Secondary Course Offerings and Graduation Requirements

2019-2020 School Year for grades 6-8

Lubbock Independent School District
Lubbock, Texas

Lubbock ISD
Every Child Every Day

Lubbock Independent School District
2019-2020 Middle School Course Offerings, Grades 6-8
Table of Contents

MIDDLE SCHOOL REQUIRED PROGRAM OF WORK

English Language Arts and Reading

English Language Arts and Reading 6
This course is an integration of the English and reading courses including instruction and focus in the following areas: reading, writing, research, listening and speaking, and oral and written conventions. Building on skills learned in previous years, students work to strengthen their reading, writing, and communication skills. Students should read and write on a daily basis in this course. (03200510) (LERR06)

***MYP Language & Literature Year 1**
Building upon skills learned in previous years, students work to strengthen their reading, writing, and communication skills through this integrated English and reading course. Students will develop *in*dependent and *inter*dependent skills in the areas of: listening, speaking, reading, writing, viewing, and presenting within an inquiry-based learning environment. Interaction with texts can generate insight that "contributes to the development of opinion-forming, decision-making and ethical-reasoning skills and further develops the attributes of an IB learner." (03200510) (LLLR06) (Hutchinson)

English Language Arts and Reading 6 Pre-AP
ELAR 6 Pre-AP is designed for the student with a command of reading, composition, and grammar skills. This course is an integration of the English and reading courses including instruction and focus in the following areas: reading, writing, research, listening and speaking, and oral and written conventions. Building on skills learned in previous years, students work to strengthen their reading, writing, and communication skills. Students should read and write on a daily basis in this course. (03200510) (LALH06)

***MYP Advanced Language & Literature Year 1**
This course is designed for students with a command of reading, composition, and grammar skills. Students with a strong work ethic and eagerness to learn will progress through this course at a pace that allows for in depth exploration of the subject matter. Building upon skills learned in previous years, students work to strengthen their reading, writing, and communication skills through this integrated English and reading course. Students will develop *in*dependent and *inter*dependent skills in the areas of: listening, speaking, reading, writing, viewing, and presenting within an inquiry-based learning environment. Interaction with texts can generate insight that "contributes to the development of opinion-forming, decision-making and ethical-reasoning skills and further develops the attributes of an IB learner." (03200510) (LLLH06) (Hutchinson)

English 6
This course provides an integrated approach to language arts where students refine and master previously learned skills. Students read classic and contemporary selections, study vocabulary, write for specific purposes, and edit their writing based on their knowledge of grammar, usage, spelling, punctuation, and the conventions of standard written English. (02800000) (LENR06)

English 6 Pre-AP
English 6 Pre-AP is designed for the student with a command of reading, composition, and grammar skills. This rigorous course develops students' reading skills using various literary works with an emphasis placed on oral and written analysis and interpretation. Composition instruction includes attention to developing and organizing ideas and a study of the elements of style. Independent reading outside of the classroom is expected. (02800000) (LAPH06)

English Language Arts and Reading 7
This course is an integration of the English and reading courses including instruction and focus in the following areas: reading, writing, research, listening and speaking, and oral and written conventions. Building on skills learned in previous years, students work to strengthen their reading, writing, and communication skills. Students should read and write on a daily basis in this course. (03200520) (LERR07)

***MYP Language & Literature Year 2**
Building upon skills learned in previous years, students work to strengthen their reading, writing, and communication skills through this integrated English and reading course. Students will develop *in*dependent and *inter*dependent skills in the areas of: listening, speaking, reading, writing, viewing, and presenting within an inquiry-based learning environment. Interaction with texts can generate insight that "contributes to the development of opinion-forming, decision-making and ethical-reasoning skills and further develops the attributes of an IB learner." (03200520) (LLLR07) (Hutchinson)

English Language Arts and Reading 7 Pre-AP
ELAR 7 Pre-AP is designed for the student with a command of reading, composition, and grammar skills. This course is an integration of the English and reading courses including instruction and focus in the following areas: reading, writing, research, listening and speaking, and oral and written conventions. Building on skills learned in previous years, students work to strengthen their reading, writing, and communication skills. Students should read and write on a daily basis in this course. (03200520) (LALH07)

***MYP Advanced Language & Literature Year 2**
This course is designed for students with a command of reading, composition, and grammar skills. Students with a strong work ethic and eagerness to learn will progress through this course at a pace that allows for in depth exploration of the subject matter. Building upon skills learned in previous years, students work to strengthen their reading, writing, and communication skills through this integrated English and reading course. Students will develop *in*dependent and *inter*dependent skills in the areas of: listening, speaking, reading, writing, viewing, and presenting within an inquiry-based learning environment. Interaction with texts can generate insight that "contributes to the development of opinion-forming, decision-making and ethical-reasoning skills and further develops the attributes of an IB learner." (p. 4) (03200520) (LLLH07) (Hutchinson)

English 7
This course provides an integrated approach to language arts where students refine and master previously learned skills. Students read classic and contemporary selections, study vocabulary, write for specific purposes, and edit their writing based on their knowledge of grammar, usage, spelling, punctuation, and the conventions of standard written English. (03200540) (LENRO7)

English 7 Pre-AP
English 7 Pre-AP is designed for the student with a command of reading, composition, and grammar skills. This rigorous course develops students' reading skills using various literary works with an emphasis placed on oral and written analysis and interpretation. Composition instruction includes attention to developing and organizing ideas and a study of the elements of style. Independent reading outside of the classroom is expected. (03200540) (LAPH07)

English Language Arts and Reading 8
This course is an integration of the English and reading courses including instruction and focus in the following areas: reading, writing, research, listening and speaking, and oral and written conventions. Building on skills learned in previous years, students work to strengthen their reading, writing, and communication skills. Students should read and write on a daily basis in this course. (03200530) (LERR08)

***MYP Language & Literature Year 3**
Building upon skills learned in previous years, students work to strengthen their reading, writing, and communication skills through this integrated English and reading course. Students will develop *in*dependent and *inter*dependent skills in the areas of: listening, speaking, reading, writing, viewing, and presenting within an inquiry-based learning environment. Interaction with texts can generate insight that

"contributes to the development of opinion-forming, decision-making and ethical-reasoning skills and further develops the attributes of an IB learner." (03200530) (LLLR08) (Hutchinson)

English Language Arts and Reading 8 Pre-AP
ELAR 8 Pre-AP is designed for the student with a command of reading, composition, and grammar skills. This course is an integration of the English and reading courses including instruction and focus in the following areas: reading, writing, research, listening and speaking, and oral and written conventions. Building on skills learned in previous years, students work to strengthen their reading, writing, and communication skills. Students should read and write on a daily basis in this course. (03200530) (LALH08)

***MYP Advanced Language & Literature Year 3**
This course is designed for students with a command of reading, composition, and grammar skills. Students with a strong work ethic and eagerness to learn will progress through this course at a pace that allows for in depth exploration of the subject matter. Building upon skills learned in previous years, students work to strengthen their reading, writing, and communication skills through this integrated English and reading course. Students will develop *in*dependent and *inter*dependent skills in the areas of: listening, speaking, reading, writing, viewing, and presenting within an inquiry-based learning environment. Interaction with texts can generate insight that "contributes to the development of opinion-forming, decision-making and ethical-reasoning skills and further develops the attributes of an IB learner." (03200530) (LLLH08) (Hutchinson)

English 8
This course provides an integrated approach to language arts where students refine and master previously learned skills. Students read classic and contemporary selections, study vocabulary, write for specific purposes, and edit their writing based on their knowledge of grammar, usage, spelling, punctuation, and the conventions of standard written English. (03200550) (LENR08)

English 8 Pre-AP
English 8 Pre-AP is designed for the student with a command of reading, composition, and grammar skills. This rigorous course is a continuation of study into literary and rhetorical analysis of a wide variety of works. Independent reading outside of the classroom is expected. (03200550) (LAPH08)

Reading

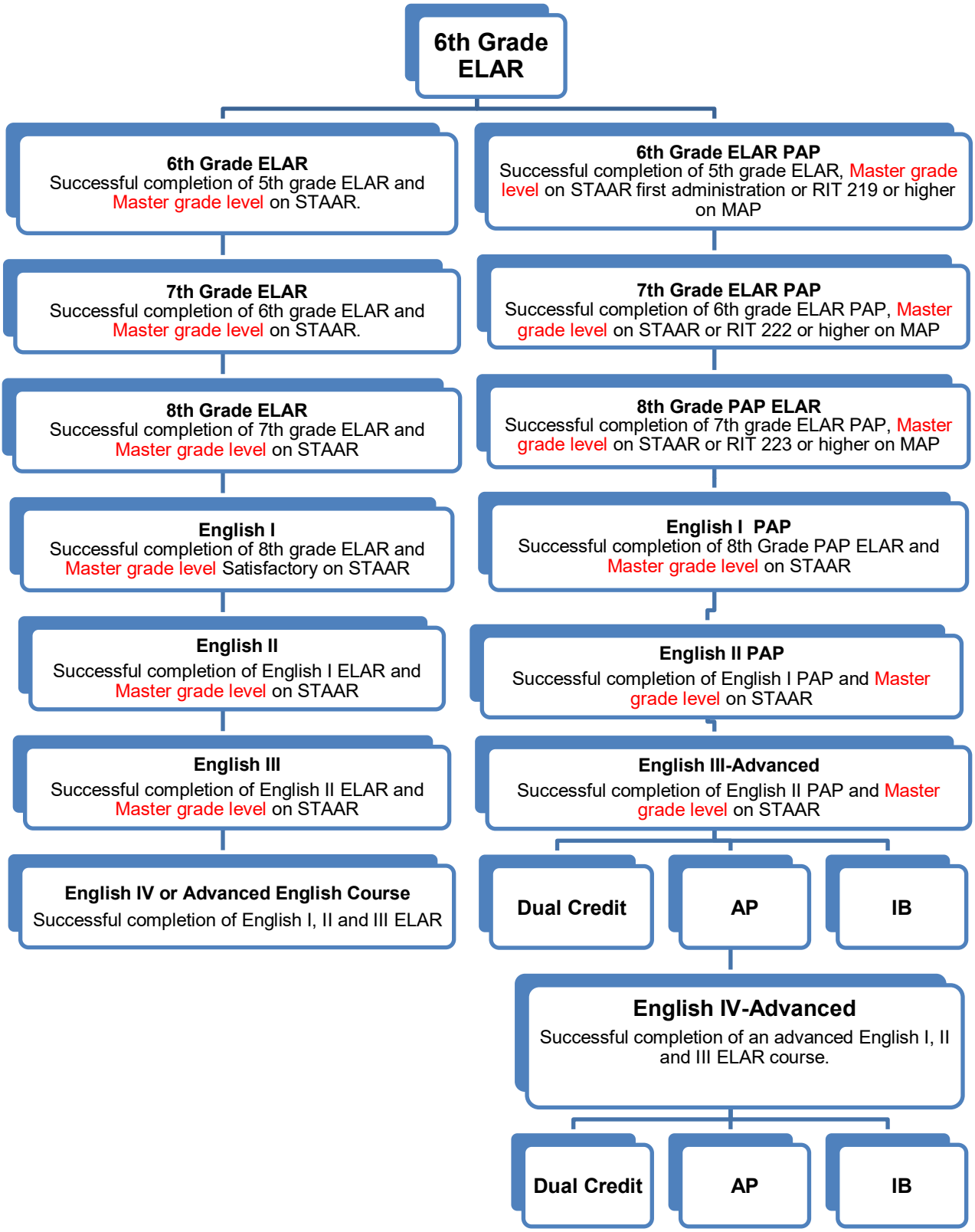
Reading 6
Opportunities will be provided in decoding the written language, developing vocabulary to understand written materials, increasing comprehension skills, and applying reading skills to a variety of practical situations. Reading instruction should be based on the following five components: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. (02810000) (LRDR06)

Reading 7
Opportunities will be provided in decoding the written language, developing vocabulary to understand written materials, increasing comprehension skills, and applying reading skills to a variety of practical situations. Reading instruction should be based on the following five components: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. (03273440) (LRDRO7)

Reading 8
In this course opportunities will be provided in decoding the written language, developing vocabulary to understand written materials, increasing comprehension skills, and applying reading skills to a variety of practical situations. Reading instruction will be based on the five universal ideas: Phonemic Awareness, Phonics, Vocabulary, Comprehension, and Fluency. (03273450) (LRDR)

For students not falling within the outlined parameters for the ELAR courses listed, additional multiple measures will be taken into consideration to assist the student in their ELAR course selection.

