

**2025-2026**

JUNIOR HIGH  
**ACADEMIC PLANNING GUIDE**  
*GRADES 6-8*



## CAMPUS INFORMATION



### DICKINSON JUNIOR HIGH

11611 Central Park Rd.

Texas City, TX 77591

Phone: 281-309-3800

Website:

<https://schools.dickinsonisd.org/page/16.homepage>



### EUGENE KRANZ JUNIOR HIGH

12850 FM 3436 Rd.

Dickinson, TX 77539

Phone: 281-309-3600

Website:

<https://schools.dickinsonisd.org/page/15.homepage>



### R. D. MCADAMS JUNIOR HIGH

11415 Hughes Road

Dickinson, TX 77539

Phone: 281-229-7100

Website:

<https://schools.dickinsonisd.org/page/09.homepage>



## OUR MISSION

Dickinson ISD will equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

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## OUR VISION

Inclusive of all, Dickinson ISD will cultivate excellence, producing confident, collaborative, goal-driven learners who become empowered citizens in a global society.

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## OUR OBJECTIVES

All students will learn and apply life skills to meaningfully engage and impact their community.

All students will graduate college, career, and/or military ready.

All students will develop the communication skills necessary to work in a collaborative environment.

All students will learn to self-advocate by developing confidence in their ability to determine their own path for success.

All students will develop innovative technological skills and interact responsibly in a constantly evolving global society.

All students will demonstrate the ability to face adversity with perseverance, integrity, and leadership.

All students will demonstrate social and emotional skills and model positive character traits.



Visit [www.dickinsonisd.org/strategicplan](http://www.dickinsonisd.org/strategicplan) or scan the QR code on the left for more information on Dickinson ISD's Strategic Plan and Action Plan!

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DISCLAIMER: THIS DOCUMENT IS TO BE USED AS A GUIDE TO HELP YOU AND YOUR STUDENT SELECT COURSES FOR THE 2024 -2025 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.

**ABOUT THE JUNIOR HIGH SCHOOL ACADEMIC PLANNING GUIDE:**

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. This planning guide provides 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 7:45 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 eight instructional periods and move from class to class each day. Class periods are approximately 45 minutes.

**LUNCH INFORMATION:**

Students will have a 30-minute lunch. Menu, 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 may be used in the classroom during the instructional day. If you will need to use a textbook at home, talk with your teacher about how to check out a book.

**SCHOOL SUPPLIES:**

Students are responsible for 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. You can read more about grading in board policy [EIA \(LOCAL\)](#) and check your grades regularly on Skyward Student and Family Access.

**TUTORING:**

Before and after-school tutorials are available. Teachers will provide a tutorial schedule during the first week of school. Parents are responsible for transportation.

**ATTENDANCE, DRESS CODE & TECHNOLOGY:**

The Student Handbook contains information on attendance, dress code, technology use and much more. 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. Two years (four semesters) of Physical Education is also required; Athletics and Dance count as Physical Education. DISD is proud to offer Honors classes in all core academic subjects for students who meet certain qualifications. Students in the STEAM Academy will be enrolled in Honors courses if they meet the qualifications.

| 6th and 7th Grade    | 8th Grade          |
|----------------------|--------------------|
| 1 RLA (2 periods)    | 1 RLA              |
| 1 Math (2 periods)   | 1 Math (2 periods) |
| 1 Science            | 1 Science          |
| 1 Social Studies     | 1 Social Studies   |
| 1 PE/Athletics/Dance | 3 Electives        |
| 1 Elective           |                    |

## High School Credit Courses

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

| Course  | High School Credits    |
|---|------------------------|
| Algebra I   | 1 Credit/ 2 semesters  |
| Art I (8th Only)  | 1 Credit/ 2 semesters  |
| IPC (STEAM)   | 1 Credit / 2 semesters |
| Principles of Applied Engineering (8th Only)                      | 1 Credit/ 2 semesters  |
| Principles of Human Services (7th & 8th Only)                     | 1 Credit/ 2 semesters  |
| Principles of Agriculture, Food, and Natural Resources (8th Only) | 1 Credit/ 2 semesters  |
| Career Exploration (8th Only)                                     | 1 Credit / 2 semesters |
| Spanish I (8th Only)  | 1 Credit/ 2 semesters  |
| Spanish I and II for Native Speakers (1-year course 8th Only)     | 2 Credits/ 2 semesters |

*\*Successful completion includes earning a passing grade (70% higher) each semester and attending for 90% 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. Some courses require a portfolio for review to determine awarding of high school credit. See individual course listings for more information.*

## SPECIAL PROGRAMS

DISD offers a variety of specialized programs for students with individual needs. These programs include screening for special programs, dyslexia, Emergent Bilingual (EB), 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 spring semester, students will request the courses they prefer for the following school 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.

