# MZNTGOMERY INDEPENDENT SCHOOL DISTRICT 

## 2024-2025 <br> Junior fligh School Course Selection Guicle

It is the policy of Montgomery ISD not to discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups.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. Montgomery ISD will take steps to assure the lack of 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 the Title IX Coordinator, Denise Miner (936) 276-2000 and/or the Special Education/ Section 504 Coordinator Alayna Siemonsma, (936)276-2464, 20774 Eva St., Montgomery, Texas 77356.

Es norma de Montgomery ISD no discriminar en sus programas, servicios o actividades vocacionales y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados por motivos de raza, color, origen nacional, sexo o impedimento, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda. Montgomery ISD tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales. Para información sobre sus derechos o procedimientos de quejas, comuníquese con el Coordinador del Título IX, Denise Miner en (936) 276-2000, y/o el Coordinador de la Sección 504, Alayna Siemonsma en (936) 276-2464, 20774 Eva St., Montgomery, Texas 77356.

## MISSION

Montgomery ISD, in partnership with families and the community, will grow and develop future generations of leaders and productive citizens by offering innovative academic programs responsive to every student's individual needs. The district will prepare all students for the college, career, or military opportunity of their choice and will educate the whole child by addressing the student's social and emotional well-being. The workplace culture of Montgomery ISD will be one of positivity, collaboration, and trust.

Montgomery ISD will accomplish this mission through an unwavering commitment to increasing academic outcomes for all students; providing safe school environments where productive academic instruction can occur; exercising fiscal transparency while being responsible fiduciaries of taxpayer dollars; offering world-class educational tools, resources, and facilities; recruiting, hiring, growing, and retaining high-quality educators and employees; and engaging in clear and consistent communication with parents, staff, and stakeholders.

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## SECTION I: JUNIOR HIGH ACADEMIC GUIDE

## PUBLIC EDUCATION IN TEXAS CURRICULUM REQUIREMENTS

The direction for public education in Texas is driven by the legislature and is delegated to the State Board of Education as the chief governing body of public schools in Texas.

The philosophy of the State Board of Education established the framework for the goals of public- school education. Public education is responsible for providing each student with the opportunity for development of knowledge, skills, and competencies that every student should possess to be a self- supporting, self-governing, and contributing member of society. A primary purpose of the curriculum must also be to prepare thoughtful, active citizens who understand the importance of patriotism, can function productively in a free enterprise society, and appreciate the basic democratic values of our national heritage.

## CURRICULUM REQUIREMENTS

Our Junior Highs provide a multiple period day for instruction, and most students will enroll in six or seven classes. Students taking Algebra 1 in 8th grade will be enrolled in eight classes. Course requirements mandated by the Texas Education Agency are reflected in the courses listed below. Electives are one semester $1 / 2$ credit or one year 1 credit.

| Sixth Grade | Seventh Grade | Eighth Grade |
| :---: | :---: | :---: |
| Reading Language Arts: (1 credit) | Reading Language Arts: (1 credit) | Reading Language Arts: (1 credit) |
| Mathematics (1 credit) | Mathematics (1 credit) | Mathematics (1 credit) |
| Science (1 credit) | Science (1 credit) | Science (1 credit) |
| Social Studies (1 credit) | Social Studies (1 credit) | Social Studies (1 credit) |
| Physical Education (1 credit)* | Physical Education (1 credit)* | CTE Principles Course (1 CTE/high school credit) |
| Elective: Must have a Fine Arts elective taken during $6^{\text {th }}, 7^{\text {th }}$ or $8^{\text {th }}$ grade (1 credit) | Elective: Must have a Fine Arts elective taken during $6^{\text {th }}, 7^{\text {th }}$ or $8^{\text {th }}$ grade (1 credit) | Elective (2 elective credits) <br> If taking Algebra 1 (3 elective credits) |
| Total $=6$ credits | Total $=6$ credits | Total $=\mathbf{7}$ credits for students taking 8th Level Math Total $=8$ credits for students taking Algebra । |

- Students are required to take 1 credit of Physical Education in either 7th or 8th grade.
- Students in grades 6,7 , and 8 are required to have completed a Fine Art credit while in Junior High. Fine Arts electives include Art, Theatre Arts, Music Appreciation, Band, or Choir.

High School courses taken in junior high school will earn credit toward the 26 credits required for graduation. Grades earned in this manner are not included in the GPA (Grade Point Average) and not used for ranking purposes nor do they replace grades earned during the regular school year on the academic achievement record (transcript).

## COURSE INFORMATION

## GRADING <br> The state grading scale is as follows:

| 90-100 | A |
| :--- | :--- |
| $80-89$ | B |
| $70-79$ | C |
| $70-100$ | P |
| 69-Below | F |

In grades 2-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all core subject areas and a grade of 70 or above in reading/language arts and mathematics. The parent or guardian of each student who has not successfully completed a subject or course for the year shall be notified by the district as soon as practical of any summer program available in the district that may permit the student to successfully complete the failed subjects or courses.

## ELIGIBILITY REQUIREMENTS FOR EXTRACURRICULAR ACTIVITIES

A student may participate in extracurricular activities by having a passing grade of 70 in ALL subjects and by meeting the other requirements set by local and state policy. At the end of a grading period, a student who receives a grade below 70 (grade below 65 in an advanced/accelerated course in English/Language Arts, mathematics, science, social studies, or Spanish I, Spanish II, Spanish III) in any academic class may not participate in extracurricular activities for at least three school weeks. The student becomes ineligible seven (7) days after the last day of the grading period. For example, if the grading period ends at $2: 35$ p.m. on Friday, [INSERT CORRECT DATE FOR 24-25], the suspension would take effect at $2: 35$ p.m. on Friday, [INSERT CORRECT DATE FOR 24-25].

## SPECIAL EDUCATION

Students with disabilities may be eligible for and need special education services. MISD offers a wide range of instructional options for students with disabilities through services designed to meet unique education needs. These instructional options range from placement in the general education classroom with support services to placement in specialized classes. Students with disabilities may also be eligible for and need certain related services that may be necessary for the student to benefit from special education instruction.

An ARD Committee that includes the student, parents, administrators, counselors, teachers, and special education personnel makes all special education programming decisions for individual students.

## MINIMUM CLASS SIZE FOR ELECTIVE COURSES

Elective courses listed in the Course Selection Guide will be scheduled during the following school year provided a sufficient number of students pre-register for the course. If pre-registration exceeds the student minimum, then drops below the minimum prior to final scheduling, the course will be dropped.

## CLASSES OF LIMITED ENROLLMENT

In certain classes, enrollment must be limited because of facilities and/or equipment. Enrollment priority will be given to 8th graders. Students will be scheduled into an alternate choice if space is not available in their first-choice class.

## ALTERNATIVE SELECTIONS - ELECTIVES

Students must select alternate selections in order to ensure a complete schedule. Every attempt will be made to honor students' first choices; but due to physical limitations, maximum class sizes may need to be imposed.

## CREDIT BY EXAM WITHOUT PRIOR INSTRUCTION

Students wanting information regarding credit by exam without prior instruction should contact the counseling office. Students may not use credit by exams to gain credit when credit has been denied for excessive absences or when a student has received prior instruction over the material tested. Please Note: CREDIT BY EXAM DATES for the 2024-2025 school year will be announced on the MISD website.

## CAREER AND TECHNICAL EDUCATION

Students in the 8th grade have the opportunity to participate in taking a career assessment. They will use the results to plan courses for high school and beyond in their CTE Principles course.

## ADVANCED CLASSES

Montgomery ISD acknowledges that student participation in advanced coursework is valuable. MISD encourages all willing and/or academically prepared students to participate in advanced courses. Advanced courses are designed to prepare students for college-level courses, like AP and Dual Credit, in high school. Participation in advanced courses is a foundation of college readiness. Students who participate in AP coursework are more likely to complete a bachelor's degree in college and typically have higher college GPAs.

