



**Lago Vista Middle School**  
**Course Guide**  
**2026-2027**

# Lago Vista Independent School Guide

## Middle School Course Guide

### **LAGO VISTA MIDDLE SCHOOL**

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Chad Ouellette, *Assistant Principal*  
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### **DISTRICT VISION STATEMENT**

Lago Vista ISD prepares students to be adaptable and future ready by providing an engaging education, supporting their growth, and fostering a safe and inclusive environment. We value our staff, involve families and the community, and make transparent decisions for the betterment of our students.

### **LAGO VISTA INDEPENDENT SCHOOL DISTRICT**

8039 Bar K Ranch Road / Lago Vista, TX 78645 / (512) 267-8300

<https://www.lagovistaisd.net>

## **Notice of Non-Discrimination**

The Lago Vista Independent School District does not discriminate on the basis of race, religion, color, gender, or disability in employment or in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title XI of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

For concerns regarding discrimination on the basis of disability, contact Lago Vista ISD's Office of Special Education/504 at 512-267-8300 x8500. All other concerns regarding discrimination should be addressed to Lago Vista ISD's District Administration Office at 512-267-8300.

## **Career and Technical Education Nondiscrimination Policy**

The Lago Vista Independent School District offers career and technical education (CTE) programs in Agriculture, Food and Natural Resources; Arts, AV, and Communication; Business, Marketing, and Finance; Health Science; Hospitality and Tourism; and Science, Technology, Engineering, and Mathematics. Admission to these programs is based on interest and aptitude, age appropriateness, and class space availability.

It is the policy of the Lago Vista Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services, or activities and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

The Lago Vista Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the District Title IX Coordinator, Tina Pasak, at email [tpasak@lagovistaisd.net](mailto:tpasak@lagovistaisd.net) and/or the District Section 504 Coordinator, Heather Kercheville, at email [hkercheville@lagovistaisd.net](mailto:hkercheville@lagovistaisd.net).

## **El Distrito Escolar Independiente de Lago Vista Notificación Pública de No Discriminación en los Programas Educativos de Planeación Profesional Tecnológica**

El Distrito Escolar Independiente de Lago Vista ofrece programas de Planeación Profesional y Educación Tecnológica en las áreas de: Agricultura, Alimentos y Recursos Naturales; Negocios, Mercadeo y Finanzas; Ciencias de la Salud; Hospitalidad y Turismo; Fabricación; y Ciencia, Tecnología, Ingeniería y Matemáticas. La admisión a estos programas se basa en interés, aptitud, edad apropiada y espacio disponible en la clase.

Es política del Distrito Escolar Independiente de Lago Vista el no discriminar por razones de raza, color, nacionalidad, género o discapacidad en sus programas, servicios, o actividades vocacionales y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados según los requisitos del Título VI de la Ley de Derechos Civiles de 1964, según la enmienda prevista; Título IX de las Enmiendas de la Educación de 1972; y la Sección 504 de la Ley de la Rehabilitación de 1973, según la enmienda prevista.

Es política del Distrito Escolar Independiente de Lago Vista de no discriminar por razones raza, color, nacionalidad, género, discapacidad, o edad en sus prácticas de empleo según los requisitos del Título VI de la Ley de Derechos Civiles de 1964, según la enmienda prevista; Título IX de las Enmiendas de la Educación de 1972; y la Sección 504 de la Ley de la Rehabilitación de 1973, según la enmienda prevista.

El Distrito Escolar Independiente de Lago Vista tomará medidas para asegurarse de que el no hablar el idioma inglés, no sea una barrera para la admisión y participación en todos los programas educativos y vocacionales. Para información sobre sus derechos o procedimientos de quejas, póngase en contacto con la coordinadora del Título IX, Tina Pasak, al correo electrónico [tpasak@lagovistaisd.net](mailto:tpasak@lagovistaisd.net), y/o con la coordinadora de la Sección 504, Heather Kercheville, al correo electrónico [hkercheville@lagovistaisd.net](mailto:hkercheville@lagovistaisd.net).