# ADVANCED ACADEMIC COURSES

## EQUITY AND ACCESS

Opportunities for enrollment in Honors courses are open and made available to all junior high school students. Because Honors 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 Honors coursework, have considerably higher success in college.

## BENEFITS

*A Different Kind of Class:*

- Through increased rigor, Honors 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.
- An Honors course is different from an on-level class/course. Instruction in an Honors 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.
- Honors 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.
- Students identified as Gifted/Talented receive their support services through the Honors courses embedded in the STEAM Academy.

## Selection Process (Except for Grade 6 Math - See Advanced Mathematics Section below)

To place students in appropriate level classes, admission recommendations have been established for Honors courses. The academic records for all students who register for an Honors course will be evaluated against the following recommendations:

1. Previous Academic Performance. Students should have a yearly average of 90 (A) or higher in an on-level class/course or 80 (B) or higher in an Honors course immediately preceding the next-level Honors course.
2. STAAR Assessment. It is highly recommended that students achieve a "Masters Grade Level" STAAR score for entry into each Honors course. Students must earn at least "Approaches Grade Level" to be considered for an Honors course. Demonstrated academic achievement on the state assessment indicates that the student has the knowledge and skills necessary for success in the rigorous Honors course.
3. Placement Appeal. Students who do not meet the recommendations for admission to Honors courses may submit an appeal to the campus principal.

## Program Requirements

- 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 Placement Decision. 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) Honors course teacher.

## **EXIT FROM AN HONORS COURSE**

College and university admissions officers have repeatedly indicated that high school students who successfully complete Honors 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 an Honors course is given higher consideration than one who earns an "A" in an on-level class/ course. Because junior high school Honors 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.

***To request an exit from an Honors course, students and parents/guardians must complete a Class Exit Request Form and submit it to the campus counselor for consideration by a committee determined by campus leadership.***

## **ADVANCED MATHEMATICS PROGRAMS**

In 2023, Senate Bill (SB) 2124 was passed by the 88th Texas Legislature. It requires each school district and open-enrollment charter school to provide an advanced mathematics program for middle school students that is designed to enable those students to enroll in Algebra I in eighth grade by beginning advanced coursework in sixth grade. While Dickinson ISD has offered this opportunity for many years, we will expand this offering in line with the new law.

Based on the fifth grade STAAR math results, students at or above the 60th percentile of scores will be placed into Honors Math 6 beginning in the 2024-2025 school year. In addition, the state directed schools to develop local criteria for those students who, for whatever reason, do not have a STAAR score on record. Our locally developed criterion is that students scoring at or above the 60th percentile on either of the following assessments will also be placed into the Honors Math 6 class:

- MAP End of Year assessment
- PreSTAAR Benchmark given in classes during the spring semester

Parents will receive communication during the summer between 5th and 6th grade to notify them that their child will be in the advanced math courses in the fall of sixth grade. Parents do have the right to request that their child be removed from the advanced course and be placed in an on-level 6th grade class with the understanding that their child would no longer be on track to be in the Algebra 1 high school level math class when in 8th grade. This request would need to be made before school begins or within the first 10 school days of the fall semester. After that, students can be removed with a collaborative decision made by parents, teachers, and campus administration at various exit points during the school year.



# DICKINSON ISD STEAM ACADEMY

## THE MISSION

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

## THE VISION

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

## STEAM ACADEMY PROGRAM DESIGN - Grades 5-8

The DISD STEAM Academy is designed as a rigorous academic cohort model for students in grades 5 - 8 who enjoy challenges and investigating the world around them. Students explore STEAM concepts through hands-on learning experiences, research, and exploration in every content. Teacher collaboration within team planning produces cross-curricular lessons that allow students to focus on content through the lens of STEAM. All courses in the STEAM Academy are taught at a faster pace, while math and science courses also have an accelerated curriculum.