## Choosing Advanced Academics:

Montgomery ISD acknowledges that student participation in advanced coursework is valuable. MISD encourages all willing and academically prepared students to participate in advanced courses. Advanced courses are designed to prepare students for college-level courses, like AP and Dual Credit, in high school. Participation in advanced courses is a foundation of college readiness. Advanced courses in Montgomery Independent School District are designed to challenge students beyond level coursework. A good indicator for success in advanced courses is student mastery on the most recent state assessments. While we expect students to be successful in all advanced coursework, a close look at the student's total course load and commitment to other activities should also be considered when choosing how many advanced courses to take.

Students may exit an advanced course with parent approval within the 1st six weeks of the first semester or they may exit at the end of the first semester.

Please note: Students and Parents/Guardians must sign the Advanced Agreement Form before being enrolled into an ADV. course. These are to be returned to the Counseling Office.

Students who are willing and/or academically prepared may consider enrolling in the following classes:

| 6th Grade | 7th Grade | 8th Grade |
| :--- | :--- | :--- |
| 6th Accelerated Mathematics | 7/8 Math | Algebra I |
| 6th Advanced Reading Language Arts | 7th Accelerated Mathematics | 8th Advanced Reading Language Arts |
| 6th Advanced Science | 7th Advanced Reading Language Arts | 8th Advanced Science |
| 6th Advanced World Cultures | 7th Advanced Science | 8th Advanced U.S. History |
|  | 7th Advanced Texas History |  |

If a student takes Algebra I in junior high, it is strongly suggested that he/she complete four (4) math credits during high school in order to ensure college readiness.

## COURSES TAKEN FOR HIGH SCHOOL CREDIT

High school courses taken in junior high school will earn credit toward the 26 credits required for graduation. Grades earned in junior high are not included in the GPA (Grade Point Average) and not used for ranking purposes nor do they replace grades earned during the regular school year on the academic achievement record (transcript). Credit earned in these classes will become part of the permanent high school transcript.

Per board policy, when a student earns a passing grade in only half of a course and the combined grade for both halves is lower than 70, the District shall award the student credit for the half with the passing grade.

## TEXAS VIRTUAL SCHOOL NETWORK (TxVSN)

All students have the option to take courses through the TxVSN. TxVSN may be utilized, with district approval, for a high school student who wishes to take a course that is not offered at their district high school campus for high school credit. TxVSN offers many foreign language courses, advanced placement courses, and dual credit courses through their Course Catalog, but a student will not be allowed to enroll in a TxVSN course if their high school offers the same or a similar course.

One other option offered through TxVSN is enrolling a student in one of their Full Time On-line Schools that offers a selection of tuition-free public schools that students in grades 3-12 can attend from home in the state of Texas. The student would first have to withdraw from their home district to attend the full time on-line school option. This program could be beneficial for those students who need a more flexible setting for his/her education due to health-related issues, extra-curricular activity involvement, or any other situation where attending school from home would be more convenient. http://txvsn.org/
Montgomery ISD will deny requests by students to take a course through TxVSN if our district already offers a substantially similar course. For more information, contact your student's counselor.

THE STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR)
The STAAR program includes annual assessments for grades $3-8$ in reading language arts and mathematics; in science at grades 5 and 8 ; and in social studies at grade 8 ; and end-of-course assessment for Algebra I.

Districts will be required to provide acceleration to any student who fails a STAAR assessment, whether in grades $3-8$ or high school. Students may be placed in an ACCELERATED INSTRUCTION (AI) LAB ( $1 / 2$ LOCAL CREDIT) in order to fulfill the state requirements, if they do not complete acceleration in summer school.

## CLASS SCHEDULE CHANGES

Principals select and hire teachers and create the master schedule based on the courses requested by students. After selecting required courses, students should choose electives and alternates carefully. Those decisions are binding. Schedules are determined by course selections; therefore, schedule changes will only be made in the following cases:

- Student scheduled for a class for which he/she already has credit
- Student is scheduled into a class for which the student does not have prerequisite
- Student not enrolled in an application/audition course for which they were approved
- Scheduling error
- Balancing of class size
- Student needs to add a course to be a full time student/has an incomplete schedule
- Student is cut from any extracurricular program within the deadline
- ARD/504 Committee decision
- Student must have a Fine Art credit
- Student must have a PE credit
- Students must be enrolled in a Math/Reading Lab course


## The following requests will not be approved:

- Requests for a teacher change
- Requests for a lunch change
- Requests to drop a course after the drop deadline
- Requests for a class period change

Please note: If your schedule reflects those courses and alternates requested on your course selection form, you should have no scheduling concerns.

## Procedures to request a schedule change:

Students must complete and turn in the Schedule Change Request Form, which is available in the counseling office, no later than 5 days after the first day of school. Until your concern is addressed, YOU MUST FOLLOW YOUR CURRENT SCHEDULE. No student is to leave a class for a schedule concern unless sent for by a counselor. Requests that are NOT turned in by the deadline stated on the form will not be honored.

## NATIONAL JUNIOR HONOR SOCIETY

## REQUIREMENTS:

Membership in the Montgomery Chapter or Oak Hills Chapter of the National Junior Honor Society is based on scholarship, character, leadership, citizenship, and service. No student is automatically a member because he/she makes certain grades. Qualified 7th and 8th grade students are selected for NJHS membership using the following criteria:

1. 7th and 8th grade students are invited to apply based on their first semester core class combined average (Math, RLA, Science, Social Studies). The minimum combined averages are as follows:

- All Advanced- 91
- 3 Advanced- 92
- 2 Advanced- 93
- 1 Advanced- 94
- All on-level- 95

2. A student must display character and citizenship by earning an E or $S$ in conduct in all courses for the semester (no N or U during any grading period or referrals).
3. A Student Activity Application Form must be completed and submitted with a parent signature on or before the published deadline on the application.

If a student meets the above requirements after the $3^{\text {rd }}$ six weeks and completes an application, his/her name will be submitted for review. An Induction Ceremony will be held in the spring for 7th and 8th grade students who are selected for membership. 6th grade students are not considered eligible.

## SECTION II: JUNIOR HIGH COURSE DESCRIPTIONS

## 6TH GRADE RLA (1 CREDIT)

The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

6TH GRADE ADVANCED RLA (1 CREDIT)
The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

This course emphasizes advanced reading and analytical reasoning skills to prepare students for advanced placement in 7th grade. Students may be expected to read outside of class during the school year.

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The recommended requirements for \(6^{\text {th }}\) grade Adv. Language Arts are:
- 90 course average (or higher) in 5th grade Reading Language Arts
- Reading level at or above grade level
- Masters Level on prior year STAAR Reading
- or Identified as a Gifted/Talented student
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Students and Parents/Guardians must sign the Advanced Agreement Form before being enrolled into an ADV. course.
These are to be returned to the Counseling Office.

## 7TH GRADE RLA (1 CREDIT)

The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

## 7TH GRADE ADVANCED RLA (1 CREDIT)

The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

This course emphasizes advanced reading and analytical reasoning skills to prepare students for advanced placement in 8th grade. Students may be expected to read outside of class during the school year.

The recommended requirements for $7^{\text {th }}$ grade Adv. Language Arts are:

- A 80 course average (or higher) in $6^{\text {th }}$ grade Advanced Language Arts or 90 course average (or higher) in $6^{\text {th }}$ grade Language Arts
- Reading level at or above grade level
- Masters Level on prior year STAAR Reading or
- Identified as a Gifted/Talented student

The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

This course emphasizes advanced reading and analytical reasoning skills to prepare students for advanced placement in high school. Students may be expected to read outside of class during the school year.

The recommended requirements for $8^{\text {th }}$ grade Adv. Language Arts are:

- 80 course average (or higher) in $7^{\text {th }}$ grade Adv. Language Arts or 90 course average (or higher) in $7^{\text {th }}$ grade Language Arts
- Reading level at or above grade level
- Masters Level on prior year STAAR Reading
- or Identified as a Gifted/Talented student

Students and Parents/Guardians must sign the Advanced Agreement Form before being enrolled into an ADV. course. These are to be returned to the Counseling Office.