## LAGO VISTA INDEPENDENT SCHOOL DISTRICT

P.O. Box 4929 Lago Vista, TX 78645  
(512) 267-8300 • (512) 267-8304 (Fax)

Dear Parents and Students,

Lago Vista Independent School District is proud to offer an academic program designed to prepare all students for success on the path to high school graduation and beyond. At the secondary level, students have the opportunity to choose from a full range of courses, including advanced academics, an array of career and technology programs, fine arts, and a comprehensive selection of elective courses.

In middle school and high school, reviewing and selecting courses is the most important step in planning an academic program of study. This course guide is provided to assist students and parents in making wise decisions concerning programs and course choices. Please carefully review the information in this guide prior to course selection for the upcoming year. Students are urged to discuss their course choices with their parents and to consider how certain courses meet their individual goals, graduation requirements, and expectations for college and/or career.

**It is extremely important that students and parents give careful consideration to selecting appropriate courses.** The choices that students make on spring course selection sheets determine the master schedule and teacher assignments for the upcoming year. Please understand that insufficient course enrollment may result in a particular course being removed from the master schedule, so it is important to pay attention to alternate elective choices during the course selection process. The campus reserves the right to cancel any course offering if a minimum student enrollment requirement is not met or if a certified staff member is not available to teach the course.

Lago Vista ISD staff will help inform, monitor, and advise students and parents regarding programs of study and graduation requirements, but it is ultimately the responsibility of both students and parents to select courses that meet individual goals and graduation plan requirements. If you have any questions, or need more information about the various resources, services, and programs available, you are encouraged to contact the campus counselor.

With careful and thoughtful planning, along with strong communication with teachers, counselors, administrative staff and parents, secondary students will be well on their way to achieving success in their academic pursuits at Lago Vista ISD.

Sincerely,

*Tina Pasak*

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# Scheduling Information

## Course Selection Process

### **Step One: Review Course Catalog and Course Offerings**

Students and families will receive access to the Course Guide and will be asked to review the contents with the goal of selecting courses for the upcoming year.

### **Step Two - Parent/Guardian Approval on Choice Sheets**

Students will be given a choice sheet to take home for parents and students to use when planning their course selection for the following year. A student should select courses that will help prepare them for their future career goals. Selections should be checked carefully to see if the prerequisites for courses of interest are met. Parents/guardians will sign the choice sheet indicating their approval of the choices.

### **Step Three: Guidance and Ascender Student Portal**

Counselors will visit with students either as a whole group or individually to answer any questions they might have about course offerings. Students will be guided through the process of entering their parent-approved course selections into Ascender StudentPortal. After this point, any change request to those selections must be made in writing on or before July 15th.

## Course Selection & Availability

Courses are offered according to student need and teacher availability. It is very important that students and parents give careful consideration to selecting appropriate courses each spring in preparation for the following year.

The choices students make on the course selection sheets determine the master schedule of course offerings available. The master schedule determines teacher assignments. Though never perfect, it is designed to maximize student opportunities and minimize scheduling conflicts. Master schedule changes may be affected by insufficient course enrollment or instructor availability. Students should pay particular attention to the alternate electives they select during the course selection process. To avoid schedule conflicts, a student may be placed in one or more of his or her alternate selections.

## Schedule Corrections

Schedule corrections will be considered during the first week of school for the following reasons only:

- The student does not have the prerequisites for a course.
- Course was previously TAKEN (e.g., through summer school, transfer coursework, correspondence courses, credit by examination, etc.)
- A data entry error made by the school (e.g. two first period classes, a schedule that does not contain the full number of classes, etc.)
- Student has been dismissed from a program where approval must be granted for placement.

Schedule corrections do not require a parent signature.

## Consideration of Course Change Requests

After the initial student course selections are made during the spring semester, any request to change a course for reasons other than those listed above will only be considered in the event of a compelling educational circumstance and will require administrator approval and a parent confirmation. These requests must be submitted to the Guidance Office no later than **July 15th**. Course change requests submitted prior to the deadline will be considered in the order that they are received and will be subject to course availability and master schedule flexibility.

In order to schedule efficiently and effectively, student courses will not be changed to select different teachers, lunch periods, or an alternate elective. Please see the exit guidelines for College Readiness for information on course-level changes.