In addition to core advanced academic study (i.e., advanced, Honors, etc.), students also explore STEAM concepts through hands-on modules and project-based learning within the Texas Performance Standards Project. Students also participate in field experiences, guest lectures, and more.

## STEAM ACADEMY REQUIREMENTS FOR ENTRY - Grades 5-8

STEAM Academy applicant criteria guidelines for application consideration:

- Currently enrolled in DISD at the time of application.
- Meet the passing standard on each of the most recent STAAR assessments.
- Currently enrolled in the highest appropriate academic core courses offered at that grade level (i.e., advanced, Honors, etc.) for Math, Science, Reading Language Arts, and Social Studies.
- Recent semester average of 85 (B) or better in Math, Science, Reading, and Social Studies

## STEAM ACADEMY APPLICATION PROCEDURES

- All students must meet minimum eligibility criteria for applications to be considered.
- STEAM 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 STEAM Academy/Waiting List in the spring of each year.

# PLANNING YOUR HIGH SCHOOL PROGRAM

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 to enter the full-time workforce 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 in the high school handbook.

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 DHS Academic handbook visit: <https://schools.dickinsonisd.org/page/10.homepage>

Click Handbooks and Student Code on the left under Factlinks.



## State Graduation Plans

| Foundation Plan*<br>22 Credits   | Foundation Plan* + Endorsement<br>26 Credits   |   |  |  |
|--|--|---|--|--|
| English — 4 credits<br>English 1, 2, 3 and one advanced English credit   | English — 4 credits<br>English 1, 2, 3, and one advanced English credit  |   |  |  |
| Math — 3 credits<br>Algebra I, Geometry, and one advanced Math credit  | Math — 4 credits<br>Algebra I, Geometry, and two advanced Math credits**   |   |  |  |
| Science — 3 credits<br>Biology and two advanced Science credits  | Science — 4 credits<br>Biology and three advanced Science credits  |   |  |  |
| Social Studies — 3 credits<br>World Geography or World History, U.S. History, Government,<br>and Economics                                   | Social Studies — 3 credits<br>World Geography or World History, U.S. History, Government,<br>and Economics   |   |  |  |
| Languages other than English — 2 credits<br>*in the same language  | Languages other than English — 2 credits<br>*in the same language  |   |  |  |
| Fine Arts — 1 credit   | Fine Arts — 1 credit   |   |  |  |
| Physical Education — 1 credit  | Physical Education — 1 credit  |   |  |  |
| Electives — 5 credits  | Electives — 7 credits<br>See Endorsement 4 -year plan  |   |  |  |
| Distinguished Level of Achievement-Student must take Algebra 2 as an advanced math**   |  |   |  |  |
| <b>Endorsements</b><br>Please refer to the course plans for specific course requirements necessary to earn each endorsement                  |  |   |  |  |
| Arts & Humanities  | Business & Industry  | Public Services   | STEM<br>(Science, Technology, Engineering, & Math)   | Multidisciplinary Studies  |
| <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>• Business, Marketing, and Finance</li> <li>• Information Technology (COM)</li> <li>• Manufacturing</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 and Public Service</li> </ul>   | <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Advanced Math</li> <li>• Advanced Science</li> <li>• Energy</li> </ul> | <p>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</p> |
| <b><u>State Assessments Required for Graduation(EOC)</u></b>   |  | <b><u>Performance Acknowledgements</u></b>  |  |  |
| English 1  | English 2  | <p><b>Outstanding Performance:</b><br/>Dual Credit coursework, bilingualism/biliteracy, AP Exam, PSAT, ACT-Plan, SAT or ACT</p> <p><b>Certification:</b> State, Nationally, or Internationally recognized business or industry certificate or license</p> |  |  |
| Algebra 1  | Biology  |   |  |  |
| US History   |  |   |  |  |

## 4-Year Personal Graduation Plan (Sample)

Endorsement:

