study include: Exploration and Colonization, Revolution and Independence, the Constitution and Government, Challenges Faced by Early Leaders, Industrialization and Urbanization, Westward Expansion, the Age of Jackson and Expanded Suffrage, Culture and Reform, Sectionalism and the Civil War, and Reconstruction.

# ELECTIVE COURSES

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## CAREER AND TECHNICAL EDUCATION

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### **[E7S1 or E8S1] Family and Consumer Science (FCS) Lab - Grades 7 & 8**

*Length: 1 Semester*

The FCS Lab 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. It empowers individuals and families across their life span to manage the challenges of living and working in a diverse, global society. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers. Students gain a wide range of transferable skills that prepare them for multiple roles in today's society.

### **[E7G1 or E8G1] Gateway to Technology I - Grades 7 & 8**

*Length: 1 Semester*

*Credit: .5 High School Credit per Semester*

*Prerequisite: Must be paired with Gateway to Technology II in second semester.*

Gateway to Technology I is a Project Lead the Way® Gateway Course featuring the Flight and Space module. The exciting world of aerospace comes alive through Flight and Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil. Custom-built simulation software allows students to experience space travel.

### **[E7G2 or E8G2] Gateway to Technology II - Grades 7 & 8**

*Length: 1 Semester*

*Credit: .5 High School Credit per Semester*

*Prerequisite: Must be paired with Gateway to Technology I in first semester.*

Gateway to Technology II is a Project Lead the Way® Gateway Course featuring the Computer Science for Innovators and Makers module. Throughout the unit, students learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects.

### **[E8G3] Gateway to Technology III - Grade 8 (KJHS only)**

*Length: 1 Semester*

*Prerequisite: Gateway to Technology II; Must be paired with Gateway to Technology IV in second semester.*

Gateway to Technology III is a Project Lead the Way® Gateway course featuring the Design and Modeling module. Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. Using design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

### **[E8G4] Gateway to Technology IV - Grade 8 (KJHS only)**

*Length: 1 Semester*

*Prerequisite: Must be paired with Gateway to Technology III in first semester.*

Gateway to Technology IV is a Project Lead the Way® Gateway course featuring the App Creators module. This unit exposes students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development, and conveys the positive impact of the application of computer science to other disciplines and to society.

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# TECHNOLOGY EDUCATION

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## **[E7E1] or [E8E1] Technology Applications - Grade 7 & 8**

*Length: 1 Semester*

This class is an introduction to technology skills, including keyboarding and a variety of software tools for communication and productivity.

## **[E8Y1] A/V Communications - Grade 8**

*Length: 2 semesters*

*Prerequisite: Administration approval through application process*

This class is responsible for the entire design and production of the yearbook. Students will learn and practice photography, writing, layout, design, and production skills as they produce the yearbook. Students are expected to spend a great deal of time outside the classroom taking photos at school events. Students will also facilitate and produce campus announcements via various platforms. Students learn to work behind the scenes—script writing, filming, graphics, editing, organization, communication, leadership, and teamwork. Applications will be available during the course selection process.

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# VISUAL AND PERFORMING ARTS

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## **[E7A1 or E8A1] Foundations of Art - Grades 7 & 8**

*Length: 2 Semesters*

*Fee: Art Fee Required*

The Art course is designed as an introduction to the general concepts in visual art. Students learn 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.

## **[E8A2] Art I - Grade 8**

*Length: 2 Semesters*

*Credit: 1 High School Credit after successful completion of the course*

*Prerequisite: Successful completion of Foundations of Art; Instructor approval.*

*Fee: Art Fee Required*

Art I is a course designed for the advanced art student who wishes to earn high school credit in 8th grade. This course follows the curriculum of the Art I course at the high school. Student are presented with an overview of the Elements and Principles of Art using various mediums and techniques with a concentration on two-dimensional work. Students are exposed to many different ways of creating art. The class requires a small supply list to be provided by the student and will also have a few homework assignments. Creative expression, production skills, and quality of finished product are stressed. This class will compete in various contests including Houston Livestock Show and Rodeo Art contest and possibly Visual Arts Scholastic Event (VASE).

## **[E7B1/2 OR E8B1/2] Beginning Band—Grades 7 & 8**

*Length: 2 Semesters*

Beginning Band is available to all 7th and 8th grade students who have not been in band previously. This Band focuses on learning the basic skills needed to play a flute, clarinet, trombone or trumpet 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.