## Middle School Academic Program

Lago Vista Middle School provides middle school students with a well-balanced, rigorous curriculum that **meets and exceeds** the requirements set forth by the Texas Education Agency (TEA).

A key focus of the Lago Vista ISD middle school academic program is to make certain all students are prepared for the high school curriculum by focusing on the attainment of the essential skills in English language arts, mathematics, science, and social studies.

In addition to certain required courses, students may choose optional courses (electives) in fine arts, languages other than English, technology applications, and physical education. Elective course offerings may vary from year to year based upon student requests and staff availability.

The instructional program delivered at Lago Vista Middle School is based on the official standards defined by the state, known as the Texas Essential Knowledge and Skills (TEKS), and the College and Career Readiness Standards (CCRS), developed in collaboration between TEA and the Texas Higher Education Coordinating Board (THECB). The learning standards set forth in the TEKS and CCRS are designed to represent a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers. By implementing these required standards, our schools will advance the mission of Texas to develop college and career ready students.

Core academic teachers at the middle school receive training to advance preparedness for advanced coursework through College Readiness Institutes, as well as through locally developed training. These professional development opportunities equip teachers with the strategies and tools they need to engage their students in active, high-level learning, thereby ensuring that every student develops the skills, habits of mind, and concepts they need to succeed in post-secondary opportunities.

# General Information

## Attendance

It is important to note that poor attendance adversely affects grades. To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90% of the days the class is offered. By failing to meet state minimum standards for days in class, students lose credit for the class even if a passing grade is earned. Please refer to the Lago Vista ISD Student Handbook for additional information.

## Eligibility Requirements for UIL Activities

Lago Vista ISD competes in a number of academic and athletic extra-curricular activities to provide enrichment opportunities for students. To participate, students must maintain academic eligibility. To do so, students must maintain a grade of 70% or higher in all academic subjects other than UIL exempt or locally exempt advanced courses.

Districts may identify additional honors courses in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English for the purposes of extracurricular eligibility, but must identify such courses before the semester in which any exemptions related to extracurricular activities occur.

Lago Vista ISD values academic rigor and relevance in student course work and upholds higher standards than the UIL in regards to grade exemptions in Honors and Advanced level course work. Students may be granted a waiver if they fail an advanced academic (College Readiness, AP, OnRamps, or Dual Credit) course with a grade of 60-69 percent. Students will only be eligible for one waiver per course, per academic year. All UIL Eligibility Waivers require administrator approval, approval of the coach/sponsor, and a parent signature.

## Credit by Examination (CBE)

Credit by examination provides a way for students to receive credit and advance in coursework. Credit by examination is only accepted from approved examinations offered by the University of Texas or Texas Tech University.

Students in grades 1-12 may take an approved CBE exam during any of the four published testing administration periods. Testing administration periods are listed each year in the Lago Vista ISD Grading Guidelines. A student who is homeless or is in foster care that transfers to the District after the start of the school year may be administered a credit by examination at any point during the school year.

The following restrictions regarding credit by examination apply to all students:

- Regardless of when a CBE is taken and appropriate mastery is demonstrated, placement in a new course/grade level will only occur at the start of a school year (or at the start of a semester for semester-length high school courses).
- Unless otherwise specified, a student may attempt a CBE no more than two times for the same course.

There is no limit to the number of credits that can be earned through credit by exam. Parents should consult the Lago

Vista ISD Grading Guidelines or contact the campus counselor for additional information.

## ***Credit by Examination for Acceleration (Without Prior Instruction)***

A student may take an approved CBE examination for acceleration for a course or grade level in which no prior instruction has been received.

A student in grades 1-7 who has not received instruction at the subsequent grade level may only be accelerated (promoted) if the student meets all of the following requirements:

1. The student achieves a minimum score of 80% on the grade-level examinations in the subsequent grade level in each of the following subject areas: language arts, mathematics, science, and social studies;
2. A school district representative recommends that the student be accelerated to the higher grade level; and
3. The student's parent or guardian gives written approval for the acceleration.