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Arts & Humanities   | <input type="checkbox"/> Public Services | <input type="checkbox"/> Multidisciplinary |
| <input type="checkbox"/> Business & Industry | <input type="checkbox"/> STEM            |  |

| Foundation Plan- 22 Credits  | Endorsements- 26 credits  | Planning for the Future  |
|--|---|--|
| <p><b>English — 4 credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> English 1</li> <li><input type="checkbox"/> English 2</li> <li><input type="checkbox"/> English 3</li> <li><input type="checkbox"/> Advanced English</li> </ul> <p><b>Math — 3 credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Algebra I</li> <li><input type="checkbox"/> Geometry</li> <li><input type="checkbox"/> Advanced Math</li> </ul> <p><b>Science — 3 credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Biology</li> <li><input type="checkbox"/> Advanced Science</li> <li><input type="checkbox"/> Advanced Science</li> </ul> <p><b>Social Studies — 3 credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> World Geography or</li> <li><input type="checkbox"/> World History</li> <li><input type="checkbox"/> U.S. History</li> <li><input type="checkbox"/> Government (.5)</li> <li><input type="checkbox"/> Economics (.5)</li> </ul> <p><b>LOTE — 2 credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LOTE 1</li> <li><input type="checkbox"/> LOTE 2</li> </ul> <p><b>Fine Arts- 1 credit</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> _____</li> </ul> <p><b>Physical Education — 1 credit</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> _____</li> </ul> <p><b>Electives — 5 credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Elective 1</li> <li><input type="checkbox"/> Elective 2</li> <li><input type="checkbox"/> Elective 3</li> <li><input type="checkbox"/> Elective 4</li> <li><input type="checkbox"/> Elective 5</li> </ul> | <p><b>Arts &amp; Humanities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4<sup>th</sup> Math</li> <li><input type="checkbox"/> 4<sup>th</sup> Science</li> <li><input type="checkbox"/> Elective 1</li> <li><input type="checkbox"/> Elective 2</li> </ul> <p><b>Business &amp; Industry</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4<sup>th</sup> Math</li> <li><input type="checkbox"/> 4<sup>th</sup> Science</li> <li><input type="checkbox"/> Elective 1</li> <li><input type="checkbox"/> Elective 2</li> </ul> <p><b>Public Services</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4<sup>th</sup> Math</li> <li><input type="checkbox"/> 4<sup>th</sup> Science</li> <li><input type="checkbox"/> Elective 1</li> <li><input type="checkbox"/> Elective 2</li> </ul> <p><b>STEM</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4<sup>th</sup> Math</li> <li><input type="checkbox"/> 4<sup>th</sup> Science</li> <li><input type="checkbox"/> Elective 1</li> <li><input type="checkbox"/> Elective 2</li> </ul> <p><b>Multidisciplinary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4<sup>th</sup> Math</li> <li><input type="checkbox"/> 4<sup>th</sup> Science</li> <li><input type="checkbox"/> Elective 1</li> <li><input type="checkbox"/> Elective 2</li> </ul> <p><b>Distinguished- Eligible for Top 10% Automatic Admission</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Algebra 2 (must be one of the student's math credits)</li> </ul> | <p><b>Testing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> TSI</li> <li><input type="checkbox"/> PSAT</li> <li><input type="checkbox"/> SAT</li> <li><input type="checkbox"/> ACT</li> </ul> <p><b>College Readiness Standards</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Math</li> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing</li> </ul> <p><b>Post- Secondary Applications</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply Texas</li> <li><input type="checkbox"/> Common Application</li> <li><input type="checkbox"/> Military Recruiter</li> <li><input type="checkbox"/> Technical School</li> <li><input type="checkbox"/> Local Employer</li> </ul> <p><b>Financial Aid</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> FAFSA/ TASFA</li> <li><input type="checkbox"/> Local Scholarship Application</li> <li><input type="checkbox"/> Naviance</li> <li><input type="checkbox"/> Financial Aid Night</li> </ul> <p style="text-align: center;"><b>STAAR EOC Checklist</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> English 1</li> <li><input type="checkbox"/> English 2</li> <li><input type="checkbox"/> Algebra 1</li> <li><input type="checkbox"/> US History</li> <li><input type="checkbox"/> Biology</li> </ul> |

\*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% (5% 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

## READING LANGUAGE ARTS

### **Reading Language Arts - Grades 6 - 8**

*Length: 2 Semesters*

The Reading 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. Grades 6 and 7 will be a two-period block.