## **[E7B4 or E8B4] Concert Band—Grades 7 & 8**

*Length: 2 Semesters*

*Prerequisite: Placement determined through auditions with Director.*

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.

## **[E7B5 or E8B5] Symphonic Band—Grades 7 & 8**

*Length: 2 Semesters*

*Prerequisite: Placement determined through auditions with Director.*

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 section rehearsals and listenings as scheduled. 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.

## **[E7B6 or E8B6] Honors Band—Grades 7 & 8**

*Length: 2 Semesters*

*Prerequisite: Placement determined through auditions with Director.*

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 section rehearsals and listenings as scheduled. 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.

## **[E7C1 or E8C1] Encore Boys Chorale—Grades 7 & 8**

*Length: 2 Semesters*

Encore Chorale is a beginning to intermediate ensemble open to 7th and 8th grade boys who have had little or no previous choral experience. No audition is required for this ensemble.

## **[E7C4 or E8C4] Lyric Girls Chorale—Grades 7 & 8**

*Length: 2 Semesters*

Lyric Chorale is a beginning to intermediate ensemble open to 7th and 8th grade girls who have had at least one year of chorale experience. No audition is required for this ensemble.

## **[E7C8 or E8C8] Symphonic Choir—Grades 7 & 8**

*Length: 2 Semesters*

*Prerequisite: Placement determined through auditions with Director.*

Symphonic Choir 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. Students are required to participate in UIL competitions as part of this class.

## **[E7D1 or E8D1] Dance 1 - Grades 7 & 8**

*Length: 2 Semesters*

*Fee: Dance Fee Required*

Dance is an introduction course allows both male and female students to explore many styles of dance while learning basic dance terminology and movement. Students will also be offered opportunities to perform in Dickinson High School Dance Concerts. Whether students have the desire to try out for the DHS Diamonds in high school or just have a desire to learn about the fine art of dance, this class invites students into the world of expression through dance. This course qualifies as a PE and Fine Art credit.

## **[E8D3] Dance 2 - Grades 8**

*Length: 2 Semesters*

*Prerequisite: Successful completion of Dance 1; Instructor approval.*

*Fee: Dance Fee Required*

Dance 2 is for students who have completed Dance 1 and have a desire to continue to develop dance skills at a higher level. Students will be offered opportunities to perform in Dickinson High School Dance Concerts. Whether students have the desire to try out for the DHS Diamonds in high school or just have a desire to practice advanced dance techniques, this class invites students to further develop expression through the art of dance. This course qualifies as a PE and Fine Art credit.

## **[E7D2 or E8D2] Dance Team - Grades 7 & 8**

*Length: 2 Semesters*

*Prerequisite: Placement determined through auditions with Director.*

*Fee: Dance Team Fee Required*

The Dance Team course will cover the rehearsal and performance aspect of various dance styles, as required on specified team. Students will learn the elements of performance, choreography, and production. Students will be required to exhibit skills both inside the classroom and outside of the classroom, in both practices and performances. Being in the course is contingent on being selected for membership into the organization. Students will need to be in compliance with team guidelines, which include the DISD Code of Conduct and the DISD Dance Team Constitution. This course qualifies as a PE and Fine Art credit.

## **[E7T1 or E8T1] Theatre Arts 1 - Grades 7 & 8**

*Length: 2 Semesters*

Theatre Arts 1 is a basic introduction to theatre arts. Students will learn theatre 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.

## **[E7T2 or E8T2] Theatre Arts 2 - Grade 7 & 8**

*Length: 2 Semesters*

*Prerequisite: Successful completion of 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 and duet scenes that are performed for the

public each semester. Additional vocabulary study and notes will be required. All Theatre Arts 2 students are required to see the live stage productions produced by the department.

### **[E7T3 or E8T3] Theatre Arts 3 - Grade 8**

*Length: 2 Semesters*

*Prerequisite: Grade of "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 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 play as well as other productions 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 strongly encouraged to audition for productions as well.