Secondary ELAR Flow Chart



Mathematics

Mathematics 6
The purpose of the sixth grade mathematics program is two-fold. The first purpose is to teach and facilitate student understanding of mathematics. The second purpose is to develop the skills to solve problems, analyze data, and use technology. Students will apply mathematics reasoning and skills in numeration, geometry, logic, measurement, patterns, functions, probability, and statistics to real-world situations. Directed use of manipulatives is a major component of the instructional program. Learning experiences provide for developmental sequencing beginning with concrete experiences and connecting through transitional activities to the abstract level. Mental math and estimation are an important part of the program at every level. (02640060) (MHTR06)

***MYP Mathematics Year 1**
This course facilitates the students' understanding of mathematics and develops the skills to solve problems, analyze data, and use technology. Students will apply mathematics reasoning, mental math, and skills in numeration, estimation, geometry, logic, measurement, patterns, functions, probability, and statistics to real-world situations. Learning experiences provide for developmental sequencing beginning with concrete experiences and connecting through transitional activities to the abstract level. Students develop problem-solving skills through inquiry and application; they recognize their relevance and practicality in the world outside of school. It further explains "mathematics is an essential tool for transdisciplinary and interdisciplinary inquiry. Teaching and learning experiences in the…MYP challenge students to be curious, ask questions and explore and interact with the environment physically, socially and intellectually." (02640060) (MTHR06)

Advanced Math 6
Pre-AP courses offer more flexibility and greater acceleration of subject matter while adding additional curriculum demands that prepare students for Advanced Placement courses. This is the first Pre-AP course for middle school math and includes the study of sixth grade math and seventh grade topics not covered in Mathematics 7 Pre-AP. (02640060) (MTAH06)

***MYP Advanced Mathematics Year 1**
Advanced courses offer more flexibility and greater acceleration of subject matter while adding additional curricular demands that prepare students for Advanced Placement courses. Students with a strong work ethic and eagerness to learn will progress through this course at a pace that allows for in depth exploration of the subject matter. This course includes the study of MYP Mathematics Year 1 and (7^{th} grade) topics not covered in MYP Advanced Mathematics Year 2. As students develop problem-solving skills through inquiry and application, they recognize their relevance and practicality in the world outside of school. Teaching and learning experiences in the…MYP challenge students to be curious, ask questions and explore and interact with the environment physically, socially and intellectually." (02640060) (MTHH06) (Hutchinson)

Mathematics 7
This course includes the study of proportional relationships, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; and using statistical measures to describe data. (03103000) (MHTR07)

***MYP Mathematics Year 2**
This course includes the study of proportional relationships, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; and using statistical measures to describe data. As students develop problem-solving skills through inquiry and application, they recognize their relevance and practicality in the world outside of school. Teaching and learning experiences in the…MYP challenge students to be curious, ask questions, and explore and interact with the environment physically, socially and intellectually." (03103000) (MTHR07) [Hutchinson)

Mathematics 7 Pre-AP
As with Advanced Mathematics 6, this course also offers more flexibility and greater acceleration of subject matter while adding additional curriculum demands that prepare students for Advanced Placement courses. This course is the second advanced math course for middle school and includes the study of seventh grade topics not covered in Advanced Mathematics 6 and all topics covered in Mathematics 8. (03103000) (MTAH07)

***MYP Advanced Mathematics Year 2**
Advanced courses offer more flexibility and greater acceleration of subject matter while adding additional curricular demands that prepare students for Advanced Placement courses. Students with a strong work ethic and eagerness to learn will progress through this course at a pace that allows for in depth exploration of the subject matter. This course includes the study of (7^{th} grade) topics not covered in MYP Advanced Mathematics Year 1 and all topics covered in (8^{th} grade) MYP Mathematics Year 3. As students develop problem-solving skills through inquiry and application, they recognize their relevance and practicality in the world outside of school. Teaching and learning experiences in the…MYP challenge students to be curious, ask questions and explore and interact with the environment physically, socially and intellectually." (03103000) (MTHH07) (Hutchinson)

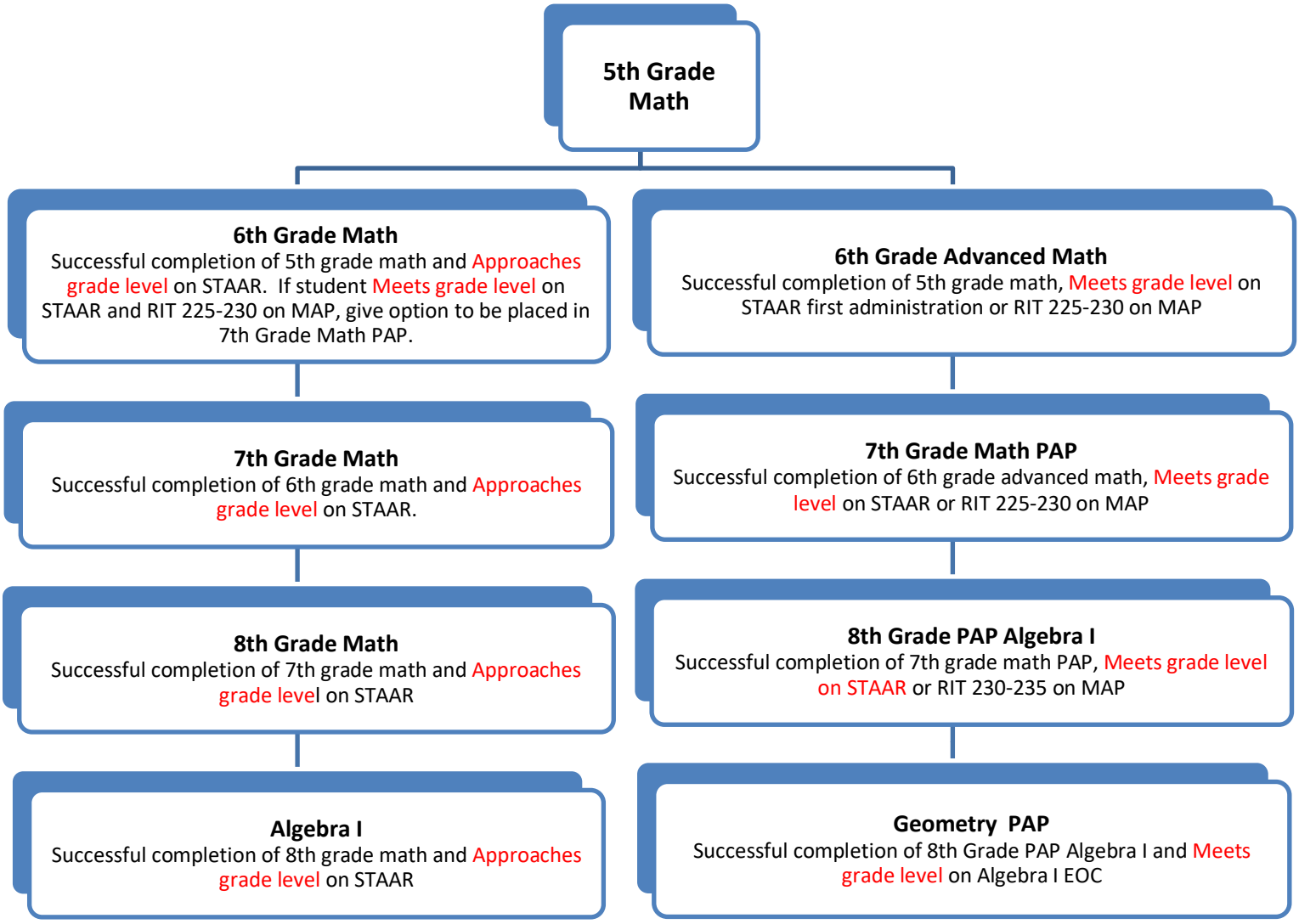
Mathematics 8
This course includes using basic principles of algebra to analyze and represent proportional and non-proportional relationships and using probability to describe data and make predictions. (03103100) (MHRR08)

***MYP Mathematics Year 3**
This course includes using basic principles of algebra to analyze and represent proportional and non-proportional relationships and using probability to describe data and make predictions. As students develop problem-solving skills through inquiry and application, they recognize their relevance and practicality in the world outside of school. Teaching and learning experiences in the…MYP challenge students to be curious, ask questions and explore and interact with the environment physically, socially and intellectually." (03103100) (MTHR08) (Hutchinson)

Algebra I Pre-AP, 8^{th} Grade, 1 High School Credit
This course provides a foundation for higher level mathematics courses. Students will study functional relationships, the connections among ways of representing these relationships, and the use of representations of functions to solve problems. Connections are made to geometry, data analysis, probability, and discrete mathematics. (03100500) (MAPH8A)

***Middle school advanced math courses are designed for students who have proven above average aptitude for math. Students taking these courses will cover three years of middle school math curriculum in two years as sixth and seventh graders and will enroll in Algebra I as an eighth grader. Taking Algebra I in the eighth grade allows students to take higher levels of mathematics throughout high school.*

Secondary Math Flow Chart



For students not falling within the outlined parameters for the math courses listed above, additional multiple measures will be taken into considered to assist the student in their math course selection.