### **Reading Language Arts (RLA) for ESL - Grades 6 - 8**

*Length: 2 Semesters*

Reading Language Arts for ESL students is a 2-period course for 6th through 8th grade Emergent Bilingual 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 Reading Language Arts Texas Essential Knowledge and Skills (TEKS).

### **Reading Language Arts Honors - Grade 6 - 8**

*Length: 2 Semesters*

Honors Reading Language Arts will master previously learned language arts skills while reading and writing increasingly complex, refined texts. The Honors Reading 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.

## **MATHEMATICS**

### **Mathematics - Grade 6**

*Length: 2 Semesters*

The primary focal areas in Grade 6 mathematics are numbers and operations, proportionality, expressions, equations, 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. 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 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 implementation of graphing technology.

### **Mathematics Honors - Grade 6**

*Length: 2 Semesters*

6th Grade Honors Math is an accelerated math course that combines the 6th grade curriculum with an additional 25% of the 7th grade curriculum to ensure students are on track for Algebra I in grade 8. Integrating interdisciplinary units, 21st century learning skills, and the engineering design process, this course focuses primarily on numbers and operations, proportionality, expressions, equations, 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. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations.

### **Mathematics - Grade 7**

*Length: 2 Semesters*

The primary focal areas in Grade 7 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. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology

### **Pre-Algebra Honors - Grade 7**

*Length: 2 semesters*

*Notes: Students will be required to take the 8<sup>th</sup> Grade Math STAAR exam*

Math Honors 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. 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, STEAM investigations, and the engineering design process necessitates the use of graphing technology, specifically the Desmos calculator.

### **Mathematics - Grade 8**

*Length: 2 Semesters*

The primary focal areas in Grade 8 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 implementation of graphing technology, specifically the Desmos calculator.

### **Algebra I Honors - Grade 8**

*Length: 2 Semesters*

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

*Notes: Students will be required to take the Algebra I EOC STAAR exam*

In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

## SCIENCE

### Science - Grade 6

*Length: 2 Semesters*

Science in 6<sup>th</sup> grade is a hands-on course organized into recurring strands that build upon prior knowledge from elementary science and establish a foundation for success in future intermediate and high school-level science courses. Students will engage in science and engineering practices to investigate the physical, chemical, and life sciences. Students extend their knowledge of matter by exploring the properties & classification of elements, mixtures, and compounds. Investigations of force, motion, and energy will include Newton's Law concepts and calculations, as well as types and conservation of energy. Earth and space will be explored through phenomena such as seasons, tides, our solar system, and resource management. A study of organisms and their environments includes cell biology, levels of organization, and relationships that comprise an ecosystem – as well as impacts of environmental changes on organism & ecosystem sustainability.

### Science Honors - Grade 6

*Length: 2 Semesters*

6th Grade Honors Science is an accelerated science course that combines the 6th grade curriculum with 15% of the 7th grade curriculum to prepare students for IPC Honors in 8th grade. This course integrates interdisciplinary units, 21st century learning skills, and the engineering design process. This hands-on course is organized into recurring strands that build upon prior knowledge from elementary science and establish a foundation for success in future intermediate and high school-level science courses. Students will engage in science and engineering practices to investigate the physical, chemical, and life sciences. Students extend their knowledge of matter by exploring the properties and classification of elements, mixtures, and compounds. Investigations of force, motion, and energy will include Newton's Law concepts and calculations, as well as types and conservation of energy. Earth and space will be explored through phenomena such as seasons, tides, our solar system, and resource management. A study of organisms and their environments includes cell biology, levels of organization, and relationships that comprise an ecosystem—as well as the impacts of environmental changes on organism and ecosystem sustainability.

### 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's systems. There are characteristics of Earth and relationships to objects in our solar system that allow life to exist.



### **Science Honors - Grade 7**

*Length: 2 Semesters*

*Notes: Students will be required to take the 8<sup>th</sup> Grade Science STAAR exam*

Science Honors offers an advanced level of experience 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.