### **[E8T4] Technical Theatre - Grade 8**

*Length: 2 Semesters*

*Credit: 1 High School Credit after successful completion of the course*

*Prerequisite: Successful completion of Theatre Arts 1 or 2; Instructor Approval*

Technical Theatre is a yearlong course for 8th grade that focuses on beginning stage craft techniques that are the foundation for technical theatre. The beginning technicians will learn to interpret and execute a theatrical designer's plans, much like a beginning actor learns how to interpret and execute a playwright's script. Technical Theatre class will introduce the first year technician to the areas of stagecraft and theatrical production. The theatre elements to which you will be introduced will include, but are not limited to: Stage Elements, Costumes/Make-Up, Stage Properties (Props), Stage Crews, Theatre Appreciation, Sound Engineering, Lights & Lighting Design, Fly System/Safety and Scenic Design. Students must also complete Tech Hours (after school) each 9 weeks. Students must have previously taken Theatre 2 and must have instructor approval to be in Technical Theatre. This course is for a high school credit.

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# LANGUAGES OTHER THAN ENGLISH

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## **[E8L2] Spanish I - Grade 8**

*Length: 2 Semesters*

*Credit: 1 High School Credit after successful completion of the course*

*Prerequisite: Identified through the Pre-AP course selection process*

*Notes: Upon successful completion of this course, students will be awarded one (1) high school credit toward graduation; the high school level semester and final exams are required in this course.*

The Spanish I 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.

## **[E8L4] Spanish for Native Speakers - Grade 8**

*Length: 2 Semesters*

*Credit: 1 High School Credit per Semester*

*Prerequisite: Ability to read, write, listen and speak Spanish at native or near native speaker fluency. Students will have to pass a Spanish placement test given before the end of their 7th grade year and must pass with at least an 80% score.*

*Notes: Upon successful completion of each semester of this course, students will be awarded one (1) high school credit toward graduation for Spanish I and Spanish II, for two (2) total credits; the high school level final exams are required in this course*

Spanish for Native Speakers is an 8th grade course for students whose home language is Spanish. In this first level of the Spanish for Spanish-speakers program, the student will develop their reading, listening, writing, and speaking skills in Spanish. Students will study Hispanic history and culture as well as the political and socio-economic issues facing the Spanish-speaking world. In this class, the student will be introduced to the study of grammar and literature of the Spanish language. The student will be expected to participate orally through oral presentations, demonstrations, speeches and student lectures. Writing assignments for this course will focus on writing short essays in Spanish. The differences between formal and informal language, both oral and written, will be stressed throughout the year. This class will be conducted in Spanish only.

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# HEALTH, PHYSICAL EDUCATION AND ATHLETICS

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## **[E7P3 or E8P3] Boys Athletics - Grades 7 & 8**

*Length: 2 Semesters*

*Prerequisite: Coach approval required.*

*Fee: Athletics Fee Required*

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.

## **[E7P4 or E8P4] Girls Athletics - Grades 7 & 8**

*Length: 2 Semesters*

*Prerequisite: Coach approval required.*

*Fee: Athletics Fee Required*

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. Students may participate in either volleyball or basketball in the first semester and in either basketball or track during the second semester. Cross Country and tennis are sports programs which are held on an after-school basis and not during the athletic period.

## **[E7P1/2 or E8P1/2] Boys PE or Girls PE**

*Length: 2 Semesters*

*Fee: PE Uniform Fee Required*

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.

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# GENERAL ELECTIVES

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## **[E7V1 or E8V1] AVID I - Grades 7 & 8**

*Length: 2 Semesters*

*Prerequisite: Identified through AVID selection process; Concurrent enrollment in 1 or more Pre-AP courses.*

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: Advancement Via Individual Determination. 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.

## **[E8V2] AVID II - Grade 8**

*Length: 2 Semesters*

*Prerequisite: Identified through AVID selection process; Concurrent enrollment in 1 or more Pre-AP courses.*

AVID II is a course for students who continue from 7th grade within the AVID program. Students who show academic potential and a desire and determination to do well and go above and beyond are supported in their academics through AVID skills and strategies within the elective. Development of College Readiness and exploration are central to this course. Students must apply to be in the program. Applications are available for the next school year starting in February.

## **[E801] Student Aide-Grade 8**

*Length: 1 Semester*

*Prerequisite: Administration approval through application process.*

In the Student Aide elective, students will assist with organization and necessary duties as assigned throughout the campus. Student aides must maintain good behavior and grades throughout the school year. Applications will be available during the course selection process.