If a student wishing to advance the entire subsequent grade level fails to meet 80% mastery on any test, the testing will be discontinued. In this circumstance, the student may not attempt the CBE a second time through the District CBE process.

A student wishing to accelerate in a sequent course in grades 6-12 must demonstrate 80% or higher mastery for the two semesters combined.

If a student fails to earn credit by examination for a specific course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the District's prescribed course sequence, the student must satisfactorily complete the course to receive credit for the course.

## ***Credit by Examination with Prior Instruction***

A student must have had prior formal instruction in a semester course to be eligible to gain credit by examination with prior instruction. To participate in the credit by examination with prior instruction, the student must have been enrolled in a formal course as evidenced by:

1. A transcript from an accredited or non-accredited institution; or
2. Other verified documentation that establishes evidence of a formal course, which includes:
  - a. A syllabus listing daily assignments;
  - b. An explanation of the time parameters of the course;
  - c. Documentation of the student's performance throughout the course; and
  - d. Documentation of alignment to the Texas Essential Knowledge and Skills (TEKS).

A score of 70% or above is required on the credit by examination test. A student may not attempt to earn credit by examination for a specific course more than two times. There is no limit to the number of credits that can be earned through credit by exam. The cost of any examination taken with prior instruction will be the responsibility of the student.

## Emergent Bilingual Services

Each school district is required to offer an English as a Second Language (ESL) Program and shall provide each Emergent Bilingual (EB) the opportunity to be enrolled in the required program at his or her grade level. ESL programs include intensive instruction designed to develop proficiency in listening, speaking, reading, and writing in the English language. Instruction in ESL shall be commensurate with the student's level of English proficiency and his or her level of academic achievement. In high school, the ESL Program shall be consistent with graduation requirements under Chapter 74.

Sheltered instruction occurs in general education content-specific classes offered to Emergent Bilinguals (EBs) for state credit in high school. A sheltered content class incorporates second language acquisition methods and support systems to communicate meaning in the content area. These sheltered classes are taught by teachers certified in a content area and trained in second language acquisition methodology. The sheltered classes cover all mandated TEKS; incorporate English Language Proficiency Standards (ELPS); and focus on adapting the instructional pacing and methods and accommodating materials for instruction.

## Gifted and Talented

In Lago Vista ISD, the needs of Gifted and Talented students are met in several ways. In the four core subject areas – Language Arts, Mathematics, Science and Social Studies – identified gifted students may choose to participate in available Pre-Advanced Placement courses with gifted instruction being provided by teachers trained in both Gifted Education and Advanced Placement methodologies.

In middle school, Lago Vista ISD provides opportunities for G/T students to develop strengths and interests through:

- Differentiated curriculum, instruction, and assessment for advanced learners in our College Readiness courses;
- Acceleration and curriculum compacting in College Readiness Mathematics; and
- Extended enrichment opportunities, including guest speakers, field trips, and off-campus learning.

Students who do not participate in any of these opportunities may choose to “furlough” those requirements for a year. If a student furloughs for more than one year, they may be exited from the program.

## Grading

Report cards are issued each nine weeks throughout the school year. In addition to report cards, the school also distributes interim progress reports every three weeks. Please see the Lago Vista ISD Grading Guidelines for additional information.

The following letter and number grading scale applies to all mastery-related grade-levels:

- A 90 -100
- B 80 - 89
- C 70 - 79

## Calculation of Semester Average

All secondary courses will calculate and report a semester average. Calculated averages reported on progress reports or report cards may not exceed 100%. Grades recorded in a grade book represent a confidential record for assessment of student performance.

1st Semester Grade: The semester average is determined using the nine-week averages and the semester/final exam.

- 1st Nine-Week Average = 40%
- 2nd Nine-Week Average = 40%
- Semester/Final Exam = 20%

2nd Semester Grade: The semester average is determined using the nine-week averages and the final exam.