## ACCELERATED INSTRUCTION (AI) LAB (1⁄2 LOCAL CREDIT)

Texas House Bill 1416 requires all students who do not achieve approaches or higher on STAAR grades 3-8 or EOC assessments to be provided accelerated instruction. The law states that qualifying students must be provided supplemental instruction, which is separate from typical grade level instruction, aligned to the Texas Essential Knowledge and Skills (TEKS) for the applicable grade levels and subject areas, and ideally aligned with the research on high impact tutoring.

The AI Lab course is designed to meet these requirements of HB 1416 by assisting the student in achieving satisfactory performance in the applicable grade level and subject area, using effective instructional materials designed for supplemental instruction.

## MONTGOMERY ISD MATH PATHWAY OPTIONS



## 6TH GRADE LEVEL MATHEMATICS (1 CREDIT)

The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities.Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems.

## 6TH GRADE ACCELERATED MATHEMATICS (1 CREDIT)

This course is a prerequisite for 7th grade Accelerated Math (Pre-Algebra). All concepts listed for 6th grade mathematics and approximately half of the 7th grade Texas Essential Knowledge and Skill will be studied. Skills from both grade levels have been deliberately aligned. The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students will apply understanding of operations to solve problems using rational numbers, proportional reasoning, probability, equations \& inequalities, geometry \& measurement and data analysis from 7th grade.
It is recommended that the students meet the following criteria:

- 90 course average (or higher) in 5th grade Math
- Math level is at or above grade level
- Masters Level on prior year STAAR Math
- or Identified as a Gifted/Talented student

> Students and Parents/Guardians must sign the Advanced Agreement Form before being enrolled into an ADV. course. These are to be returned to the Counseling Office.

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

This course is a prerequisite for 8th grade Algebra I.
Advanced seventh grade mathematics is one step in the sequential organization of the MISD mathematics program designed to prepare students for Algebra I in 8th grade. All concepts listed for 8th grade mathematics and approximately half of the 7th grade Texas Essential Knowledge and Skill will be studied. Skills from both grade levels have been deliberately aligned. The primary focal areas in this course are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems.

## It is required that the students meet the following prerequisite criteria:

- $6^{\text {th }}$ grade ADV. Mathematics, correspondence through Texas Tech, or Credit by Exam.


## It is recommended that the students meet the following criteria:

- 80 course average (or higher) in 6th grade Accelerated Mathematics or
- Math level is at or above grade level
- Masters Level on prior year STAAR Math
- or Identified as a Gifted/Talented student


## MATH $7 / 8$ (1 CREDIT)

This course is a prerequisite for 8th grade Algebra I.
Math $7 / 8$ is one step in the sequential organization of the MISD mathematics program designed to prepare students for Algebra I in 8th grade. It is considered an advanced/accelerated math course. All concepts listed for 7th grade mathematics and essential standards of the 8th grade Texas Essential Knowledge and Skill will be studied. Skills from both grade levels have been deliberately aligned to ensure students have the necessary foundation for success in Algebra I.
*Students who previously dropped from the 6th grade Accelerated Mathematics pathway will need the approval of the admissions committee to take Math 7/8.

## It is required that the students meet the following criteria:

- $6^{\text {th }}$ grade Level Mathematics
- 80 course average (or higher) in 6th grade Mathematics or
- Math level is at or above grade level
- Masters Level on prior year STAAR Math
- or Identified as a Gifted/Talented student

Students and Parents/Guardians must sign the Advanced Agreement Form before being enrolled into an advanced course. These are to be returned to the Counseling Office.

## 8TH GRADE LEVEL MATHEMATICS (1 CREDIT)

The primary focal areas in Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems.
Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems.

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

Algebra I is a high school-level course. Upon successful completion, the student will be awarded high school credit. The grade will not be calculated towards the student's high school GPA. The semester exams will count as a part of the semester grade. High school courses taken in junior high school will earn credit toward the 26 credits required for graduation.

It is required that the students meet the following criteria:

- A 70 course average (or higher) in $7^{\text {th }}$ Grade Accelerated Math (Pre-Algebra), Math 7/8, correspondence through Texas Tech, or Credit by Exam (CBE)


## It is recommended that the student meet the following criteria:

- Math level is at or above grade level
- Masters Level on prior year STAAR Math
- or Identified as a Gifted/Talented student

Students and Parents/Guardians must sign the Advanced Agreement Form before being enrolled into an ADV. course. These are to be returned to the Counseling Office.

Texas House Bill 1416 requires all students who do not achieve approaches or higher on STAAR grades 3-8 or EOC assessments to be provided accelerated instruction. The law states that qualifying students must be provided supplemental instruction, which is separate from typical grade level instruction, aligned to the Texas Essential Knowledge and Skills (TEKS) for the applicable grade levels and subject areas, and ideally aligned with the research on high impact tutoring.

The AI Lab course is designed to meet these requirements of HB 1416 by assisting the student in achieving satisfactory performance in the applicable grade level and subject area, using effective instructional materials designed for supplemental instruction.

## SCIENCE

## 6TH GRADE SCIENCE (1 CREDIT)

## 6TH GRADE ADVANCED SCIENCE (1 CREDIT)

Grade 6 science is interdisciplinary in nature; however, much of the content focus is on physical science. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. The strands for Grade 6 include scientific investigations and reasoning, matter and energy, force, motion, and energy, earth and space, and organisms and environments.

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Advanced science allows students to construct their own understanding through an inquiry-based approach while encouraging advanced skills, in- depth discussion, more comprehensive lab work, and increased independent study.

It is recommended that the students meet the following criteria:

- 90 course average (or higher) in 5th grade Science
- Reading level at or above grade level
- Masters Level on prior year STAAR Science
- or Identified as a Gifted/Talented student

Students and Parents/Guardians must sign the Advanced Agreement Form before being enrolled into an ADV. course. These are to be returned to the Counseling Office.

## 7TH GRADE SCIENCE (1 CREDIT)

Grade 7 science is interdisciplinary in nature; however, much of the content focus is on organisms and the environment. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. The strands for Grade 7 include scientific investigations and reasoning, matter and energy, force, motion, and energy, earth and space, and organisms and environments.

## 7TH GRADE ADVANCED SCIENCE (1 CREDIT)

Grade 7 science is interdisciplinary in nature; however, much of the content focus is on organisms and the environment. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. The strands for Grade 7 include scientific investigations and reasoning, matter and energy, force, motion, and energy, earth and space, and organisms and environments.
Advanced science allows students to construct their own understanding through an inquiry-based approach while encouraging advanced skills, in- depth discussion, more comprehensive lab work, and increased independent study.

It is recommended that the students meet the following criteria:

- 80 course average (or higher) in $6^{\text {th }}$ grade Advanced Science or 90 course average (or higher) in $6^{\text {th }}$ grade Science
- Reading level at or above grade level
- Masters Level on prior year STAAR Math \& Reading
- or Identified as a Gifted/Talented student

Students and Parents/Guardians must sign the Advanced Agreement Form before being enrolled into an ADV. course. These are to be returned to the Counseling Office.

Grade 8 science is interdisciplinary in nature; however, much of the content focus is on earth and space science. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. The strands for Grade 8 include scientific investigations and reasoning, matter and energy, force, motion, and energy, earth and space, and organisms and environments.

Grade 8 science is interdisciplinary in nature; however, much of the content focus is on earth and space science. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. The strands for Grade 8 include scientific investigations and reasoning, matter and energy, force, motion, and energy, earth and space, and organisms and environments.

Advanced science allows students to construct their own understanding through an inquiry-based approach while encouraging advanced skills, in-depth discussion, more comprehensive lab work, and increased independent study.

It is recommended that the students meet the following criteria:

- A 80 course average (or higher) in $7^{\text {th }}$ grade Adv. Science or a 90 course average (or higher) in $7^{\text {th }}$ grade Science
- Reading level at or above grade level
- Masters Level on prior year STAAR Math \& Reading
- or Identified as a Gifted/Talented student

Students and Parents/Guardians must sign the Advanced Agreement Form before being enrolled into an ADV. course. These are to be returned to the Counseling Office.

## 6TH GRADE WORLD CULTURES (1 CREDIT)

6TH GRADE ADVANCED WORLD CULTURES (1 CREDIT)

In Grade 6, students study people, places, and societies of the contemporary world. Societies for study are from all regions of the world. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view.