### **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 the 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.

### **Integrated Physics and Chemistry (IPC) Honors - Grade 8**

*Length: 2 Semesters*

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

In IPC Honors, students conduct field and laboratory investigations using the scientific method and make informed decisions using critical thinking and scientific problem-solving. This course integrates the principles of physics and chemistry which serve as a strong foundation for other courses of study in advanced sciences. Focuses include but are not limited to the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry.

## **SOCIAL STUDIES**

### **Social Studies - Grade 6**

*Length: 2 Semesters*

In grade 6, students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia, and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view.

### **Social Studies Honors- Grade 6**

*Length: 2 Semesters*

Social Studies Honors is a more advanced level of study. Many of the concepts are the same as those in World Cultures: grade 6, except the presentation is more accelerated and in more detail. The emphasis on critical thinking, independent study, research, and projects will be a part of this course.

### **Social Studies - Grade 7**

*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. 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.

### **Social Studies Honors - Grade 7**

*Length: 2 Semesters*

Social Studies Honors 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 on critical thinking, independent study, research, and projects will be a part of this course.

## **Social Studies - Grade 8**

*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 use critical thinking skills, including the identification of bias in written, oral, and visual material.

## **Social Studies Honors - Grade 8**

*Length: 2 Semesters*

Social Studies Honors 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 STEAM 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

## CAREER AND TECHNICAL EDUCATION

### **Principles of Human Services - Grades 7 & 8**

*Length: 2 Semesters*

*Credit: 1 High School Credit for successful completion of both semesters*

Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer 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.

### **Principles of Applied Engineering - Grade 8**

*Length: 2 Semesters*

*Credit: 1 High School Credit for successful completion of both semesters*

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments

### **Principles of Agriculture, Food, and Natural Resources - Grade 8**

*Length: 2 Semesters*

*Credit: 1 High School Credit for successful completion of both semesters*

In Principles of Agriculture, Food, and Natural Resources, students will understand the significance of the Agriculture, Food, and Natural Resources industry. Classroom instruction includes the study of technical skills related to plant, soil, and animal systems as well as an understanding of food production and structural systems. Students also learn about agriculture organizations, leadership skills, and career development.

### **Career Exploration - Grade 8**

*Length: 2 Semesters*

*Credit: 1 High School Credit for successful completion of both semesters*

In Career Exploration, students will be provided with opportunities to explore multiple Career & Technical Education (CTE) paths offered at the high school level. The course exposes students to employability skills and extends an opportunity to research high-wage, in-demand jobs along the Gulf Coast Area and Texas to increase student confidence in making informed decisions regarding their CTE course selections.

## VISUAL AND PERFORMING ARTS

### **Introduction to Art - Grades 6 - 8 (1st year Art)**

*Length: 2 Semesters*

This 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, textiles, and sculpture. Media used in implementing these concepts include pencil, watercolor, tempera, ink, wire, pastel, paper-mâché, Conte, 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.

### **Foundations of Art 1 - Grades 7 - 8 (2nd year Art)**

*Length: 2 Semesters*

This 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, textiles, and sculpture. Media used in implementing these concepts include pencil, watercolor, tempera, ink, wire, pastel, paper-mâché, Conte, 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.

### **Foundations of Art 2 - Grade 8 (3rd year Art)**

*Length: 2 Semesters*

This art course is designed as a continuation to the general concepts in visual art. Students strengthen their knowledge of the theory and skills of drawing, painting, printmaking, ceramics, constructivism, copper tooling, textiles, and sculpture. Media used in implementing these concepts include pencil, watercolor, tempera, ink, wire, pastel, paper-mâché, Conte, art tissue, clay, yarn, and charcoal.

### **Art I - Grade 8**

*Length: 2 Semesters*

*Credit: 1 High School Credit after successful completion of the course which includes portfolio review for high school Art I credit*

*Prerequisite: **Successful completion of Foundations of Art 1; Instructor approval***

Art I is a course designed for the advanced art student who wishes to earn high school credit in 8th grade so they can continue with upper-level art in high school. This course follows the curriculum of the Art I course at the high school. Students 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 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 products are stressed. This class will compete in various contests including the Houston Livestock Show and Rodeo Art contest and possibly the Visual Arts Scholastic Event (VASE).