Social Studies

Social Studies 6
In this course students study people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Middle America, 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 selected societies. Students compare institutions common to all societies such as government, education, and religious institutions. (02660060) (TSSR06)

***MYP Individuals & Societies Year 1**
In this course, students study people and places of the contemporary worlds. Societies selected for study are chosen from the following regions of the world: Europe, Russia, the Eurasian Republics, North America, Middle America, South America, Southwest Asia, North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. This course equips students "with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies, and environments [as they] consider local and global contexts." With a strong focus on inquiry and investigation, students are encouraged to recognize that content can be debatable, practice the tolerance of uncertainty, and develop empathy and international-mindedness. (02660060) (TISR06) (Hutchinson)

Social Studies 6 Pre-AP
This course includes and expands upon the requirements of Social Studies 6 and offers a variety of challenging academic activities such as primary source reading, vocabulary development, creative writing, and research. (02660060) (TASH06)

***MYP Advanced Individuals & Societies Year 1**
This course includes and expands upon the requirements of MYP Individuals & Societies Year 1 and offers a variety of challenging academic activities such as primary source reading, vocabulary development, creative writing, and research. Students with a strong work ethic and eagerness to learn will progress through this course at a pace that allows for in depth exploration of the subject matter. This course equips students "with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies, and environments [as they] consider local and global contexts." With a strong focus on inquiry and investigation, students are encouraged to recognize that content can be debatable, practice the tolerance of uncertainty, and develop empathy and international-mindedness. (02660060) (TISH06) (Hutchinson)

Social Studies 7
Opportunities will be provided to develop and apply attitudes, values, and skills for citizenship to include respect for self and others, democratic beliefs, personal responsibility, and support for the American economic system. Texas history and geography from exploration and colonization to the present will be covered. (03343000) (TSSR07)

***MYP Individuals & Societies Year 2**
Opportunities will be provided to develop and apply attitudes, values, and skills for citizenship to include respect for self and others, democratic beliefs, personal responsibility, and support for the American economic system. Texas history and geography from exploration and colonization to the present will be taught. This course equips students "with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies, and environments [as they] consider local and global contexts." With a strong focus on inquiry and investigation, students are encouraged to recognize that content can be debatable, practice the tolerance of uncertainty, and develop empathy and international-mindedness. (03343000) (TISR07) (Hutchinson)

Social Studies 7 Pre-AP
This course includes and expands upon the requirements of Social Studies 7 and offers a variety of challenging academic activities such as primary source reading, vocabulary development, creative writing, and research. (03343000) (TASH07)

***MYP Advanced Individuals & Societies Year 2**
This course includes and expands upon the requirements of MYP Individuals & Societies Year 2 and offers a variety of challenging academic activities such as primary source reading, vocabulary development, creative writing, and research regarding Texas history and geography. Students with a strong work ethic and eagerness to learn will progress through this course at a pace that allows for in depth exploration of the subject matter. This course equips students "with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies, and environments [as they] consider local and global contexts." With a strong focus on inquiry and investigation, students are encouraged to recognize that content can be debatable, practice the tolerance of uncertainty, and develop empathy and international-mindedness. (03343000) (TISH07) (Hutchinson)

Social Studies 8
In this course opportunities will be provided to develop and apply attitudes, values, and skills for citizenship including respect for self and others, democratic beliefs, personal responsibilities, and support for the American economic system. United States history and citizenship include the development of the United States as an independent, unified nation, geographic influence on the historical development, economic development and growth, social and cultural developments, and political development. (03343100) (TSSR08)

***MYP Individuals & Societies Year 3**
Opportunities will be provided to develop and apply attitudes, values, and skills for citizenship to include respect for self and others, democratic beliefs, personal responsibility, and support for the American economic system. The study of United States history and citizenship includes: the development of the United States as an independent, unified nation, geographic influence on the historical development, economic development and growth, social and cultural developments, and political development. This course equips students "with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies, and environments [as they] consider local and global contexts." With a strong focus on inquiry and investigation, students are encouraged to recognize that content can be debatable, practice the tolerance of uncertainty, and develop empathy and international-mindedness. (03343100) (TISR08) (Hutchinson)

Social Studies 8 Pre-AP
This course expands upon the requirements of Social Studies 8 and promotes intellectual curiosity and questioning through a discovery approach to the documents and sources of American history. Understanding of the processes of history is emphasized, and interpretive essays form a vital part of the curriculum. (03343100) (TASH08)

***MYP Advanced Individuals & Societies Year 3**
This course expands upon the requirements of MYP Individuals & Societies Year 3 and promotes intellectual curiosity and questioning through a discovery approach to the documents and sources of American history. Understanding of the processes of history is emphasized, and interpretive essays form a vital part of the curriculum. Students with a strong work ethic and eagerness to learn will progress through this course at a pace that allows for in depth exploration of the subject matter. This course equips students "with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies, and environments [as they] consider local and global contexts." With a strong focus on inquiry and investigation, students are encouraged to recognize content can be debatable, practice the tolerance of uncertainty, and develop empathy and international-mindedness. (03343100) (TISH08) (Hutchinson)

Science

Science 6
This course is the first phase of a three-year sequence of integrated science. Topics of study include the physical sciences, life sciences, and earth and space sciences. This course includes planning and conducting field and laboratory investigations using scientific methods, critical-thinking, scientific problem-solving and using scientific instruments to collect and analyze information to explain a phenomenon. (03060600) (SCIR06)

***MYP Sciences Year 1**
This course is the first phase of a three-year sequence of integrated science. Topics of study include the physical sciences, life sciences, and earth and space sciences. This course includes planning and conducting field and laboratory investigations using scientific methods, critical-thinking, scientific problem-solving and the use of scientific instruments to collect and analyze information to explain a phenomenon. The main approach to learning sciences is through structured inquiry within interdisciplinary units of study. Scientific inquiry "fosters critical and creative thinking about research and design…Students should learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities." (03060600) (SSCR06) (Hutchinson)

Advanced Science 6
Pre-AP courses offer more flexibility and greater acceleration of subject matter while adding additional curriculum demands that prepare students for Advanced Placement courses. This course will include the same topics of study that are a part of the regular 6th grade science curriculum. Advanced instruction will be differentiated to offer students an opportunity to explore science topics to greater levels of depth and complexity. This course includes planning and conducting field and laboratory investigation using scientific methods, critical-thinking, scientific problem-solving and scientific instruments tools to collect and analyze information to explain a phenomenon. (03060600) (SSAH06)

***MYP Advanced Sciences Year 1**
Advanced courses offer more flexibility and greater acceleration of subject matter with additional curricular demands that prepare students for Advanced Placement courses. This course will include advanced instruction that is differentiated to offer students an opportunity to explore the topics of study in MYP Sciences Year 1 to greater levels of depth and complexity. Students with a strong work ethic and eagerness to learn will progress through this course at a pace that allows for in depth exploration of the subject matter. The main approach to learning sciences is through structured inquiry within interdisciplinary units of study. Scientific inquiry "fosters critical and creative thinking about research and design…Students should learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities." (03060600) (SSCH06) (Hutchinson)

Science 7
This course is the second phase of a three-year sequence of integrated science. Topics of study include the physical sciences, life sciences, and earth and space sciences. This course includes planning and conducting field and laboratory investigations using scientific methods, critical-thinking, scientific problem-solving and using scientific instruments to collect and analyze information to explain a phenomenon. (03060700) (SCIR07)

***MYP Sciences Year 2**
This course is the second phase of a three-year sequence of integrated science. Topics of study include the physical sciences, life sciences, and earth and space sciences. This course includes planning and conducting field and laboratory investigations using scientific methods, critical-thinking, scientific problem-solving and the use of scientific instruments to collect and analyze information to explain a phenomenon. The main approach to learning sciences is through structured inquiry within interdisciplinary units of study. Scientific inquiry "fosters critical and creative thinking about research and design…Students should learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities." (03060700) (SSCR07) (Hutchinson)

Science 7 Pre-AP
Advanced courses offer more flexibility and greater acceleration of subject matter while adding additional curriculum demands that prepare students for Advanced Placement courses. This course will include the same topics of study that are a part of the regular 7th grade science curriculum. Advanced instruction will be differentiated to offer students an opportunity to explore science topics to greater levels of depth and complexity. This course includes planning and conducting field and laboratory investigation using scientific methods, critical-thinking, scientific problem-solving and scientific instruments tools to collect and analyze information to explain a phenomenon. (03060700) (SSAH07)

***MYP Advanced Sciences Year 2**
Advanced courses offer more flexibility and greater acceleration of subject matter with additional curricular demands that prepare students for Advanced Placement courses. This course will include advanced instruction that is differentiated to offer students an opportunity to explore the topics of study in MYP Sciences Year 2 to greater levels of depth and complexity. Students with a strong work ethic and eagerness to learn will progress through this course at a pace that allows for in depth exploration of the subject matter. The main approach to learning sciences is through structured inquiry within interdisciplinary units of study. Scientific inquiry "fosters critical and creative thinking about research and design…Students should learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities." (03060700) (SSCH07) (Hutchinson)

Science 8
This course is the third phase of a three-year sequence of integrated science. Topics of study include the physical sciences, life sciences, and earth and space sciences. This course includes planning and conducting field and laboratory investigations using scientific methods, critical-thinking, scientific problem-solving and using scientific instruments to collect and analyze information to explain a phenomenon. (03060800) (SCIR08)

***MYP Sciences Year 3**
This course is the third phase of a three-year sequence of integrated science. Topics of study include the physical sciences, chemistry, and earth and space sciences. This course includes planning and conducting field and laboratory investigations using scientific methods, critical-thinking, scientific problem-solving and the use of scientific instruments to collect and analyze information to explain a phenomenon. The main approach to learning sciences is through structured inquiry within interdisciplinary units of study. Scientific inquiry "fosters critical and creative thinking about research and design…Students should learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities." (03060800) (SSCR08) (Hutchinson)

Science 8 Pre-AP
Advanced courses offer more flexibility and greater acceleration of subject matter while adding additional curriculum demands that prepare students for Advanced Placement courses. This course will include the same topics of study that are a part of the regular 8th grade science curriculum. Advanced instruction will be differentiated to offer students an opportunity to explore science topics to greater levels of depth and complexity. This course includes planning and conducting field and laboratory investigation using scientific methods, critical-thinking, scientific problem-solving and scientific instruments to collect and analyze information to explain a phenomenon. (03060800) (SSAH08)

***MYP Advanced Sciences Year 3**
Advanced courses offer more flexibility and greater acceleration of subject matter with additional curricular demands that prepare students for Advanced Placement courses. This course will include advanced instruction that is differentiated to offer students an opportunity to explore the topics of study in MYP Sciences Year 3 to greater levels of depth and complexity. Students with a strong work ethic and eagerness to learn will progress through this course at a pace that allows for in depth exploration of the subject matter. The main approach to learning sciences is through structured inquiry within interdisciplinary units of study. Scientific inquiry "fosters critical and creative thinking about research and design…Students should learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities." (03060800) (SSCH08) (Hutchinson)

*MYP course descriptions listed in the English, math, social studies and science areas include information found within the current publications of the *International Baccalaureate Middle Years Programme Subject Guides* (updated September, 2014)

ELECTIVES

Advancement Via Individual Determination

AVID, Grades 6, 7, 8
Prerequisite – application and acceptance into the program, simultaneous enrollment in at least one Pre-AP or advanced class (not available on every campus). The middle school AVID elective class will develop and reinforce attitudes, skills, and knowledge to successfully enter and complete a college prep academic program in high school. The AVID class addresses key elements in college preparation: academic survival skills, college entry skills, tutorials, motivational activities, and career and college exploration. Additionally, students will improve their oral communication skills through presentation, Socratic Seminar, and Philosophical Chairs; students will also participate in writing-to-learn activities, including note taking, learning logs, and essay writing. (82900005) (AVID06) (82990001) (AVID07) (8380001) (AVID08)

Health

Comprehensive Wellness, Grades 6-8 (One Semester)
This course focuses on the integration of body, mind, emotions, and behaviors to help students make a conscious decision toward a lifetime of health and wellness. This course provides students with essential knowledge and skills to improve attitudes, beliefs, and behaviors for optimal physical and emotional health. (8380001) (HCWR68)

Fine Arts

All students are required to take one fine arts course in grades 6–8

Beginning Art 6, 7, 8
This course introduces students to the elements and principles of design with an emphasis on building a basic visual art vocabulary. A variety of art techniques and media will be explored to create 2-D and 3-D art. Connections to artists and history will be emphasized throughout the course. (03154110) (ARTB06) (03154210) (ARTB07) (03154310) (ARTB08)

Intermediate Art 6, 7, 8
This course continues the exploration of the elements and principles of design, incorporating appropriate vocabulary. 2-D and 3-D art will be created, building from techniques and media studied in Beginning Art along with the introduction of new techniques and media throughout the year. History, criticism, and evaluation will be investigated where applicable. (03154110) (ARTI06) (03154210) (ARTI07) (03154310) (ARTI08)

Advanced Art 6, 7, 8
This course is the culmination of the middle school art program, and encompasses an in-depth curriculum of academic investigation into the visual arts with advanced 2-D and 3-D studio art experiences. The emphasis is on developing a personal visual design process that will demonstrate technical ability, personal expression, and an understanding of self and others through art. (03154110) (ARTA06) (03154210) (ARTA07) (03154310) (ARTA08)