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## It is recommended that the students meet the following criteria:

- Reading level at or above grade level
- Masters Level on prior year STAAR Reading Language Arts
- or Identified as a Gifted/Talented student

Students and Parents/Guardians must sign the Advanced Agreement Form before being enrolled into an ADV. course. These are to be returned to the Counseling Office.

7TH GRADE ADVANCED TEXAS HISTORY/GEO. (1 CREDIT)
In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.

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## It is recommended that the students meet the following criteria:

- 80 course average (or higher) in $6^{\text {th }}$ grade Advanced ELA/Social Studies or 90 course average (or higher) in $6^{\text {th }}$ grade ELA/Social Studies
- Reading level at or above grade level
- Masters Level on prior year STAAR Reading
- or Identified as a Gifted/Talented student


## Students and Parents/Guardians must sign the Advanced Agreement Form before being enrolled into an ADV. course. These are to be returned to the Counseling Office.

In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.

In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material. Advanced social studies allows students to construct their own understanding while encouraging advanced skills, in- depth discussion, and increased independent study.

## It is recommended that the students meet the following criteria:

- 80 course average (or higher) in $7^{\text {th }}$ grade Adv. Social Studies or 90 course average (or higher) in $7^{\text {th }}$ grade Social Studies
- Reading level at or above grade level
- Masters Level on prior year STAAR Reading or Identified as a Gifted/Talented studentOffice.


## Students and Parents/Guardians must sign the Advanced Agreement Form before being enrolled into an ADV. course. These are to be returned to the Counseling Office.

## PHYSICAL EDUCATION

Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy. Students must be enrolled both semesters in order to receive 1 CREDIT.

## 6TH GRADE DANCE (1 CREDIT)

Dance offers the opportunity for every dance class member to discover one's strengths, work collaboratively with others, and develop healthy relationships and leadership qualities, including time management, goal planning, achievement, and assessment. Emphasis will be on improving overall fitness, as well as injury prevention techniques, flexibility, appropriate audience/showmanship, balance, and awareness of time and space. Multiple genres/styles of dance will be taught, including ballet technique, jazz, lyrical, pom, kick, novelty, hip-hop, etc. This course is designed to prepare students to try out for the 7th/8th grade dance team. This course does require the purchase of a practice uniform.

Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy. Students must be enrolled both semesters in order to receive 1 CREDIT.
Physical Education is required in the $7^{\text {th }}$ grade but not for 8th. Athletics may be substituted for physical education in the 7th grade.

## 7/8 GRADE DANCE TEAM (1 CREDIT)

Dance offers the opportunity for every dance team member to discover one's strengths, work collaboratively with others, develop healthy relationships and leadership qualities, including time management, goal planning, achievement, and assessment. Emphasis will be on improving overall fitness, as well as injury prevention techniques, flexibility, appropriate audience/showmanship, balance, and awareness of time and space. Multiple genres/styles of dance will be taught, including ballet technique, jazz, lyrical, pom, kick, novelty, hip-hop, etc.

This course requires an approval/tryout process. Tryouts held in spring semester.
It is required that the students meet the following criteria:

1. Purchasing practice and performance attire
2. Attending camp and summer practice
3. Attending scheduled after school practices
4. Participating in performances all year

## OFF CAMPUS PE (1 LOCAL CREDIT)

The Off-Campus P.E. Program is designed for students that are currently involved in an Olympic form of training for a particular sport or who wish to participate in special and/or accelerated physical activities that go beyond those normally scheduled in the school district.
Category 1: A minimum of 15 hours per week of structured activity organized and monitored by appropriately trained instructors. If scheduling permits, one class period of release time will be allowed.
Category 2: A minimum of 5 hours per week of structured activity organized and monitored by appropriately trained instructors. No release time for Category 2.
Requirement: An Off-Campus PE Application Packet (found on our district website) must be completed and approved by campus and district administration. Applications approved for the first semester will automatically be approved for the second semester unless the facility fails to meet deadlines for grade submission to the Off Campus PE Coordinator, Melissa.Gilsdorf@misd.org. $\mathrm{He} /$ She will schedule a visit to the facility before it can be approved.

## ATHLETICS

## Jr. High Requirements that MUST be met to participate in ATHLETICS/CROSS COUNTRY:

In order to be eligible to participate in Athletics, Cross Country, or any UIL sporting event, you must complete the PHYSICAL PACKET and the ELECTRONIC PARTICIPATION FORM ONLINE. These forms can be found at montgomeryisd.rankonesport.com.

## Physical:

1. Pre-Participation Physical Evaluation
2. Behavioral Expectations of Spectators/ NCAA ClearingHouse
3. Montgomery I.S.D. Athletics Emergency Information Cards (2 CARDS NEEDED)

## Electronic Participation Form Online:

1. M.I.S.D. Parent Signature Page
2. M.I.S.D. Emergency Card
3. UIL Signature Form Page
4. Student ID\#'s are necessary to complete these forms. When completing the forms, please do not leave anything blank. Press the submit key when you complete each form. Do not print forms. Three verification emails confirming completion and submission of the forms will be received.

## 7/8 GRADE BOYS \& GIRLS CROSS COUNTRY: (1 <br> CREDIT)

Cross Country is an athletic class separate from $7^{\text {th }}$ and $8^{\text {th }}$ Grade Athletics. $7^{\text {th }}$ graders may take Cross Country to earn their PE credit. This is not a required course for $8^{\text {th }}$ grade. It is a year long program for girls and boys who enjoy running long distances. We will train and condition for our cross country and track season all school year. Please understand that running is our main focus of this class. It is not a PE class. The students' grades are based on participation and dressing out. All requirements for participation in Boys and/or Girls Athletics hold true for Cross Country as well. (See above.)

## REQUIREMENTS for BOTH GIRLS \& BOYS

ATHLETICS/CROSS COUNTRY:

1. Students must complete the PHYSICAL PACKET and the ELECTRONIC PARTICIPATION FORM ONLINE in order to participate in athletics or any UIL sporting event.
2. Students must be enrolled for a full year to receive a PE credit of 1 CREDIT.
3. Students may not be enrolled in more than one period of athletics or PE per year.
4. When enrolled in Boys Athletics, the student MUST participate in Football.
5. When football season ends, players will participate in a football off-season conditioning program.
6. All sports offered require students to go through a tryout process.
7. Junior high sports teams that will practice and participate during the athletic period (students that make the team after participating in our tryout process): Football, Volleyball, Basketball, and Track.
8. The students that do not make a sports team will remain in athletics and participate in our off-season conditioning program.
9. Other sports that are offered are: golf, tennis, and soccer. You can be in athletics or PE to participate in these sports. All practices are held after school.
10. The students' grades are based on participation and dressing out.

In our junior high athletic program, we believe student-athletes should be academically sound, accountable for their actions, and dedicated to athletics. We uphold these values by providing an environment where student-athletes can build character, learn discipline, and see the value of working with others to accomplish a common goal. We hold each student athlete accountable to a high standard in relation to attitude, work ethic, and behavior. Student-athletes are expected to be positive role models in the community as they represent themselves, their families, and our junior high schools. We expect student athletes to work hard to reach their full potential not only in competition, but also in the classroom. Our athletes are encouraged to maintain satisfactory grades in school and to emphasize the importance of keeping a proper relationship and balance between academic and athletic endeavors. The Junior High Athletic Department strives to teach a sense of group loyalty and the ability to work as a team as well as provide a well-organized and implemented program that is appreciated and favorably received by the parents of the community.

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- To encourage the student athlete to maintain satisfactory grades in school and to emphasize the importance of keeping a proper relationship and balance between academic and athletic endeavors
- To provide a satisfying and rewarding experience for coaches and those persons administering the program through relationships in teaching and working with student-athletes
- To provide a well-organized and implemented program that is appreciated and favorably received by the parents of the community
- To offer an appreciation for the benefits of hard work, motivation, and perseverance in both winning and losing situations
- To teach a sense of group loyalty and the ability to work as a team


## FINE ARTS

## MUSIC / BAND / CHOIR

## 6TH GRADE MUSIC APPRECIATION (1⁄2 CREDIT)

This course will provide students the opportunity to explore music and realize the benefits of learning music during middle school. They will have the chance to learn about various styles, time periods, forms of music, and how to read music which can improve brain development as reading music is similar to decoding another language. (This course satisfies the fine arts requirement for junior high.)