- 3rd Nine-Week Average = 40%
- 4th Nine-Week Average = 40%
- Final Exam = 20%

## Calculation of Yearlong Average

For a two-semester course in which both semesters are completed in the same school year, the semesters will be averaged together. If the final grade averages to 70% or higher, full credit will be awarded. The yearlong average is calculated using the following percentages:

- 1st Semester = 50%
- 2nd Semester = 50%

## Grade Averaging

For a two-semester course, each semester's grade stands on its own; however, a final passing grade will be awarded if the average of both semesters is at least 70. Students transferring in during the spring semester with a failing grade in the fall semester of the same academic year may receive a passing grade for the year under this policy.

## Honor Roll

All A Honor Roll – Students earning all “A”s in all of their classes. Average of 90% or above in every class.

A & B Honor Roll – Students earning “A”s and “B”s, with no more than 2 “B”s.

## High School Credit Opportunities

The District encourages each middle school student to leave 8th grade with a minimum of 1 high school credit. High school courses regularly offered at the middle school include Algebra I, Spanish I, Spanish II. Grades earned in these classes will be calculated using the high school grading guidelines and will be applied towards high school GPA and rank, if applicable.

## GPA for High School Class Rank

Class rank is calculated only for high school students and is the academic position a student has in relation to other students in the grade level. The student with the highest rank average is number one in the grade level and the student with the lowest rank average is the last student in the grade level. All other students are ranked in between highest (number one) and lowest (last). Class rank is reported comparing that student to the total number of students in the grade level. For example, given 150 students in a grade level, the highest ranked student (number one) would be reported as 1 of 150; lowest ranking student would be reported as 150 of 150.

Weighted class ranking encourages students to take more challenging academic courses in preparation for further learning after high school. Institutions of higher learning require a student's class rank for admission purposes. Class ranking shall be determined by averaging all semester grades earned in grades 9–12, with the exceptions noted below.

High school courses are weighted for rank based on the level of difficulty. Courses taken in middle school for state graduation credit shall also be used for class rank calculation, unless otherwise excluded by policy. Grades transferred from other schools shall be credited in conformity with the course descriptions approved for the established grading system.

Grades earned in band, physical education, athletics, any academic course substituted for physical education, any type of student aide elective, a pass/fail course, credit earned by exam (with or without prior instruction), courses taken through credit recovery, courses taken through summer school, courses taken in any non-accredited school, including homeschool, or any local credit course shall not be used for class rank purposes.

The District uses a weighted GPA scale to calculate class rank. Advanced Placement, Dual Credit, OnRamps, College Readiness, and other eligible courses listed in policy shall receive extra weight. Please see the Lago Vista ISD Grading Guidelines for additional information on GPA and class rank for high school students.

## Physical Education Requirement

Students in middle school may fulfill the requirement for physical education by:

- Taking a TEKS-based physical education class or a substitute approved by the District;
- Participating in a TEKS-based structured extracurricular activity or in an approved private or commercially sponsored physical activity program; or
- Participating in an Olympic-caliber physical activity program approved by the District.

Private or commercially sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

Olympic level participation and/or competition include a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors and the activities involved in the program must be certified by the superintendent to be of exceptional quality.

## Promotion Policy

To be promoted from Grade 6 to Grade 7, Grade 7 to Grade 8, and Grade 8 to Grade 9, students must meet all the following criteria:

1. Earn a yearly course average of 70% or above in three of the following areas: English language arts, mathematics, science, and social studies. A student who receives a yearly average of 69% or less in two or more of these classes may be retained.

2. An overall average of 70% on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas.
3. Meet the 90% state-mandated requirement for attendance.

Students who fail two or more core courses may be required to attend summer school to be promoted to the next grade level.

## Standards for Mastery

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70% or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately.
3. Mastery of at least 70% of the objectives shall be required.

## Required Instruction

As a condition of accreditation, the District is required to provide instruction in the Texas Essential Knowledge and Skills at appropriate grade levels in the foundation and enrichment curriculum outlined by the State. The Texas Education Code requires the District to provide instruction leading to student mastery of the Texas Essential Knowledge and Skills (TEKS) in the foundation curriculum areas of English Language Arts/Reading, Mathematics, Science, and Social Studies. Required instruction in the enrichment curriculum areas includes Languages Other Than English (LOTE), Health, Physical Education, Career and Technical Education, Technology Applications, and Personal Financial Literacy.