Beginning Crafts 6, 7, 8
This course introduces students to the elements and principles of design as they apply to a variety of craft media from around the world. Most creations will be 3-D, but a basic understanding of drawing and design

processes will be stressed in every unit. (This course is not offered at all LISD middle schools.) (03154110) (ARBC06) (03154210) (ARBC07) (03154310) (ARBC08)

Intermediate Crafts 6, 7, 8
This course continues the exploration of crafts production through 3-D projects, using a variety of traditional crafts media. Elements and principles of design will be reinforced, as well as drawing and design processes as they apply to the crafts units. History, criticism, and evaluation will be investigated where applicable. Prerequisite: Art 6 or Crafts 6 (This course is not offered at all LISD middle schools.) (03154110) (ARIC06) (03154210) (ARIC07) (03154310) (ARIC08)

Advanced Crafts 6, 7, 8
This course is the culmination of the middle school crafts program and encompasses an in-depth curriculum of academic investigation into the visual arts with advanced 3-D studio crafts experiences. The course emphasizes developing a personal visual design process that will demonstrate technical ability, personal expression, and an understanding of self and others through crafts. Prerequisites: Crafts 7 or Art 7 (08) (This course is not offered at all LISD middle schools.) (03154110) (ARCA06) (03154210) (ARCA07) (03154310) (ARCA08)

Beginning Band 6, 7, 8
Beginning band provides preparation for the advanced band level where UIL participation will begin. Initial work includes method books and basic music selections. Band also provides students with the opportunity to develop self-discipline, teamwork, persistence, and self-confidence in performing in front of groups. No prerequisites with approval from director. (03154130) (NBBR06) (03154230) (NBBR07) (03154330) (NBBR08)

Intermediate Band 6, 7, 8
Intermediate band teaches proper tone production and advanced technical skills to prepare for UIL participation and public performances. Initial work includes method books and intermediate music selections. Band also provides the opportunity to develop self-discipline, teamwork, and self-confidence in performing in front of groups. No prerequisites with approval from director. (03154130) (NBIR06) (03154230) (NBIR07) (03154330) (NBIR08)

Advanced Band 6, 7, 8
Advanced Band focuses on further development of music techniques, to include advanced rhythm studies, intonation, dynamics, and music pedagogy. Good performance and reading techniques are stressed, with the idea of creating a precision organization capable of successful UIL concert/sight-reading competition performances. Marches and pop selections are also performed during the fall season. These are performance-oriented organizations with heavy emphasis on early development techniques and UIL preparation. Prerequisite: Audition and Instructor approval. (03154130) (NBAR06) (03154230) (NBAR07) (03154330) (NBAR08)

Jazz Band
In this course, student assignment is determined by the director. Instruction includes study and performance of music in modern jazz style. Pre-requisite: Concurrent enrollment in band or orchestra and instructor approval required. (This course is not offered at all LISD middle schools.) (03154130) (NBBJ06) (03154230) (NBBJ07) (03154330) (NBBJ08)

Instrumental Ensemble 7
Seventh grade Instrumental Ensemble provides students the opportunity to receive individual instruction in preparation for Region UIL and TMEA competitions. Curriculum will be individualized to student needs and goals. No prerequisites with approval from director. (03154300) (NPIR07)

Instrumental Ensemble 8
Eighth grade Instrumental Ensemble provides students the opportunity to receive individual instruction in preparation for Region UIL and TMEA competitions. Curriculum will be individualized to student needs and goals. No prerequisites with approval from director. (03154400) (NPIR08)

Vocal Ensemble 7
Seventh grade Vocal Ensemble provides students the opportunity to receive individual instruction in preparation for Region UIL and TMEA competitions. Curriculum will be individualized to student needs and goals. No prerequisite with approval from director. (*May not be offered at all LISD Schools)* (03154300) (NCVR07)

Vocal Ensemble 8
Eighth grade Vocal Ensemble provides students the opportunity to receive individual instruction in preparation for Region UIL and TMEA competitions. Curriculum will be individualized to student needs and goals. No prerequisite with approval from director. (*May not be offered at all LISD Schools)* (03154400) (NCVR08)

Beginning Tenor/Bass Choir 6, 7, 8
Beginning Tenor/Bass Choir teaches students the proper vocal techniques, understanding of reading and sight-reading of music, and allows for several performances. A student enrolled in Beginning Tenor/Bass Choir will participate in concerts or contests. (03154131) (NCBR06) (03154231) (NCBR07) (03154331) (NCBR08)

Intermediate Tenor/Bass Choir 6, 7, 8
Intermediate Tenor/Bass Choir teaches students the proper vocal techniques, understanding of reading and sight-reading of music, and allows for several performances. A student enrolled in Intermediate Tenor/Bass Choir will participate in concerts or contests. (03154131) (NCIR06) (03154231) (NCIR07) (03154331) (NCIR08)

Advanced Tenor/Bass Choir 6, 7, 8
Intermediate Tenor/Bass Choir teaches students the proper vocal techniques, understanding of reading and sight-reading of music, and allows for several performances. A student enrolled in Advanced Tenor/Bass Choir will participate in concerts or contests. Prerequisite: Audition and Instructor approval. (03154131) (NCAR06) (03154231) (NCAR07) (03154331) (NCAR08)

Beginning Treble Choir 6, 7, 8
Choir 6 teaches students the proper vocal techniques, understanding of reading and sight-reading of music, and allows for several performances. A student enrolled in Beginning Treble Choir will participate in concerts and contests. (03154131) (NCBT06) (03154231) (NCBT07) (03154331) (NCBT08)

Intermediate Treble Choir 6, 7, 8
Choir 6 teaches students the proper vocal techniques, understanding of reading and sight-reading of music, and allows for several performances. A student enrolled in Intermediate Treble Choir will participate in concerts and contests. (03154131) (NCIT06) (03154231) (NCIT07) (03154331) (NCIT08)

Advanced Treble Choir 6, 7, 8
Choir 6 teaches students the proper vocal techniques, understanding of reading and sight-reading of music, and allows for several performances. A student enrolled in Advanced Treble Choir will participate in concerts and contests. Prerequisite: Audition and Instructor approval. (03154131) (NCAT06) (03154231) (NCAT07) (03154331) (NCAT08)

Show Choir 7, 8
Show choir is an “audition only” courses that focuses on public performance. Show Choir curriculum will include different styles of popular music combined with movement and dance. Show Choir will perform at choir concerts and participate in recruiting and other school and community events. Prerequisite: Concurrent enrollment in Treble Choir or Tenor/Bass Choir, and instructor approval (03154231) (NCSR07) (03154331) (NCSR08)

Beginning Orchestra 6, 7, 8
This course provides initial orchestral training to include proper bowing techniques, knowledge of selected scales, rhythms, and general orchestra techniques. This is a performance organization and is available at

all LISD middle schools except Dunbar. (03154132) (NOBR06) (03154232) (NOBR07) (03154332) (NOBR08)

Intermediate Orchestra 6, 7, 8
This course continues with more advance orchestral training to include proper bowing techniques, knowledge of selected scales, rhythms, and general orchestra techniques to prepare for UIL participation and public performance. This is a performance organization and is available at all LISD middle schools except Dunbar. (03154132) (NOIR06) (03154232) (NOIR07) (03154332) (NOIR08)

Advanced Orchestra 6, 7, 8
In advanced grade orchestra, students experience further development of music techniques including advanced rhythm studies, intonation, dynamics, and music pedagogy. Proper hand positions and bowing will be stressed. Good performance and reading techniques will be studied with the idea of creating a precision organization capable for successful UIL concert/sight-reading competitions. Music from all styles and periods will be performed with attention to increasing reading and listening skills. This is a performance organization and is available at all LISD middle schools except Dunbar. Prerequisite: Audition and Instructor approval. (03154132) (NOAR06) (03154232) (NOAR07) (03154332) (NOAR08)

Theater Arts I, II & III
Theater Arts is designed for those students who are interested in a fine arts program. Theater Arts continues the development of self-confidence as well as sensory and emotional awareness through the use of movement, vocal expression, improvisation, and dramatization. The nature of performance is explored through dramatic interpretation and an introduction to basic acting techniques. Emphasis is placed upon creative group activities and the preparation and performance of scenes and plays. (03154140) (LTAR06), (03154240) (LTAR07), (03154340) (LTAR08)

CAREER & TECHNICAL EDUCATION

Middle school students in Career & Technical Education courses focus on an individual career pathway in one of the following areas: Science, Technology, Engineering, and Mathematics (STEM); Business Management and Administration; Human Services; and Arts, Audio/Video Production & Communications. Students utilize 21st century skills such as communication and collaboration, critical thinking and problem solving, information literacy and adaptability that are most critical to success in high school. These courses are offered as year long courses and all courses fall under one course titled *Investigating Careers in Career & Technical Education*. You may select your courses from the list below.

Investigating Careers in Career & Technical Education, (Formerly known as Career Investigations), (PITSCO), Grades 7, 8

The goal of this course is to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics (STEM); Business Management and Administration; Human Services; and Arts, Audio/Video Production & Communications. The students research labor marker information, learn job-seeking skills, and create documents required for employment. Career & Technical Education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and success in current or emerging professions. (12700400 — 1st Time Taken) (12700410 — 2nd Time Taken) (YJIV07) (YJIV08)

Architecture & Construction

Investigating Careers in Architecture & Construction Technology – Woodshop, (Formerly known as Industrial Technology Education and Exploring Construction Technology), Grades 7, 8

This is an exploratory, project-based course that is designed to investigate different types of activities in construction, carpentry, power and energy, and to introduce students to architecture. Students gain skills and learn techniques in a laboratory setting. Activities include safety training using a variety of power tools and machinery, designing and building models, investigating innovative and emerging technologies, and communication aspects of construction. Students will do hands-on activities that allow them to use problem solving skills and creativity to develop an understanding of how construction systems impact the world around them. (12700400 — 1st Time Taken) (12700410 — 2nd Time taken) (YJTE07) (YJTE08)

Arts, A/V Production & Communications

Investigating Careers in Arts and AV Production & Communications, (Formerly known as Exploring Communications Technology), Grades 7, 8

This is an exploratory course designed to investigate the skills and technologies performed in the communication industry. Content includes the application of technology; safety and maintenance of technology; codes, laws and standards; and marketing and technology-related career explorations. Activities may include developing images, photography, publishing, video production, drafting, printing, and design. (12700400 — 1st Time Taken) (12700410 — 2nd Time Taken) (YJMV07) (YJMV08)

Investigating Careers in Graphic Design and Multimedia, (Formerly known as Computer Animation and Multimedia), Grades 7, 8

This course explores and emphasizes the various aspects of media including the production of creative design, graphics, sound and text. Students will learn the basic information on equipment such as cameras, computers, 2D software and printing. Classroom activities will include editing images, drafting, printing, and students using creative processes for multimedia projects. (12700400 — 1st Time Taken) (12700410 — 2nd Time taken) (YJCR07) (YJCR08)

Business, Management & Administration

Investigating Careers in Business and Computer Technologies, (Formerly known as Computer Explorations), Grades 7, 8
This course is designed to teach basic business skills as well as computer skills. Skills learned in the new class will be a project-driven computer class that utilizes a variety of software applications and hardware to create a variety of products such as multimedia presentations, infographics, newsletters, brochures, video advertisements, and many other projects. Students will explore methods to enhance their work and expand their technology and research skills while learning safe internet practices. (12700400 — 1st Time Taken) (12700410 — 2nd Time taken) (YJYS07) (YJYS08)

Human Services

Investigating Careers in Family & Consumer Sciences, (Formerly known as Skills for Living), Grades 7, 8
This comprehensive foundation course provides opportunities to explore family relationships and personal development, personal management, and planning for the future. Emphasis is on the importance of the family, effective communications skills, management skills, how to get along with others including family members and peers, decision making, acceptance of responsibility, and childcare practices that promote positive development. Other content addresses positive self-image, nutrition, wellness, personal appearance, managing multiple roles and career options. (12700400 --- 1st Time Taken) (12700410 --- 2nd Time Taken) (YJLV07) (YJLV08)

Science, Technology, Engineering and Mathematics

Monterey Project Lead The Way Pathway
The following Gateway to Technology courses listed below are designed for 6th, 7th & 8th grade students who are wanting to continue the Science, Technology, Engineering and Mathematics (STEM) pathway at Monterey High School. These courses will prepare students through hands-on projects while exposing students to the design process while problem solving.