## BEGINNING BAND (1 CREDIT)

These instrument classes will be a mix of 6-8 grade students. The beginning band members learn how to play a wind, brass, or percussion instrument and become part of the Band Program. Students will learn how to read music and produce a characteristic tone on a wind instrument. Also, through structured group and related activities, learners develop the skill of self-discipline which helps to enhance other academic classes. Wind instruments include: flute, oboe, bassoon, clarinet, saxophone, cornet (trumpet), French horn, trombone, euphonium (baritone), and tuba. Percussion instruments include snare drum, timpani (kettle drums), and all of the melodic keyboard instruments. (This course satisfies the fine arts requirement for junior high.)
Prerequisite: Director Interview and Instrument Tryout.

BAND 6 (1 CREDIT)

Students will learn to play an instrument, read music, and make beautiful sounds. The highlight of the year is a winter and spring concert.

Student Course Fee: Instrument rental/purchase costs involved. Students MUST attend Band Instrument Testing Night for selecting band instruments. (This course satisfies the fine arts requirement for junior high.)

## SYMPHONIC BAND (1 CREDIT)

The Symphonic Band is an advanced performing group with preparation for the Honors Band and the High School Band Program as primary objectives. Band students perform in concerts, contests, and other activities. They also participate in the Solo \& Ensemble Festival; those who qualify are invited to audition for the TMEA All-Region Band. Symphonic Band students are required to attend after-school rehearsals one day per week. Additional rehearsals may be scheduled as needed. Instrumentation is limited to those who show advanced performance abilities and superior attitudes. Academic eligibility must be maintained throughout the school year. Members are selected by audition. (This course satisfies the fine arts requirement for junior high.)

## 6TH GRADE CHOIR (1 CREDIT)

Students will learn the fundamentals of healthy singing technique with an introduction to solfege and sight-reading. Choir members will perform in concerts, have the opportunity to compete in a solo competition and attend field trips. (This course satisfies the fine arts requirement for junior high.)

Ensemble Festival and audition for the TMEA All-Region Band. These students are required to attend after-school rehearsals once per week. Additional rehearsals may be scheduled as needed. Instrumentation is limited to those who show advanced performance abilities and superior attitudes. Academic eligibility must be maintained throughout the school year. Members are selected by audition. (This course satisfies the fine arts requirement for junior high.)

MEN'S CHOIR - 7TH and 8TH GRADE BOYS
(1 CREDIT)
No audition necessary. Knowledge of solfege is beneficial but not necessary. This group focuses on the fundamentals of healthy singing technique with an introduction to solfege and sight-reading. Men's Choir will perform in all choir concerts and compete at UIL Concert and Sight-reading Contest. Members have the opportunity to compete at Solo and Ensemble Contest, audition for the TMEA Region Choir, and earn the Music Merit Scholar Award. (This course satisfies the fine arts requirement for junior high.)

BELLA VOICE WOMEN - 7TH \& 8TH GRADE GIRLS (1 CREDIT)

No audition necessary. Knowledge of solfege is beneficial but not necessary. This group focuses on the fundamentals of healthy singing technique with an introduction to solfege and sight-reading. Bella Voce will perform in all choir concerts and compete at UIL Concert and Sight-reading Contest. Members have the opportunity to compete at Solo and Ensemble Contest, audition for the TMEA Region Choir, and earn the Music Merit Scholar Award. (This course satisfies the fine arts requirement for junior high.)

CONCERT WOMEN - 7TH \& 8TH GRADE GIRLS (1 CREDIT)

## CHAMBER WOMEN - 7TH \& 8TH GRADE GIRLS (1 CREDIT)

Membership in this group is by audition only. Strong technique, sight-reading ability, citizenship, and self-discipline are required. Concert Women will perform in all choir concerts and compete at UIL Concert and Sight-reading Contest. Members are expected to compete at UIL Solo and Ensemble Contest with a solo, audition for the TMEA Region Choir, and work towards earning the Music Merit Scholar Award. Students are expected to maintain UIL eligibility for each six weeks grading period. (This course satisfies the fine arts requirement for junior high.)

## ART

## ART 6: (1⁄2 CREDIT)

Students will create artwork based on direct observation, memory, imagination, and life experiences. Emphasis on art production, the elements and principles of design in drawing, painting, sculpture, \& fibers. (This course satisfies the fine arts requirement for junior high.)

## INTRODUCTION TO ART: 7TH \& 8TH GRADE (½ CREDIT)

Introduction to Art is a semester course that provides students with introductory experiences in fine art. Students will explore drawing, painting, printing, and sculpture. Students will base artwork on direct observation, memory, imagination, and life experiences. Students will be required to express thoughts creatively, develop disciplined effort, use problem-solving skills, and foster respect for the traditions and contributions of diverse cultures. Emphasis is placed on art production along with the study of artists, artistic styles, art specific vocabulary, and the elements and principles of design. The art studio is a creative, rich experience to personally develop every student through a variety of two and three-dimensional artworks. (In class long-term projects) (This course satisfies the fine arts requirement for junior high.)

## ADVANCED ART: 7TH \& 8TH GRADE (1 CREDIT)

THREE-DIMENSIONAL ART: 7TH \& 8TH GRADE ( 112 CREDIT)

Three-Dimensional Art is an advanced semester course with concentration on the development of creativity, global and cultural awareness, and personal expression in 3-dimensional artwork such as sculptures, ceramics, fibers, jewelry, and assemblage. Emphasis is placed on art production, incorporating the study of artists, artistic styles, art specific vocabulary, and the elements and principles of design. The art studio is a creative process related environment rich with experiences to personally develop every student. The curriculum allows each student to build on previous art experiences and prepares them for more advanced levels of art. (In class long-term projects) (This course satisfies the fine arts requirement for junior high.)

> This year-long advanced art class expands upon the elements of art and the principles of design with continued exploration of art media and techniques, such as drawing, painting, collage, printmaking and sculpture. This course is designed for the highly motivated art student. Students will engage in long term assignments that will further strengthen their skills and techniques. Students are encouraged to take risks, think critically, and solve problems visually. Students will develop an ability to talk about their work, explain their intent and process. Students will also have many opportunities to showcase their artwork and compete in competitions such as the Junior Visual Art Scholastic Event and more. (This course satisfies the fine arts requirement for junior high.)

Prerequisite: Students must be recommended by the art teacher.

## THEATRE

## THEATRE ARTS: 6TH GRADE (1⁄2 CREDIT)

Theatre students will learn how to warm up vocally and physically, explore improvisation games and techniques, write and perform their own monologue, engage in team-building exercises, and perform mime scenes. A very hands-on class. (This course satisfies the fine arts requirement for junior high.)

## INTRODUCTION TO THEATRE: (½ CREDIT)

Theatre encourages the development of the individual performer through learning to effectively use voice and body as tools for communication and entertainment. This is a performance-based class. Students are taught skills to help with stage fright and memorization. Students will work individually on monologues and in creative groups to perform different scenes using improvisation, scripted scenes, and pantomime. (This course satisfies the fine arts requirement for junior high.)

## TECHNICAL THEATRE: 7TH \& 8TH GRADE (½ CREDIT)

The Technical Theatre class will cover the topics that relate to the technical crew in theatrical productions. Some of the topics covered may include lighting and sound design, stage make up application, design and construction of sets and props, and costuming. This is a very hands-on class with an evolving curriculum that meets the needs of our school productions. It is for students interested in the technical aspects of production. This course will prepare students for Technical Theatre classes at the high school level. (This course satisfies the fine arts requirement for junior high.)

## ADVANCED THEATRE: (1 CREDIT)

Advanced Theatre is an advanced acting class designed for students interested in performance. Students are involved in multiple public performances throughout the year, including but not limited to the Veteran's Day Program and the UIL One Act Play Contest. Students will study and apply different acting methods, practice proper vocal techniques, and learn how to physicalize a character.