### **Band 1 - Grades 6 - 8 (Beginner)**

*Length: 2 Semesters*

Beginning Band is available to all 6th through 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. Instruments and supplies are the responsibility of the student.

### **Concert Band - Grades 7 & 8**

*Length: 2 Semesters*

*Prerequisite: Placement determined through auditions with the 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.

### **Symphonic Band - Grades 7 & 8**

*Length: 2 Semesters*

*Prerequisite: Placement determined through auditions with the 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.

### **Honors Band - Grades 7 & 8**

*Length: 2 Semesters*

*Prerequisite: Placement determined through auditions with the 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.

### **Intro to Choir (Boys/Girls) - Grade 6**

*Length: 2 Semesters*

Boys Chorale is a beginning to intermediate ensemble open to 6th grade boys who have had little or no previous choral experience. No audition is required for this ensemble.

### **Lyric - Girls - Grades 7-8**

*Length: 2 Semesters*

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

### **Symphonic - (Boys/Girls) - Grades 7-8**

*Length: 2 Semesters*

Symphonic Choir is a beginning to intermediate ensemble open to 7th through 8th grade boys/girls who have had at least one year of chorale experience. These choirs will serve as the campus JV Choirs and may compete in UIL Concert and Sightreading. No audition is required for this ensemble.

### **Encore Varsity Choir - Grades 7 & 8**

*Length: 2 Semesters*

*Prerequisite: Placement determined through auditions with the Director*

Symphonic Choir is an advanced ensemble open to 7th and 8th grade students 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.

### **Dance 1 - Grades 7 & 8**

*Length: 2 Semesters*

Dance 1 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 the 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 Arts credit.

### **Dance 2 - Grades 8**

*Length: 2 Semesters*

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

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.

### **Dance Team 1/2 - Grades 7 & 8**

*Length: 2 Semesters*

*Prerequisite: Placement determined through auditions with the Director; Fee: Dance Team Fee Required*

The Dance Team course will cover the rehearsal and performance aspects of various dance styles, as required on specified teams. 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 follow team guidelines, which include the DISD Code of Conduct and the DISD Dance Team Constitution. This course qualifies as a PE and Fine Arts credit.

### **Intro to Theatre Arts - Grade 6**

*Length: 2 Semesters*

Intro To Theatre Arts 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 I students are required to see the live stage productions produced by the department.

### **Theatre Arts I - Grades 7 - 8**

*Length: 2 Semesters*

Theatre Arts I is a basic theatre arts course that is designed for students that are beginner to intermediate in the art of Theatre. 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 I students are required to see the live stage productions produced by the department.

### **Theatre Arts 2 - Grades 7 - 8**

*Length: 2 Semesters*

*Prerequisite: Successful completion of Theatre Arts I; Instructor Approval*

Theatre Arts 2 is a continuation of Theatre Arts I 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.

### **Production - Grade 7-8**

*Length: 2 Semesters*

*Prerequisite: Instructor Approval*

Production is designed for students who have an intense interest in theatre. It focuses on advanced voice and diction, stage movement, and character analysis with a 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. Production students are expected to attend the live stage productions produced by the department. Students are strongly encouraged to audition for productions as well.



## LANGUAGES OTHER THAN ENGLISH

### **Spanish I - Grade 8**

*Length: 2 Semesters*

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

*Prerequisite: Identified through the Honors 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. **Students who take Spanish I in grade 7 will be eligible to take Spanish 2 in grade 8.**

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.

### **Spanish I and II 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 a 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.

## OTHER ELECTIVES

### **Student Aide - Grade 8**

*Length: 2 Semesters*

*Prerequisite: Administration approval through an 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.

## PHYSICAL EDUCATION AND ATHLETICS

### **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 the 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.

### **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 the 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 that are held on an after-school basis and not during the athletic period.

### **Boys PE or Girls PE - Grades 6-8**

*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.

### **Intro to Dance - Grade 6**

*Length: 2 Semesters*

*This course only qualifies as a PE credit and will not count as fine arts credit.*

This class is the perfect introduction to dance principles, techniques, terminology, and coordination. This class will focus on giving students a foundation in proper technique while encouraging them to develop the motor skills and coordination needed to be physically fit and succeed in future dance courses. This course is not required to try out for the dance team.