The Gateway to Technology courses may be taught in any order to allow flexibility for our teachers.

Gateway to Technology I (Project Lead the Way) (GTT), Grades 6, 7, & 8
Energy & the Environment – Through a variety of hands-on projects, students will investigate modern sources of energy and explore how they contribute to the demands of modern society. (Atkins, Evans and O.L. Slaton)
Flight & Space - Students will build and test a variety of flying machines. They will explore the history and science of flight, all the way from the first flying machines to modern-day space travel. (82600002) (YJGT06) (82970002) (YJGT07) (83600002) (YJGT08) (Atkins, Evans and O.L. Slaton)

Gateway to Technology II (Project Lead the Way) (GTT), Grades 6, 7, & 8
Design and Modeling – In this unit, students begin to recognize the value of an engineering notebook to document and capture their ideas. They are introduced to and use the design process to solve problems and understand the influence that creative and innovative design has on our lives. Students use industry standard 3D modeling software to create a virtual image of their designs and produce a portfolio to showcase their creative solutions.
Automation and Robotics – Students trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation and computer control systems. Students use a robust robotics platform to design, build and program a solution to solve an exciting problem. (82600003) (YJGU06) (82970003) (YJGU07) (83600003) (YJGU08) (Atkins, Evans and O.L. Slaton)

Gateway to Technology III (Project Lead the Way) (GTT), Grades 6, 7, & 8
Schools may choose any two of these to teach to complete the full year credit for Gateway to Technology.
Science of Technology - How has science affected technology throughout history? Students apply the concepts in physics, chemistry and nanotechnology to STEM activities and projects. (Evans, O.L. Slaton)
Green Architecture – Students learn green but loving techniques & sustainable technologies. Students are taught basic building systems & are introduced to energy conservation. (Atkins, Evans)
Medical Detectives – In this CSL style class, students learn about body systems, specifically the brain and eyes. Students will dissect sheep brains and solve a murder mystery by examining evidence and examining DNA. (Atkins, Evans and O.L. Slaton)
Computer Science for Innovators & Makers – Students will discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects. Students will learn about programming for the physical world by blending hardware design and software development. They will design and develop a physical computing device, interactive art installation, or wearable, and plan and develop code for microcontrollers that bring their physical designs to life. (Atkins, Evans)
App Creators – This unit will expose students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society. (Atkins)
Magic of Electrons – Through hands-on projects, students explore the science of electricity, behavior and parts of atoms, and sensing devices. Students acquire knowledge and skills in basic circuitry design and examine the impact of electricity on our lives. (82600004) (YJGV06) (82970004) (YJGV07) (83600004) (YJGV08) (Atkins, Evans and O.L. Slaton)

CHS Engineer Your World Pathway

Engineer Your World – Engineering for Today's Intermediate School
This course is intended for seventh and eighth grade students. The Infinity Project brings math and science to life for students. This state-of-the-art curriculum reinforces Algebraic thinking and keeps students engaged and excited as they apply key concepts to the fundamentals behind electrical, mechanical, civil, environmental, and biomedical engineering. Activities are centered on twelve three-week modules covering the various disciplines of engineering. A student may enroll in the course in both seventh and eighth grade.

Engineering for Today's Intermediate School Engineer Your World Part 1, Grade 6
This class will excite students about engineering, science, and technology as well as inspire them to pursue careers in these fields. Combining the excitement and rigor of science and technology, students will learn how modern engineers design, build, and test new technologies by working with different modules. Part 1 consists of modules pertaining to the following: *Introduction to Engineering Design, Robots from Concept to Completion, Structures--Building from the Ground Up, and Engineering Our Planet's Future.* (82600001) (YJET06) (Irons, Mackenzie and Smylie Wilson Middle Schools)

Engineering for Today's Intermediate School Engineer Your World Part 2, Grades 7 & 8
Students will learn how modern engineers design, build, and test new technologies using math and science, together with their ingenuity. Part 2 consists of modules pertaining to the following: *Introduction to Engineering Design, Machines—Making It All Work, Imaging the Human Body, Engineering the Human Machine, and Engineering in the Natural World, and Watt's Up in Power.* (12700400—1st Time Taken) (12700410—2nd Time Taken) (YJET07) (YJET08) (Irons, Mackenzie and Smylie Wilson Middle Schools)

Engineering for Today's Intermediate School Engineer Your World Part 3, Grade 8
Students will continue to learn how modern engineers design, build, and test new technologies using math and science, together with their ingenuity. Part 3 consist of modules pertaining to the following: *Introduction to Engineering Design, Advanced Robots from Concept to Completion, Advanced Rocketry--Achieving Liftoff, Pixel Yourself in the Digital Domain, and Sound Engineering--Making Great Sounds.* (12700400—1st Time Taken) 12700410—2nd Time Taken) (YJEU08) (Irons, Mackenzie and Smylie Wilson Middle Schools)

PHYSICAL EDUCATION AND COMPETITIVE ATHLETICS

All students are required to take two years of PE in grades 6–8

Physical Education 6
Physical Education class will focus on the development of personal physical development as well as the development of the student through team sport activities. Two years of Physical Education is required during the 6th, 7th, or 8th grade for incoming sixth graders. However, PE may be taken as an elective at any time. (02850000) (PEDR06)

Pre-Competitive Athletics 6
This course will prepare future athletes for the requirements of UIL athletics. Students will be familiar with all skills and fundamentals of team for football, volleyball, basketball and track & field including introductory Strength & Conditioning techniques. Participation will be governed by University Interscholastic League (UIL) rules. A Physical Examination is required to participate. (PEDRB6 – Boys Pre-Athletics) (PEDRG6 – Girls Pre-Athletics) (CTARB6, Boys Pre-Athletics Tennis) (CTARG6, Girls Pre-Athletics Tennis)

Physical Education 7
Refer to Athletics/Physical Education for description of this course. PE is not required for the 7th grader but may be taken as an elective. (03823000) (PEDR07)

Physical Education 8
This course provides opportunities that utilize motor skills basic to efficient movement; teach rules, knowledge, and skills for participation in individual, dual, and team sports; motivate and develop a high level of personal and physical fitness; and foster knowledge and skills for leisure and lifetime sports activities. This course is taught at all middle schools. (03823000) (PEDR08)

Competitive Athletics 7, 8
Competition is available in football, volleyball, basketball, tennis, track, wrestling, cross country and golf. Strength & Conditioning techniques will be taught. A physical examination is a prerequisite. Participation will be governed by University Interscholastic League (UIL) rules. (These courses are offered at all schools.)

Competitive Diving 7, 8
The purpose of this course is to familiarize students with the sport of competitive diving. Students will be provided with the opportunity to learn the rules of the sport, the basic dives from all five groups of dives and optional dives. Students will also be exposed to competitive situations such as city-wide meets and the statewide invitational. As a result of participating in this program, students will improve their balance, muscular coordination, flexibility, body awareness, and self-confidence. Competitive diving is a city-wide middle school program that takes place during the regular school day at the Pete Ragus Aquatic Center. Entry into the program is based on a tryout process. (03823000) (CDAR07) (CDAR08)

Competitive Swimming 7, 8
This course exposes students to the fundamentals of the four competitive strokes: freestyle, backstroke, breaststroke, and butterfly. It develops confidence and a positive attitude within the swimmer through mastery of these strokes. The program goal is to teach students stroke technique, conditioning, basic knowledge of rules and skills associated with swimming competition, and maintenance of good fitness habits for a lifetime of wellness. Students will have many competitive opportunities including city-wide meets and the state invitational. Competitive swimming is a city-wide middle school program that takes place during the regular school day at the Pete Ragus Aquatic Center. Entry into the program is based on a tryout process. (03823000) (CASR07) (CASR08)

World Languages

Spanish Discovery, Grade 6
Discovering Languages and Culture is a non-sequential elective course that is offered in 6th grade. Students discover a variety of aspects about one or more languages and cultures and develop basic language learning and communicative skills. ***novice mid - novice low*** level of proficiency. Only offered at two middle school campuses. (Hutchinson) (Talkington) (02446000) (FSPR06)

Spanish Level I, Grade 7 or 8, 1 High School Credit
Spanish I is the first course to the Hispanic world, its language, and its people. Students will be taught basic vocabulary, phrases and grammar using the skills of listening, speaking, reading and writing to meet the TEKS goals of Communication, Cultures, Connections, Comparisons, and communities at the ***novice-mid to novice-high*** level of proficiency. Students will receive one high school credit for Spanish I *after completion of Spanish I in grade 7 or 8*. Subject to availability, so check with the middle school campus the student will attend. (03440100) (FSPR11)

Spanish Level II, Grade 8, 1 High School Credit (Regular or Pre-AP)
Spanish II Pre-AP includes the basic content of the Spanish II course. However, student expectations and assessment will be more rigorous, thus encouraging students to begin communicating at an ***intermediate-low*** proficiency level while preparing for future Advanced Placement testing. Prerequisite: Spanish I or earning 80% or higher on the Placement Exam. Subject to availability, so check with the middle school campus the student will attend. (03440200) (FSAH21)

SPECIALTY ELECTIVES – COURSES OFFERED AT SPECIFIC CAMPUSES

Academic Competitions

Pentathlon 6-8
This program is designed for sixth, seventh and eighth grade students. Currently, LISD only uses 8th grade teams. The Pentathlon competition is comprised of five events: math, social studies, science, literature, fine arts and Super Quiz. The Super Quiz event is an oral relay before audience in which students work collaborative on grade-level to answer ten multiple-choice questions. Tests are written to assist students in their mastery of the STAAR tests. Each year a new overlying theme or topic is selected for study in conjunction with the essential readiness skills of the STAAR tests. This program is designed to serve as a learning experience and feeder program for the Octathlon and Decathlon competitions at the high school level. (BPTL08) (BPTL07) (BPTL06) (83800001)

Athletics

Athletic Trainer 7
In this course students will learn about the care and prevention of athletic injuries. They will apply specific skills related to physical examinations, taping, and treatment of athletic-related injuries. (03823000) (CATR07) (Hutchinson)

Athletic Trainer 8
Students learn about the care and prevention of athletic injuries. They will apply specific skills related to physical examinations, taping, and treatment of athletic-related injuries. (03823000) (CATR08) (Hutchinson)

Fine Arts

Ceramics
Students will be introduced to various hand building and mosaic techniques. Students will also experiment with different glazing and firing techniques. Emphasis on craftsmanship and creativity will be explored throughout the class. Students will also be introduced to a diversified group of professional ceramic artists working today. (03154310) (ACER08) (OL Slaton)

Dance 6
This course includes ballet, modern, and jazz dance styles. Basic skills in ballet moves and vocabulary, short enchainments (combinations), simple barre, center exercises and an introduction to character dance are taught in this course. Modern and jazz dance styles will also be taught. Students will work on individual and group choreography. Students will participate in community performances. (02850000) (PMDR06) (Hutchinson and Slaton)