This class is by audition only and academic eligibility must be maintained throughout the year. Students are expected to attend after school rehearsal if they are cast in a production. (This course satisfies the fine arts requirement for junior high.)

Prerequisite: Audition and teacher approval required.

## ELECTIVES

SKILLS FOR LIVING 6TH GRADE (1⁄2 CREDIT)

Students will engage in lessons and activities that involve self-care, self-esteem, friendships, peer pressure, career investigation, nutrition, clothing care, child care, managing resources, and conservation.

## TECHNOLOGY 6TH GRADE (1⁄2 CREDIT)

Students will explore the ways technology is used to create and innovate in today's world. Students will learn Microsoft Office, computer coding, keyboarding, and digital citizenship. Students will also explore emerging technologies such as virtual reality, photo \& video creation, and web page development.

## CARES AIDE: BEAR BUDDIES/LION LEADERS 7TH \& 8TH GRADE ( 112 LOCAL CREDIT) <br> Application \& Teacher Approval Required

STEM LAB 6TH GRADE (Science, Technology, Engineering, and Math): (1⁄2 CREDIT)

This course is designed as a hands-on application of STEM concepts. Students go beyond the study of individual core subjects as they work together to design and create products that solve a variety of challenges from rocket building to programming in virtual worlds.

## YEARBOOK: 7TH \& 8TH GRADE (1 LOCAL CREDIT)

Application and Teacher Approval Required
Students are given the opportunity to learn and apply publication and photographic skills through the production of the junior high school yearbook. Not only will students be responsible for expensive photographic equipment, they will be required to meet submission deadlines and also cover school events. In addition, a parental consent form must be signed and returned to the yearbook advisor. Students who are ranked highest by their teachers in regard to integrity, dependability, and punctuality will be chosen for this elective. The ability to maintain confidential information is a must.

> ASSISTANT PRINCIPAL AIDE, LIBRARY AIDE, OFFICE AIDE, COUNSELOR AIDE, \& NURSE AIDE 8TH Grade Only (1⁄2 LOCAL CREDIT)

This class is a success oriented classroom aide program featuring supervised peer tutors assisting same age students with disabilities. The focus of the program is to meet the educational needs of the students with disabilities, to encourage inclusion, to provide positive encouragement, and to aide in the instruction process under the direction of the Life Skills teacher. Students help increase social skills and build self-esteem, as well as help students with disabilities build true friendships and become more accepted and included in school activities.

## Administrator Approval Required

This semester course develops the student's ability to function in an office environment. The course includes fundamentals of general office operation, minimal use of office equipment, sorting mail, and alphabetical and numerical filing. Professionalism and courtesy in dealing with faculty, staff, students, parents, and the general public are stressed. Students who are ranked highest by their teachers in regard to integrity, dependability, and punctuality will be chosen for this elective. The ability to maintain confidential information is a must.

## ELECTIVES FOR HIGH SCHOOL CREDIT

## SPANISH I: Grade 8 (1 HIGH SCHOOL CREDIT)

Communication is the overarching goal of world language instruction. Students will be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the Spanish I. The three modes of communication are interpersonal, interpretive, and presentational.

This full year course is equivalent to the high school Spanish I Program. This course will cover all Level I skills necessary to enter Level II Spanish at the high school. Spanish I is open to eighth grade students only. The semester exams will count as a part of the semester grade. The grade earned in this course will become part of the permanent high school transcript.

It is recommended that the students meet the following criteria:

- 80 course average (or higher) in $7^{\text {th }}$ grade Adv. Language Arts or
- 90 course average (or higher) in $7^{\text {th }}$ grade Language Arts
- Reading level at or above grade level
- Masters Level on STAAR Reading
- Masters Level on STAAR Writing

SPANISH II (1 HIGH SCHOOL CREDIT)

This course continues the study of language skills important for everyday use. Students will communicate using a mixture of short statements and sentences with appropriate and applicable grammar. Continuation of culturally authentic texts and materials will be included in everyday contexts.
Students will be expected to present both orally and in writing.
Prerequisite: SPANISH I

## SPANISH III (1 HIGH SCHOOL CREDIT)

This course continues the study of language skills important for everyday use. Students will communicate using a mixture of short statements and sentences with appropriate and applicable grammar. Continuation of culturally authentic texts and materials will be included in everyday contexts.
Students will be expected to present both orally and in writing.
Prerequisite: Spanish I and Spanish II

## ELECTIVES FOR HIGH SCHOOL CREDIT: CTE COURSES

LIFETIME NUTRITION \& WELLNESS: 7TH \& 8TH GRADE (1⁄2 CTE/High School Credit)

DOLLARS \& SENSE: 7TH \& 8TH GRADE (½ CTE/High School Credit)

Students will use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as learn about careers related to hospitality and tourism, education and training, human services, and health sciences.

Principles of Manufacturing-Robotics 7TH \& 8TH GRADE (1 CTE/High School Credit)

## Formerly Advanced Robotics- Now Year-long

Students will create a variety of automated machines using VEX Robotics® structural and electrical equipment. Students will also learn more advanced programming techniques related to the field of robotics. This course is a hands-on elective that requires students to apply their understanding of concepts covered in class to robotics challenges throughout the semester.

Students will focus on consumer practices and responsibilities, the money management process, decision-making skills, the impact of technology, and preparation for human services careers.

Principles of Applied Engineering 7TH \& 8TH GRADE (1 CTE/High School Credit)

## Formerly PLTW Gateway to Engineering- Now Year-long

This course will provide students the opportunities to discover the design process and develop an understanding of the influence of creativity and innovation in their lives. The class covers Design and Modeling where students will learn how engineers use the design process to solve problems and create new and innovative design ideas from a medical device to toys. Students will also learn how to use industry standard Computer Aided Drafting (CAD) software to create 3D sketches of their design ideas. They are then challenged and empowered to use and apply what they have learned throughout the unit. In the Automation and Robotics portion of this course, students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects.

Emerging Technologies FS 7TH \& 8TH GRADE ( $1 / 2$ CTE/High School Credit)

## Formerly PLTW Gateway to Flight \& Space

This one-semester course will explore the technologies associated with various aspects of Flight \& Space. Students become engineers as they design, prototype, and test models to learn about the science of flight and what it takes to travel and live in space. They solve real-world aviation and space challenges and plan a mission to Mars.

PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY 8TH GRADE (1 CTE/High School Credit)

## NEW COURSE

Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services.

PRINCIPLES OF HUMAN SERVICES: 8TH GRADE (1 CTE/High School Credit)

PRINCIPLES OF AGRICULTURE: 8TH GRADE (1 CTE/High School Credit)

Students will investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services.

Students will develop knowledge and skills regarding career and educational opportunities, personal development, details, practices, and expectations related to the world of agriculture.

PRINCIPLES OF BUSINESS, MARKETING \& FINANCE: 8TH GRADE (1 CTE/High School Credit)

Students learn about economics and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students will also analyze the sales process and financial management principles.

Business and Industry

## Agriculture, Food, and Natural Resources

- Animal Science
- Plant Science
- Applied Technology and Mechanical Systems

Architecture and Construction

- Architectural Drafting and Design
- Carpentry

Arts, Audio/Video Technology, and Communications

- Digital Communications
- Graphic Design and Interactive Media

Business, Marketing, \& Finance

- Accounting and Financial Services
- Business Management
- Marketing and Sales
- Real Estate

Energy

- Oil and Gas Exploration Production

Hospitality and Tourism

- Culinary Arts


## Information Technology

- Cybersecurity

Manufacturing

- Robotics and Automation Technology
- Welding

Transportation, Distribution and Logistics

- Automotive and Collision Repair

Journalism (English Electives)

Public Service

## Education and Training

- Teaching and Training


## Health Science

- Diagnostic and Therapeutic Services


## Human Services

- Family and Community Services
- Cosmetology and Personal Care Services


## Law and Public Service

- Law Enforcement
- Legal Studies


## JROTC

Science, Technology, Engineering, and Math (STEM)

## Engineering

- Engineering Foundations


## Math

## Science

## Arts and Humanities

- Arts
- Theater
- Dance
- Spanish
- Choir
- Band
- Humanities

Multidisciplinary Studies

- 4 Advanced credits from within one or more Endorsement Areas or
- 4 credits in each of the Foundation subject areas; to include English IV \& Chemistry and/or Physics; or
- 4 Advanced Placement (AP) or Dual Credit (DC) courses in the following; English, Math, Science, Social Studies, Economics, Language Other Than English (LOTE) and/or Fine Arts

A student completing and passing three or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study will be considered a CTE Completer. If you would like further information about the available graduation plans, visit the link below to the TEA Website for clarification. http://tea.texas.gov/graduation-requirements/hb5.aspx

## REQUIRED ELECTIVE OPTIONS FOR 8TH GRADE 1.0 CTE/HIGH SCHOOL CREDIT

## PRINCIPLES OF APPLIED ENGINEERING: GRADE 7 AND 8 (1 CTE/High School Credit)

Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects.
*Please note the tables below show the high school pathway that the course above will lead to*

## Engineering Foundations

| Course \# | Level | Course Name | Credit (s) |
| :---: | :---: | :---: | :---: |
| 5817 | 1 | Principles of Applied Engineering (JH only) | 1 |
| 5801 | 1 | PLTW Introduction to Engineering Design | 1 |
| 5805 | 3 | PLTW Engineering Science | 1 |
| 5802 | 3 | PLTW Civil Engineering and Architecture | 1 |
| 5803 | 3 | PLTW Aerospace Engineering |  |
| 5804 | 3 | PLTW Digital Electronics * LCHS only* |  |
| 5806 | 4 | PLTW Engineering Design and Development | 1 |
| 5814/5809 | 4 | Practicum in Science, Technology, Engineering and Mathematics (STEM): Engineering | 2-3 |

## PRINCIPLES OF AGRICULTURE: GRADE 8 (1 CTE/High School Credit)

Students will develop knowledge and skills regarding career and educational opportunities, personal development, details, practices, and expectations related to the world of agriculture.
*Please note the tables below show the high school pathway that the course above will lead to*

## Agricultural Technology and Mechanical Systems

| Course \# | Level | Course Name | Creolit (s) |
| :---: | :---: | :--- | :---: |
| 5110 | $\mathbf{1}$ | Principles of Agriculture, Food, and Natural Resources | 1 |
| 5131 | $\mathbf{2}$ | Agricultural Mechanics and Metal Technologies | 1 |
| $5132 / 5139$ | $\mathbf{3}$ | Agricultural Structures Design and Fabrications/Lab | $1-2$ |
| 5137 <br> $5880 / 5581$ <br> 5138 | $\mathbf{4}$ | Agricultural Equipment Design and Fabrication Lab <br> Practicum in Agriculture, Food, and Natural Resources: Ag <br> mechanics <br> Project Based Research: Agricultural Mechanics | $2-3$ <br> 1 |

## Animal Science

| Course \# | Level | Course Name | Credit (s) |
| :---: | :---: | :--- | :---: |
| 5110 | $\mathbf{1}$ | Principles of Agriculture, Food, and Natural Resources | 1 |
| 5124 | $\mathbf{2}$ | Small Animal Management AND | 0.5 |
| 5121 | $\mathbf{2}$ | Equine Science | 0.5 |
| 5122 | $\mathbf{3}$ | Livestock Production | 1 |
| 5123 | 4 | Animal Science | 1 |
| 5125 | 4 | Veterinary Medical Applications | 1 |
| $5126 / 5127$ | 4 | Practicum in Agriculture, Food, and Natural Resources: Animal |  |
| 5128 | 4 | Science |  |
|  | Project Based Research: Animal Science | $2-3$ |  |

## Plant Science

| Course \# | Level | Course Name | Credit (s) |
| :---: | :---: | :--- | :---: |
| 5110 | $\mathbf{1}$ | Principles of Agriculture, Food, and Natural Resources | 1 |
| 5145 | $\mathbf{2}$ | Greenhouse Operations OR <br> 5141 | $\mathbf{F}$ |
| 5143 | $\mathbf{F}$ | Horal Design | 1 |
| 5142 | $\mathbf{4}$ | Advanced Floral Design | 1 |
| 5144 | $\mathbf{4}$ | Plant and Soil Science <br> Practicum in Agriculture, Food, and Natural Resources: Plant <br> Science <br> 51475148 | $\mathbf{4}$ |
| Project Based Research: Plant Science | 1 |  |  |

PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS: GRADE 7 AND 8 (1
CTE/High School Credit)
(VIDEO ANNOUNCEMENTS)
*Application and Teacher Approval Required*
The goal of this course is that the student understands arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.
*Please note the tables below show the high school pathway that the course above will lead to*

## Digital Communications

| Course \# | Level | Course Name | Credit (s) |
| :---: | :---: | :--- | :---: |
| 5210 | 1 | Principles of Arts, Audio/Video Technology and <br> Communications <br> Professional Communications | 1 |
| 0561 | $\mathbf{1}$ | $\mathbf{2}$ | Audio/Video Production I/Lab |
| $5211 / 5217$ | $\mathbf{3}$ | Audio/Video Production II/Lab | $1-2$ |
| $5212 / 5218$ | 4 | Practicum in Audio Video Production | $1-2$ |
| $5213 / 5219$ |  | $2-3$ |  |

## Graphic Design and Interactive Media

| Course \# | Level | Course Name | Credit (s) |
| :---: | :---: | :--- | :---: |
| 5210 | 1 |  <br> Communications | 1 |
| 5214 | 2 | Graphic Design and Illustration I | 1 |
| $5216 / 5220$ | 3 | Graphic Design and Illustration II/Lab | $1-2$ |
| $5221 / 5222$ | 4 | Practicum in Graphic Design and Illustration: Graphic <br> Design | $2-3$ |

## PRINCIPLES OF BUSINESS, MARKETING \& FINANCE: GRADE 8 (1 CTE/High School Credit)

Students learn about economics and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students will also analyze the sales process and financial management principles.
*Please note the tables below show the high school pathway that the course above will lead to*

## Accounting and Financial Services

| Course \# | Level | Course Name | Credit (s) |
| :---: | :---: | :--- | :---: |
| 5310 | 1 | Principles of Business, Marketing, and Finance | 1 |
| 5311 | 1 | Business Information Management I (BIM I) | 1 |
| 5320 | 1 | Money Matters or | 1 |
| 5321 | 2 | Accounting I | 1 |
| 5320 | 1 | Money Matters or | 1 |
| 5321 | 2 | Accounting I or | 1 |
| 5322 | 3 | Accounting II | 1 |
| 5322 | 3 | Accounting II | 1 |
| 1035 | 2 | Financial Mathematics | 1 |
| 5215 | 4 | Practicum in Entrepreneurship | 2 |
| 5341 | 4 | Career Preparation I | 3 |


| Business Management |  |  |  |
| :---: | :---: | :---: | :---: |
| Course \# | Level | Course Name | Credit (s) |
| 5310 | 1 | Principles of Business, Marketing, and Finance | 1 |
| $\begin{aligned} & 5311 \\ & 5332 \end{aligned}$ | $\begin{aligned} & 1 \\ & 2 \end{aligned}$ | Business Information Management I (BIM I) or Business Law | $\begin{aligned} & 1 \\ & 1 \end{aligned}$ |
| $\begin{aligned} & 5312 \\ & 5331 \end{aligned}$ | $\begin{aligned} & 2 \\ & 3 \end{aligned}$ | Business Information Management II (BIM II) or Business Management | $\begin{aligned} & 1 \\ & 1 \end{aligned}$ |
| $\begin{aligned} & 5215 \\ & 5341 \end{aligned}$ | $\begin{aligned} & 4 \\ & 4 \end{aligned}$ | Practicum in Entrepreneurship Career Preparation I | $\begin{aligned} & 2 \\ & 3 \end{aligned}$ |