Dance 7
This course includes ballet, modern, and jazz dance styles. Intermediate skills and vocabulary in ballet, short enchainments (combinations), simple barre, center exercises and an introduction to character dance are taught in this course. Modern and jazz dance styles will also be taught. Students will work on individual and group choreography. Students will participate in community performances. (03823000) (PMDR07) (Hutchinson, Slaton, and Talkington)

Dance 8
This course includes ballet, modern and jazz dance styles. More advanced skills and vocabulary in ballet, short enchainments (combinations), simple barre, center exercises and an introduction to character dance are taught in this course. Modern and jazz dance styles will also be taught. Students will work on individual and group choreography. Students will participate in community performances. (03823000) (PMBR08) (PMDR08) (Hutchinson, Slaton, and Talkington)

Mariachi (Beginning)
Mariachi is a beginning class for students with no experience in guitar, vihuela, or guitarrón. Trumpet and violin players need at least one year of experience playing their instrument before joining. Mariachi is the classic folk music of Mexico and the new, adventurous, and exciting music of the Southwest today. Prerequisite: Instructor audition and approval required. (03154132) (NOMR06) (03154232) (NOMR07) (Cavazos)

Mariachi (Intermediate)
Intermediate Mariachi is an extension of the beginning Mariachi class. Students with sufficient experience may audition with the instructor for a place in the class. This class will be a performing group with numerous opportunities to perform in the community and in various contests. Prerequisite: Beginning Mariachi (1 year) and/or instructor approval. (03154232) (NOMA07) (03154332) (NOMA08) (Cavazos)

Piano Lab I
This class offers basic piano instruction in an electronic piano lab for students with little or no piano keyboard skill. A teacher's console and student piano equipped with headphones and an intercommunication system facilitate both individual and group performance. This is a performing organization with the music selected in accordance with the level of each student. (03154133) (NPLR06) (NPLR07) (NPLR08)
(Cavazos and Talkington)

Piano Lab II
Students build on their study of piano techniques with an emphasis on ensemble work. These advanced students work with computer-assisted composition, orchestral accompaniment disks, and the MT200 digital sequencer. All material is appropriate to the ability of the student and is varied from classical to popular. Prerequisite: Beginning piano lab (1 year) or the equivalent in private piano lessons. (03154233) (NPAR06) (NPAR07) (NPAR08) (Cavazos and Talkington)

Show Choir: Semester One/ Musical Theater: Semester Two
The Show Choir/Musical Theater class is a dual taught advanced performance class open to 7th and 8th grade students. Students must audition before being enrolled in the class. Pre-requisites include concurrent enrollment in choir and students must have completed Theater I or be currently enrolled in Intermediate Theater. Students in the class will perform in a musical in the spring semester. The Show Choir semester will include different styles of popular music with movement and dance. Show Choir students will perform at choir concerts and participate in recruiting and other community events. Pre-requisite: One year of theater and must enroll in musical theater for semester two. Instructor approval required. (03154234) (NSMT07), (03154334) (NSMT08) *Instructor Approval Required

Math and Science

Applied Math and Engineering 7
This cross-curricular course is designed to allow seventh grade students to use mathematical concepts as they prepare for engineering and math contests and projects during the school year. Competitions may include FutureCity, MathCounts, Dunbar's Math Fair, and Lego Robotics. The Advanced Technology Center, Texas Tech University College of Engineering and the Texas Society of Professional Engineers will provide technical assistance and resources in this partnership. (82920001) (MAMR07) (Dunbar)

Applied Math and Engineering 8
This course is a follow-up of Applied Math and Engineering 7. Eighth grade students will use mathematical concepts as they prepare for engineering and math contests and projects. The competitions may include FutureCity, MathCounts, Dunbar's Math Fair, and Lego Robotics. In addition, students will use Calculator-Based Laboratory and Calculator-Based Ranger sensing instruments as an enrichment extension of the algebra class. The Advanced Technology Center, Texas Tech University College of Engineering and the Texas Society of Professional Engineers will provide technical assistance and resources in this partnership. (8310001) (MAMR08) (Dunbar)

Forensics
In this course students will learn a variety of crime science investigation techniques that are commonly used including DNA analysis, fiber and chemical analysis, problem solving, hair and fiber testing, insects and crime scenes, observation skills and profiling, and various other investigative techniques. The course will culminate in the investigation of a mock crime scene where students will employ techniques learned and perform an "autopsy" on a frog to solve the crime mystery. (83700001) (SCFS08) (Dunbar)

Gateway to Technology (Project Lead the Way) (GTT) 7, 8
This course is intended for grades seven and eight and is offered as independent, nine-week units that explore aerospace, energy, the environment, green architecture, modeling, robotics, technology and other STEM-related topics. The activities-oriented curriculum challenges and engages the natural curiosity of students. GTT units, taught in conjunction with a rigorous academic curriculum, are designed to spark an interest in STEM subjects and prepare students for further study in high school. (N1303741) (YJGT78) (Atkins, Evans and O.L. Slaton)

G.E.A.R. Robotics
Students in this course will be introduced to robotics through the study of technology applications using Lego robots. Students will make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. They will work on building solutions to challenge-based problems for G.E.A.R. robotics competitions. This is a non-graded elective course offered in grades 6, 7 and 8. (82600001) (MAGR06) (MAGR07) MAGR08) (Hutchinson)

Lego Robotics I-III
Students will use mathematical and scientific concepts as they are introduced to the world of engineering through robotics. Students will learn basic concepts behind automation and control of robots using the Lego Robotics System. From creating stable structures to employing the use of sensors, students will use their creativity to design and program robots to complete a variety of tasks. Projects and activities will directly reinforce state math and science standards as well as providing additional computer and technology skills.

Texas Tech University College of Engineering and the Texas Society of Professional Engineers will provide technical assistance and resources in this partnership. (82900001) (MARR06) (82980001) (MARR07) (83700001) (MARR08) (Cavazos, Dunbar, Mackenzie, and Talkington)

Science Career Investigation
Students will be introduced to the multitude of high paying careers in the fields of science and technology. This course will feature teachers and professionals from fields such as pharmacology, medicine, nursing, wildlife biology, petrochemistry, engineering directly, and meteorology. Students will directly experience these careers through hands-on activities, mini-field trips, and guest speakers. (82700005) (SCSC06) (Dunbar)

TMSCA Math and Science
Students will learn the basics of calculator applications, number sense math, and science as they hone their skills to compete in TMSCA math and science competitions throughout the spring semester. This is a course strictly for practicing skills and studying for competitions. Hutchinson has a long tradition of having 40 (+) students each year who qualify for state competition as well as placing in the top 5% of all students in the state. This is a non-graded elective course offered in grades 6, 7 and 8. (82900001) (MTSC06) (82920001) (MTSC07) (83100001) (MTSC08) (Hutchinson)

Multimedia and Communication

Advanced Media Literacy/Broadcast Journalism
Students with prior experience can be selected to be a member of the Advanced Media Literacy and Broadcast Journalism class. These class members will have the opportunity to produce C-TV. This broadcast team generates a daily news show which features events happening around Cavazos. (83600001) (LTDR08) (Cavazos)

Advanced Technical Theater
This year-long class is for 7th and 8th grade students who have completed Beginning and Intermediate Theater Arts. It offers a semester long in-depth look at technical theater and allows students a hands-on opportunity to work the technical aspects of theater (lighting, costuming and set design.) Pre-requisite: Beginning and Intermediate Theater/ Semester Two must enroll in One Act Play. (82910001) (LCTR07) (83000001) (LCTR08) (Hutchinson) (OL Slaton)

Cinematography
Students will write and direct their own screenplays and learn how to digitally edit and assemble video footage to make short documentaries and videos. Available to eighth graders with prior experience in digital photography. (82990001) (LECG07) (83800001) (LECG08) (Hutchinson)

Computer Animation I
Students in Computer Animation learn Adobe Flash while creating animated projects. Students are introduced to terms and practices used in the world of computer animation. At the end of the year students will have the ability to create 2D animations, 2D characters, and 2D cartoons. This course fulfills prerequisite requirements for courses at the Byron Martin Advanced Technology Center. (03154110) (ARAN06) (03154210) (ARAN07) (03154310) (ARAN08) (Cavazos, Talkington)

Computer Animation II
Students will further develop skills learned in the beginning class. The main emphasis of this course is to equip students with industry required skills for designing and developing Flash- animated products including gaming. Games will be created to enhance core subject matter. (03154110) (ARIR06) (03154210) (ARIR07) (03154310) (ARIR08) (Cavazos, Talkington)

Creative Writing
This course develops and reinforces skills in reading, oral and written communication, and critical thinking. Students will study the works of writers, musicians, and artists to consider how they use the world around them as a source for ideas and inspiration. They will apply tools and strategies as they investigate writing through a range of creative projects and develop original works of fiction, non-fiction, and poetry. (83000001) (LEWR08) (Hutchinson)

Digital Photography & Design
This class involves the development of skills in the art of digital photography. Photos taken by the students are used in school publications throughout the year, as well as posted on the school website and in the yearbook. (82970001) (LPHT07) (83600001) (LPHT08) (Evans) (Hutchinson)

Digital Art and Media I
This class teaches the basics of digital design using the latest technologies. Students will be immersed in software used in the field of graphic design such as Adobe Photoshop, Illustrator, and Fireworks. Students will create digital art that is aesthetically pleasing while following the elements and principles of art. (03154110) (AEAR06) (Cavazos, Talkington)

Digital Art and Media II
Students in this class use skills learned in Electronic Media to further develop their design skills through a variety of complex projects. Students are introduced to graphic artists currently working in the field and tour Texas Tech University to explore career opportunities in the world of graphic design. (03154210) (AEAR07) (Cavazos, Talkington)

Digital Art and Media III
Students in this class use skills learned in Electronic Media to further develop their design skills through a variety of complex projects. Students are introduced to graphic artists currently working in the field and tour Texas Tech University to explore career opportunities in the world of graphic design. (03154310) (AEAR08) (Cavazos, Talkington)

Global Book Study
Students will enhance their reading skills and challenge their lexile levels as they read, study and collaborate with students from different countries all over the world on books of varying genre throughout the school year. This is a non-graded elective course for students in grades 7 and 8. (82910001) (LGBR07) (83000001) (LGBR08) (Hutchinson)

Journalism I
This is an introductory course in journalism. Journalistic techniques presented in the classroom include reporting, editing, special writing, and photojournalism. A newspaper, newsletter, and yearbook are produced as a laboratory project. In addition, basic TV production will be experienced. (03200550) (LJOR07) (Dunbar) (LJOR08) (Dunbar, Mackenzie, Talkington)

Media Literacy and Video Production I
This course provides students with many opportunities to look critically at the images, sounds and print material within our society. Students will view broadcast news and videos, study newspapers and magazines, and conduct research on the internet. Throughout the year, students will create their own videos which will demonstrate their knowledge of the art of video production. Students will also learn the technical skills required for membership in the C-TV news crew. (82900002) (LTCR06) (Cavazos)

Media Literacy and Video Production II
Students with prior experience can be selected to be a member of the Advanced Media Literacy and Broadcast Journalism class. These class members will have the opportunity to produce C-TV. This broadcast team generates a daily news show that features events happening around Cavazos. (83600001) (LTDR08) (Cavazos)

Peer Assistance, Leadership and Service
This is a course for 8th graders who are interested in helping other students feel more connected to school both academically and socially. Students attend trainings throughout the school year as well as follow a curriculum that incorporates the IB Learner Profile attributes and is taught by our school counselors. Interested students must be academically sound, have good attendance and behavior, and complete the application process to be considered for the program. (83800001) (PAAL08) (Hutchinson)