Marketing and Sales

| Course \# | Level | Course Name | Credit (s) |
| :---: | :---: | :--- | :---: |
| 5310 | $\mathbf{1}$ | Principles of Business, Marketing, and Finance | 1 |
| 5333 | $\mathbf{3}$ | Advertising AND |  |
| 5334 | $\mathbf{3}$ | Social Media Marketing | .5 |
| 5335 | $\mathbf{2}$ | Sports and Entertainment Marketing I AND | .5 |
| $\mathbf{5 3 3 6}$ | $\mathbf{3}$ | Sports and Entertainment Marketing II | .5 |
| 5337 | $\mathbf{2}$ | Marketing | .5 |
| 5215 | $\mathbf{4}$ | Practicum in Entrepreneurship | Career Preparation I <br> 5341 |
| $\mathbf{5} 342$ | - | Career Preparation II | 3 |

## Real Estate

| Course \# | Level | Course Name | Credit (s) |
| :---: | :---: | :--- | :---: |
| 5310 | $\mathbf{1}$ | Principles of Business, Marketing, and Finance <br> Professional Communications | 1 |
| $\mathbf{5 5 6 1}$ | $\mathbf{1}$ | $\mathbf{2}$ | Business Law <br> Marketing <br> 5332 |
| 5451 | $\mathbf{2}$ | Interior Design I *LCHS only* | 1 |
| 5340 | $\mathbf{3}$ | Fundamentals of Real Estate <br> Financial Math | 1 |
| 1035 | $\mathbf{2}$ | Practicum in Real Estate | 2 |
| $5343 / 5344$ | $\mathbf{4}$ |  | 1 |

## PRINCIPLES OF HEALTH SCIENCE: GRADE 8 (1 CTE/High School Credit)

Students will be presented an overview of various components of the healthcare industry and will also achieve comprehension of medical vocabulary.
*Please note the tables below show the high school pathway that the course above will lead to*

## Diagnostic and Therapeutic Services

| Course \# | Level | Course Name | Credit (s) |
| :---: | :---: | :--- | :---: |
| 5510 | $\mathbf{1}$ | Principles of Health Science | 1 |
| 5512 | $\mathbf{2}$ | Medical Terminology | 1 |
| 5601 | $\mathbf{2}$ | Disaster Response | 1 |
| $5513 / 5513 C$ | $\mathbf{3}$ | Health Science Theory/Health Science Theory Clinical or | $1-2$ |
| 1551 | $\mathbf{3}$ | Anatomy \& Physiology or | 1 |
| 5515 | $\mathbf{4}$ | Pathophysiology | 1 |
| 1551 | $\mathbf{3}$ | Anatomy \& Physiology or | 1 |
| 5515 | $\mathbf{4}$ | Pathophysiology or | 1 |
| $5526 / 5525$ | $\mathbf{4}$ | Practicum in Health Science- CCMA or | $2-3$ |
| $5517 / 5516$ | $\mathbf{4}$ | Practicum in Health Science- PCT or *LCHS only* | $2-3$ |
| 5519 | $\mathbf{4}$ | Practicum in Health Science- EMT | 2 |

## PRINCIPLES OF HUMAN SERVICES: GRADE 8 (1 CTE/High School Credit)

Students will investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services.
*Please note the tables below show the high school pathway that the course above will lead to*

Family and Community Services

| Course \# | Level | Course Name | Credit (s) |
| :---: | :---: | :--- | :---: |
| $\mathbf{5 4 1 0}$ | $\mathbf{1}$ | Principles of Human Services | 1 |
| H510 | $\mathbf{2}$ | Lifetime, Nutrition \& Wellness and (Offered at JH only) | 0.5 |
| H511 | $\mathbf{1}$ | Dollars and Sense (Offered at JH only) | 0.5 |
| $\mathbf{0 5 6 1}$ | $\mathbf{1}$ | Professional Communications | 0.5 |
| $\mathbf{5 4 0 5}$ | $\mathbf{1}$ | Interpersonal Studies | 0.5 |
| $\mathbf{5 4 1 1}$ | $\mathbf{3}$ | Counseling and Mental Health | 1 |
| $\mathbf{5 4 2 6}$ | $\mathbf{2}$ | Child Development | 1 |
| $\mathbf{5 4 1 2}$ | $\mathbf{3}$ | Family and Community Services | 1 |
| $\mathbf{5 4 1 3}$ | $\mathbf{4}$ | Project Based Research- Community Service | 1 |

## Cosmetology and Personal Care Services

| Course \# |  | Course Name | Credit (s) |
| :---: | :---: | :--- | :---: |
| $\mathbf{5 4 1 0}$ | $\mathbf{1}$ | Principles of Human Services | 1 |
| $\mathbf{5 4 6 3}$ | $\mathbf{2}$ | Introduction to Cosmetology | 1 |
| $\mathbf{5 4 6 1}$ | $\mathbf{3}$ | Cosmetology I | 2 |
| $\mathbf{5 4 6 2}$ | $\mathbf{4}$ | Cosmetology II | 3 |

## PRINCIPLES OF MANUFACTURING-ROBOTICS: GRADE 8 (1 CTE/High School Credit) *NEW COURSE*

Students will create a variety of automated machines using VEX Robotics® structural and electrical equipment. Students will also learn more advanced programming techniques related to the field of robotics. This course is a hands-on elective that requires students to apply their understanding of concepts covered in class to robotics challenges throughout the semester.
*Please note the tables below show the high school pathway that the course above will lead to*

## Robotics and Automation Technology

| Course \# | Level | Course Name | Credit (s) |
| :---: | :---: | :---: | :---: |
| $\begin{gathered} \mathrm{H} 505 \\ 5817 \end{gathered}$ | $\begin{aligned} & 1 \\ & 1 \end{aligned}$ | Principles of Manufacturing (offered at JH only) Principles of Applied Engineering | $\begin{gathered} 1 \\ 1 \end{gathered}$ |
| 5807 | 2 | Robotics I | 1 |
| 5808 | 3 | Robotics II | 1 |
| $\begin{gathered} 5818 \\ 5815 / 5819 \end{gathered}$ | $\begin{aligned} & 3 \\ & 4 \end{aligned}$ | Engineering Design \& Presentation I (Robotics III) Practicum in Manufacturing: Robotics | $\begin{gathered} 1 \\ 2-3 \end{gathered}$ |

## Welding

| Course \# | Level | Course Name | Credit (s) |
| :---: | :---: | :--- | :---: |
| H505 | $\mathbf{1}$ | Principles of Manufacturing (offered at JH only) <br> 5130 | $\mathbf{1}$ | Introduction to Welding $\quad 1$| 1 |
| :---: |
| 5135 |
| 5133 |

## PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY: GRADE 8 (1 CTE/High School Credit) *NEW COURSE

Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services.
*Please note the tables below show the high school pathway that the course above will lead to*

## Law Enforcement

| Course \# | Level | Course Name | Credit (s) |
| :---: | :---: | :--- | :---: |
| 5610 | $\mathbf{1}$ | Principles of Law, Public Safety, Corrections and Security | 1 |
| 5611 | $\mathbf{2}$ | Law Enforcement I | 1 |
| 5613 | $\mathbf{3}$ | Correctional Services | 1 |
| 5411 | $\mathbf{4}$ | Counseling and Mental Health | 1 |
| 5415 | $\mathbf{3}$ | Law Enforcement II or | 1 |
| 5616 | $\mathbf{3}$ | Dual Credit Criminal Justice (Lone Star College) | 1 |
| 5614 | $\mathbf{4}$ | Forensic Science |  |
| $5602 / 5603$ | $\mathbf{4}$ | Practicum in Law, Public Safety, Corrections and Security: Law | $2-3$ |

## Legal Studies

| Course \# | Level | Course Name | Credit (s) |
| :---: | :---: | :--- | :---: |
| 5610 | 1 | Principles of Law, Public Safety, Corrections and Security | 1 |
| 5612 | 2 | Court Systems and Practices | 1 |
| 5332 | $\mathbf{2}$ | Business Law | 1 |
| 5614 | 4 | Forensic Science | 1 |
| $5619 / 5620$ | 4 | Practicum in Law, Public Safety, Corrections and Security: Legal | $2-3$ |
| 5600 | 4 | Studies |  |