Photography
This course is designed to introduce students to photography as an art form. Students will develop basic skills and techniques in camera operation, film processing, darkroom procedures, composition, photo editing, mounting, presentation, and graphic design. (03154210) (APHR07) (03154310) (APHR08) (Hutchinson)

Special Interest Reading
Students will study the writings of J.K. Rowling, Tolkien, CS Lewis, Robert Cormier, Eoin Colfer, and others that spark great interest in the middle school student. This class is offered to magnet students who desire a greater depth of study in reading. (82000002) (LRSP06) (82910001) (LRSP07) (83000001) (LRSP08) (Hutchinson)

Technology Applications I, II and III
This course will give students a chance to increase their keyboarding skill with proper type by touch method. Students will experience various applications through units of study and develop their understanding of the importance of technology and its impact in the business world. (82600001) (YJTA06) (3580100) (YJTA07) (3580120) (YJTA08)

World Languages

French Level I, Grade 7 or 8, 1 High School Credit
French I is the introductory course to the French world, which continues to develop the basic conversational, reading and writing skills, increasing vocabulary and grammar skills to meet the TEKS goals of Communication, Cultures, Connections, Comparisons, and Communities at the ***novice-mid to novice-high*** level of proficiency. Students who earn credit for both semesters of French 1 will receive credit for one year of high school French. (03410100) (FFRR11) (Evans)

French Level II, Pre-AP, Grade 8, 1 High School Credit
French II continues to develop the basic conversational, reading and writing skills taught in Level I, increasing vocabulary and grammar skills to meet the TEKS goals of Communication, Cultures, Connections, Comparisons, and Communities at the ***novice-mid to novice-high*** level of proficiency. *Prerequisite: French 1 or Placement Exam* (03410200) (FFRR21) (Evans)

Spanish Language Arts & Reading, Grade 6
SLAR is a course designed for Dual Language students that mirrors the 6th grade ELAR courses while incorporating the SLAR TEKS and standards that are authentic to Spanish language and literacy. *Prerequisite: Successful completion of elementary Dual Language Program* (02446000) (FSPR06) (Atkins)

Spanish Level I, Grade 7 or 8, 1 High School Credit
Spanish I is the introductory course to the Spanish world, which continues to develop the basic conversational, reading and writing skills, increasing vocabulary and grammar skills to meet the TEKS go**als** of Communication, Cultures, Connections, Comparisons and Communities at the **novice mid to novice high** level of proficiency. Students who earn credit for both semesters of Spanish I will receive credit for one year of high school Spanish (03440100) (FSPR11) (Offered at all middle school campuses)

Spanish Level II, Grade 8, 1 High School Credit
Spanish II continues to develop the basic conversational, reading, and writing skills taught in Level I, increasing vocabulary and grammar skills to meet the TEKS goals of Communication, Cultures,

Connections, Comparisons, and Communities at the ***novice-mid to novice-high*** level of proficiency. *Prerequisite: Spanish I or earning Novice-mid or higher on Placement Exam.* (03440200) (FSPR21)

Spanish Level II, Pre-AP, 1 High School Credit
Spanish II Pre-AP is a course designed for intermediate low–intermediate med proficiency level Spanish students. The course follows Spanish Language Arts and Reading (SLAR) TEKS. Students study strands related to Reading, Writing, Research, and Oral Communication. Students' expectations and assessments will be more rigorous, thus encouraging students to continue communicating at a high proficiency level while preparing for future Advanced Placement testing. *Prerequisite: Earning credit for Spanish I or earning novice high or higher on the Spanish I Placement Exam.* (03440200) (FSPH2A) (Atkins) (Hutchinson) (Talkington) (Irons) (Evans)

Spanish Level III, Pre-AP, 1 High School Credit
Spanish III Pre-AP is a course designed for designed for intermediate med–intermediate high proficiency level Spanish students and incorporates Spanish Language Arts and Reading (SLAR) TEKS. Students study strands related to Reading, Writing, Research, and Oral Communication. Student expectations and assessment will be more rigorous, thus encouraging students to continue communicating at a high proficiency level while preparing for future Advanced Placement testing. *Prerequisite: Earning credit for Spanish II or earning an 80% or higher on the Spanish II Placement Exam.* (03440300) (FSPH3A) (Atkins) (Hutchinson) (Talkington)

Spanish Level IV AP, 1 High School Credit
Spanish IV AP is a comprehensive Intermediate high level course in the Spanish language. Students will continue refining the skills taught and practiced in the intermediate course, focusing on conversation, advanced vocabulary, advanced writing, and advanced reading skills needed for the Spanish Language Advanced Placement Exam (or other university placement tests). Both students and teacher are expected to use the Spanish language the majority of class time, while meeting the TEKS goals of Communication, Cultures, Connections, Comparisons, and Communities at the intermediate-high proficiency level. *Prerequisite: Earning credit for Spanish III or earning an 80% or higher on the Spanish III Placement Exam.* (A3440100) (FSPH4A) (Atkins)

SPECIAL PROGRAMS

Spanish Language Enrichment Program

The Spanish Language Enrichment Program is available for students who began the Dual Language Enrichment Program in Kindergarten at Bean, Harwell, McWhorter or Ramirez elementary schools, or for students who come from Spanish speaking countries AND who speak both Spanish and English.

Students who successfully completed the Dual Language Enrichment Program in elementary school may pursue the Spanish Pre-AP/AP course sequence available only at Atkins Middle School. These include strands such as: **Reading**, where students read and understand a wide variety of literary and informational texts; **Writing**, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; **Research**, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; **Listening and Speaking**, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and **Oral and Written conventions**, where students learn how to use the oral and written conventions of the Spanish language in speaking and writing. AP themes are included in courses.

The course sequence for students at Atkins Middle School will be as follows:

Grade 6 Spanish II Pre-AP (Completion of this course will provide Spanish II credit)
Grade 7 Spanish III Pre-AP
Grade 8 Spanish IV AP (Spanish IV AP includes the opportunity to take the College Board AP Spanish Language Exam at the end of the school year)

Advanced Heritage speakers that did not participate in the Dual Language Enrichment Program may be eligible to participate based on proficiency exam scores. These students will be placed in a level that is appropriate to their demonstrated proficiency level on the placement exam. In high school, these students may have the option of taking additional advanced Spanish courses as available on the designated campus.

English as a Second Language

For middle school students who have limited proficiency in English, the Lubbock Independent School District offers English as a Second Language (ESL) classes. Students who were in the ESL or Bilingual program in elementary and have not exited the ESL or Bilingual programs should continue on recommendation of the elementary Language Proficiency Assessment Committee (LPAC) by taking courses from middle school teachers in each core content area that have been trained and certified as ESL teachers.

Even though the middle school ESL program is not a bilingual program, it does not ignore the student's first language and culture during instruction. Comparisons are made between the languages, the student's first language is used whenever possible for reinforcement and clarity, and the cultural aspects of the student's own background are emphasized and reinforced.

For the high middle school English language learner (ELL) student, language learning is approached through the use of sheltered instruction to prepare students to be successful in all their classes. Vocabulary development, improvement of reading and writing skills, and cultural awareness are areas of emphasis.

Gifted and Talented

Students who are identified as Gifted and Talented (G/T) will be provided opportunities in designated English, social studies, math, and science courses to meet their educational, psychological, and social needs. Students will be provided opportunities to work together with other G/T students and independently to produce advanced level products or performances. The curriculum will be differentiated through content (depth and complexity), process, and product.

Special Education

All children with disabilities in the state, who are in need of special education and related services, including children with disabilities attending private schools, must be identified, located, and evaluated. This process, called Child Find, is the responsibility of the public school where the child's private or home school is located. LISD provides a continuum of services as required by the Individuals with Disabilities Education Act (IDEA).

Campus Assignments

Student campus assignments will be based upon appropriate program, space availability, and proximity to the student's home campus.

GUIDELINES for Requesting to Drop/Add a Class

A student will be allowed to drop/add a year-long or semester course from his/her schedule during the first two weeks of the first semester. A student who is in a semester course will be allowed to drop/add a class in the first two weeks of the second semester. Year-long courses can NOT be dropped in the second semester nor will students be allowed to move into a year-long course at semester.

EXCEPTIONS to Guidelines for Requesting to Drop/Add a Class

The only exceptions to the above guidelines involve level changes from an advanced course to its on-level equivalent or vice-versa (see below under **EXCEPTIONS to Guidelines for Requesting Level Changes**).

PROCEDURES for Requesting to Drop/Add a Class

- A course will only be dropped/added during the first two weeks of the semester with the approval of the student, the parent, the counselor, and the campus administrator.
- Signed parent permission must be received before any class is dropped/added.
- The student's credit status will be evaluated carefully before approval is given.
  Note: ARD committee decisions may waive the deadlines listed above.

GUIDELINES for Requesting Level Changes
A student shall remain in an advanced course for the entirety of the 1st six weeks (or the 4th six weeks in the case of a semester course in the second semester) before a level change will be considered. A student may be granted a level change from an advanced course to the equivalent on-grade-level course between the end of the first six weeks and the end of 2nd week of the 2nd six weeks. A student shall remain in the course for the remainder of the school year after the drop window has passed.

EXCEPTIONS to Guidelines for Requesting Level Changes
A student may drop to an on-grade-level equivalent of a year-long advanced course within the ***first two weeks of the second semester*** if the student has a ***1st-semester average of 75 or below and there is space available within the on-grade-level sections.*** No level changes will be granted after that point for a year-long course.

Students taking an ***advanced course that has no on-grade-level equivalent*** are allowed to drop a course within the first two weeks of school (or of the 2nd semester in the case of a semester course). Otherwise, the student must remain in the course for the remainder of the school year after the drop window has passed.

With the recommendation of the teacher of the ***advanced core course***, a student may move from an on-grade-level core course to its advanced equivalent (i.e. from 6th grade English to 6th grade Pre-AP English) within the first two weeks of the second semester.

PROCEDURES for Requesting Level Changes
The following guidelines must be followed before a student will be able to drop an advanced course:

- The student shall initially meet with the teacher concerning the level change request.
- The parent and teacher must make contact (by phone, email, or in person)
- The student must secure the written approval of the parent and teacher before returning the form to the counselor, and the teacher must make a record of the teacher-student and teacher-parent contact before signing the schedule change form.

Entrance from Non-Accredited Institutions and Home School Programs

Students entering a District school from non-accredited public, private, or parochial schools, including home schools, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

The District shall validate high school credit for courses of transfer students from non-accredited public, private, or parochial schools by testing or by other evidence that the courses meet State Board requirements and standards. *{FD (LOCAL)}* Students will be administered an assessment test(s) or credit by exam(s) in order to determine grade level placement, and to determine graduation credits for high school courses in grades 9-12.

Partial Day Students –Testing Programs; State Assessment
Every student receiving instruction in the essential knowledge and skills shall take the appropriate criterion-referenced assessments, as required by Education Code Chapter 39, Subchapter B. *Education Code 39.023(a), (c), (f); 19 TAC 101.5(a) {EKB (LOCAL)}*

HIGH SCHOOL GRADUATION REQUIREMENTS

In the spring semester, eighth grade students and parents will be directed to the LISD website to view the High School Course Offerings Booklet information under the "Parent" tab.

- One must have passed the required state tests or have been exempted as a result of an ARD decision. Every student and parent at the beginning of the student's seventh grade year will be notified of the essential skills and knowledge to be measured. Every student new to the district after the seventh grade will be notified about the testing requirements for graduation including the essential skills and knowledge to be measured.
- The State of Texas Assessments of Academic Readiness (STAAR) tests include five end-of-course assessments. Students must meet the end-of-course testing requirements, as well as earn credits in required courses, in order to earn a diploma.
- One must have earned the necessary number of credits as defined by that program.
- Transcripts will be marked with seals indicating the graduation program for each student. In addition, a student's endorsement and performance acknowledgements will be placed on the transcript.
- All units for graduation shall be earned in grades 9-12, with the exception of Algebra I in grade 8, and world languages taken in grades 7 or 8. These courses are used to figure rank in class. Grade point average will be calculated as described in the district's policy *{EIC (LOCAL)}.*

VALEDICTORIAN, SALUTATORIAN, HONOR GRADUATE

A. Students desiring to reach any of the levels named should take weighted courses in the earliest year possible. Course planning should begin as the student enters the eighth grade. Students and parents are encouraged to consult with school counselors and to attend any orientation meetings provided that address this topic.

B. The student with the highest grade point average in each high school shall be named valedictorian. The student with the second highest grade point average shall be named salutatorian. The grade point average for these two shall not be limited to the hundredth place. If there is a tie, those tied receive the same honor. Other policies include:

1. All semester courses, in which a numerical grade is given, including algebra in grade 8 and world language in grades 7 and 8, are used in averaging.

2. A course may be taken a second time only if the first grade is below a 90. If the same course is taken a second time, both grades shall show on the transcript and both grades shall be counted toward the grade point ratio and the rank in class.

3. Certain courses are specified by the district to receive additional grade points.

4. To be valedictorian or salutatorian, the student shall have attended high school for eight consecutive semesters and shall have attended a district high school the two years prior to graduation. Early graduates cannot be valedictorian or salutatorian.

5. The provisions governing the selection of the valedictorian and salutatorian shall be the same as those used in the ranking of senior students with ranking to be determined after the end of the 5th six weeks of the senior year.

6. Student must have completed no later than March 1 any credits earned from a source other than the District.

7. Must have completed the Foundation plus Endorsement Program for graduation.

C. An honor graduate shall have a grade point average of 3.50 and the average shall not be rounded up. A high honor graduate shall have a grade point average of 4.00 and the average shall not be rounded up.

FINANCIAL AID

Financial aid is available to help qualified students pay for education beyond high school. It is very important to begin planning early. Information can be obtained from counselors and from the college financial aid office. The Texas Higher Education Coordinating Board has a very comprehensive website: www.thecb.state.tx.us. At this website, students and parents can read about tuition exemptions, grant programs, the top 10% admissions statute, the FAFSA (free application for federal student aid) and other information about financial aid. Financial aid may include scholarships, loans, grants, and work study program.

Scholarships and Grants

Top 10% Rule

Texas Education Code Section 51.803
Amended August 26, 2009

If you are in the top 10% of your high school graduating class, you are eligible for automatic admission to any public university in Texas *except the University of Texas at Austin* (see below). To meet the requirements for automatic admission, you must:

- Graduate in the top 10% of your class at a public or private high school in Texas, ***or***
- Graduate in the top 10% of your class from a high school operated by the U.S. Department of Defense and be a Texas resident or eligible to pay resident tuition;
- Enroll in college no more than two years after graduating from high school;
- Successfully complete the requirements for the Foundation High School Program plus Endorsement including Algebra II (Distinguished Level of Achievement), or satisfy College Readiness Benchmarks on the ACT or SAT college entrance exam;
- Submit an application to a Texas public university for admission before the application deadline. (Check with the university for specific deadlines.)

Students must graduate under the distinguished level on the Foundation Program plus Endorsement in order to be eligible for automatic admission to any public university in Texas.

If you are admitted to college through the Top 10% Rule, you may still be required to provide SAT or ACT scores, but these scores are not used for admissions purposes. You must also take the TSI Assessment, unless you are exempt from the test requirement. Be sure to check with the college admissions office regarding testing requirements.

After you are admitted, the university may review your high school records to determine if you are ready for college-level work. If you need additional preparation, you may be required to take a developmental, enrichment or orientation course prior to your first semester of college. Please keep in mind that admission to a university does not guarantee acceptance into a particular program of study or academic department.

Information for Admission to the University of Texas at Austin

Entering Freshman Class of Summer/Fall 2020 and Spring 2021

In accordance with Senate Bill 175

Senate Bill 175, passed by the 81st Texas Legislature, allows the University of Texas at Austin to limit automatic admission to 75% of the university's enrollment capacity designated for first-time resident undergraduate students.

The University has determined that it will automatically admit all eligible summer/fall 2020 and spring 2021 freshman applicants who rank within the **top 6%** of their high school graduating classes, with remaining spaces to be filled through holistic review. Students are encouraged to confirm all admission criteria with the University of Texas at Austin.

Toward Excellence, Access, and Success Grant Program (TEXAS Grant)

The Texas Legislature established the TEXAS Grant to make sure that well-prepared high school graduates with financial need could go to college.

Eligibility Requirements

As of Fall 2014, public community colleges, public technical institutes, and public state colleges will no longer be able to make Initial Year (IY) TEXAS Grant awards to students.

To receive a basic initial award through the TEXAS Grant Program, a Baccalaureate student must:

- Be registered with Selective Service, or be exempt
- Have a 9 month Expected Family Contribution (EFC) of no more than $5609;
- Be classified by the institution as a Texas Resident;
- Have not been convicted of a felony or crime involving a controlled substance;
- Be enrolled at least three-quarter time as:

A Baccalaureate student who:

- Graduated from an accredited public or private high school in Texas; and
- Enrolled in an undergraduate degree or certificate program at an approved institution within 16 months from high school graduation, having not accumulated more than 30 Semester Credit Hours (SCH's) (excluding credits for dual enrollment or by examination); OR

A Baccalaureate student who:

- Earned an associate degree from a public or private nonprofit institution of higher education in Texas; and
- Enrolled in an eligible institution within 12 months after receiving the associate degree; OR

A Baccalaureate student who:

- Graduated from an accredited public or private high school in Texas May 1, 2013 or later; and
- Enlisted in military service within 12 months of high school graduation and enrolled in an eligible General Academic Teaching Institution (GATI) within 12 months of receiving an honorable discharge; OR

A Baccalaureate student who:

- Transferred into a public university in Texas with at least 24 SCH's and a minimum 2.5 GPA; and
- Received an initial year (IY) Texas Educational Opportunity Grant (TEOG) in Fall 2014 or later.

To receive priority consideration for an initial year (IY) award through the TEXAS Grant Program, a student must:

- Meet the basic initial year (IY) student eligibility requirements (see section above);
- Meet the state priority deadline of March 15th; and
- Meet the requirements in at least 2 of the following 4 areas

AREA	REQUIREMENT(S)
Advanced Academic Program	12 hours of college credit (dual credit or AP courses), complete the Distinguished Achievement Program (DAP), or complete the International Baccalaureate Program (IB).
TSI Readiness	Meet the Texas Success Initiatives (TSI) assessment thresholds or qualify for an exemption.
Class Standing	Graduate in the top one/third of the HS graduating class or have a B average.
Advanced Math	Complete at least one math course beyond Algebra II as determined by the Texas Education Agency (TEA). Complete at least one advanced career and technical course, as determined by TEA.

To receive a renewal year (RY) award through the TEXAS Grant Program, a student must:

- Be enrolled at least three-quarter time as an undergraduate student who previously received a TEXAS Grant award and has not yet been granted a baccalaureate degree;
- Have not been convicted of a felony or crime involving a controlled substance.
- Have a calculated financial need;
- Maintain satisfactory academic progress (SAP):

At the end of the first year:

Meeting Institutional SAP Policy

At the end of all years preceding the first year:

2.5 Cumulative GPA

24 Semester Credit Hours (SCH's) in an Academic Year

Each recipient's maximum time frame will be monitored to ensure compliance as outlined below:

Recipient Entering the Program as a High School Graduate	Maximum time frame for receiving the grant is the first of: ● 5 years from the start of the semester in which the student received the first award if in a degree plan of 4 years or less; ● 6 years from the start of the semester in which the student received the first award if in a degree plan of more than 4 years; ● 150 SCH attempted while receiving the grant; or ● completion of a baccalaureate degree.
Recipient Entering the Program with an Associate Degree	Maximum time frame for receiving the grant is the first of: ● 3 years from the start of the semester in which the student received the first award if in a degree plan of 4 years or less; ● 4 years from the start of the semester in which the student received the first award if in a degree plan of more than 4 years; ● 90 SCH attempted while receiving the grant; or ● completion of a baccalaureate degree.
Recipient Entering the Program as a Transfer Student	Maximum time frame for receiving the grant is the first of: ● if 1st award was made out of high school, no more than 150 SCHs; ● if 1st award was made after obtaining an associate degree, no more than 90 SCHs; or ● completion of a baccalaureate degree.

Beginning with awards for the 2015-2016 academic year, a student's eligibility for TEXAS Grant ends once he or she has attempted 150 SCH's or the equivalent unless the student is granted a hardship extension.

Texas Public Educational Grant Program (TPEG)
The TPEG provides grant assistance to students with financial need. Students who are Texas residents, non-residents, or foreign students, show financial need, and register for the Selective Service or are exempt from this requirement can apply. Each institution may set its own priorities in making awards to undergraduate or graduate students; to full- or part-time students. Check with the specific institution to find out these requirements. Public colleges or universities in Texas make TPEG awards from their own resources. Only in-state (Texas) colleges or universities may participate in the program. Only public colleges or universities participate in the program (no private, non-profit or career colleges or universities). Students must complete the Free Application for Federal Student Aid (FAFSA). Each institution might set its own maximum award amounts. The financial aid office at the college or university the student applied to will notify the student if he/she is eligible. For additional information visit: www.collegeforalltexans.com.

The Tuition Equalization Grant Program (TEG)
The purpose of the Tuition Equalization Grant Program (TEG) is to provide grant aid to students with financial need to enable them to attend private, non-profit colleges or universities in Texas.

Eligibility Requirements:

- Be classified by the institution as a Texas resident;
- Show financial need;
- Be enrolled in an eligible institution in Texas in a degree plan leading to a first associate, baccalaureate, master's or doctoral degree (excluding degree plans that are intended to lead to religious ministry);
- Earn and maintain an overall college GPA of at least a 2.5 on a 4.0 scale and complete at least 24 credit hours per year (18 credit hours per year if a graduate student) with a minimum completion rate of 75%;
- Be enrolled at least ¾ time;
- Are not receiving athletic scholarships;
- Be required to pay more tuition than they would pay to attend a public institution; and
- Be registered for Selective Service or be exempt from this requirement.

Eligible Institutions:
Only private, non-profit Texas colleges or universities may participate in the program.

Award Amount:
The program maximum is $3,364 per school year. However, undergraduate students with exceptional need (those whose Expected Family Contributions are less than or equal to $1,000) may receive awards of up to $5,046 in a given year. Awards may not exceed the student's financial need or the amount of tuition the student is paying in excess of what he or she would pay at a public institution.

Public Notification of Nondiscrimination
Lubbock Independent School District

The Lubbock Independent School District offers career and technical education programs in Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Business Management & Administration; Health Science; Human Services; Information Technology; Manufacturing; Science, Technology, Engineering & Math (STEM) and Transportation, Distribution & Logistics. Admission to these programs is based on application, parent approval, school achievement, and interest.

It is the policy of the Lubbock Independent School District not to discriminate on the basis of race, color, national origin, sex, or handicap in its educational and vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of the Lubbock Independent School District not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The Lubbock Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact Dana King, telephone (806) 219-0460, for Title II of the Americans with Disabilities Act of 1990, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973. Contact Rick Rodriguez, Assistant Superintendent for Human Resources, telephone (806) 219-0040, for Title IX of the Education Amendments of 1972, as amended, Title VI of the Civil Rights Act of 1964, as amended, and the Age Discrimination Act of 1975, as amended.

Lubbock Independent School District
1628 19th Street
Lubbock, Texas 79401