## State of Texas Assessments of Academic Readiness (STAAR)

The State of Texas Assessments of Academic Readiness (STAAR) replaced the Texas Assessment of Knowledge and Skills (TAKS), which is the criterion-referenced assessment program that has been in place since 2003. STAAR includes the five high school end-of-course (EOC) assessments and the grade 3–8 assessments.

The following tests are required at each grade level in middle school:

6th Grade: Math and Reading/Language Arts

7th Grade: Math\*, Reading/Language Arts

8th Grade: Math\*\*, Reading/Language Arts, Science, and Social Studies

*\*Note: Students in 7th grade College Readiness mathematics will take the 8th grade STAAR test.*

*\*\*Note: Students taking Algebra I in 8th grade will take the corresponding STAAR End-of-Course (EOC) Math test.*

## Section 504 Services

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act prohibits discrimination and assures that disabled students have educational opportunities and benefits

equal to those provided to non-disabled students. Section 504 and the ADA cover three types of students: (1) those who have a disability (2) those who have a record of a disability and; (3) those who are regarded as having a disability. Only students in the first group (they have a physical or mental impairment that substantially limits a major life activity, thus a disability) are eligible for services under Section 504 and the ADA.

Parents, teachers, administrators, or any other District employees who know of or suspect a student may have a disability, or may require special services, should contact the campus Section 504 Coordinator for information regarding evaluation and services.

### **Dyslexia Services**

Lago Vista ISD offers services for students who are identified as dyslexic. Dyslexia services are designed to provide comprehensive reading, writing, and spelling instruction for students who have been identified as dyslexic. The program provides a continuum of services that address phonemic awareness, grapho-phonemic knowledge, language structure, and linguistic patterns and processes. The SPED committee determines placement in the dyslexia program for students in need of direct dyslexia services. If direct services are not needed then the 504 committee determines classroom support needed.

### **Special Education Services**

Each local school has the responsibility for providing educational and related services to eligible students in the least restrictive environment, and ensuring students with disabilities have the opportunity to participate in educational programs and activities with students without disabilities to the extent appropriate.

If a student has or is suspected of having a disability and requires specialized services, parents, teachers, administrators or any other district employee should contact a campus counselor for information concerning the special education referral process.

The District curriculum enables each student with disabilities to acquire knowledge and skills in the basic areas of learning commensurate with the student's needs and abilities. These skills may be attained through special education accommodations, modification, or instruction and related services, as determined by the admission, review, and dismissal (ARD) committee. The ARD committee shall determine the appropriate instructional setting for each student, and these shall be specified in the student's Individualized Education Program (IEP).

### **Summer School**

Students may attend an accredited summer school, provided that approval of the principal or counselor is obtained before enrolling. Summer school work can be used for making up work that was failed during the regular term or strengthening areas where a student is weak.

### **Texas Virtual School Network**

The Texas Virtual School Network (TxVSN) courses are offered for grades 8-12 and ensure 100% alignment with the Texas

Essential Knowledge and Skills as well as the INACOL National Standards of Quality for Online Courses. Public school districts, open-enrollment charter schools, institutions of higher education, or education service centers provide all courses offered through the TxVSN. Tuition and fees for TxVSN courses will be the responsibility of the student and parent. You may visit the TxVSN website at <http://www.txvsn.org/> for more information.

### **Transfer Credit**

Students transferring into the District from a school with a comparable grading scale shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows:

A+ = 97	B+ = 87	C+ = 79	D+ = 74	F = 69
A = 94	B = 84	C = 77	D = 72	
A- = 90	B- = 80	C- = 75	D- = 70	

### **Transfer Placement**

Records and transcripts of students from Texas nonpublic schools or from out of state or out of the country (including foreign exchange students) shall be evaluated, and students shall be placed promptly in appropriate classes. The District may use a wide variety of methods to verify the content of courses for which a transfer student has earned credit.

A student enrolling from Texas nonpublic schools or from out of state or out of the country (including home schooling) will need to demonstrate mastery of basic skills up to the grade level to which he/she is assigned. Students may be given a credit by exam assessment offered by the University of Texas or Texas Tech University.

## **Planning Your Path in Middle School**

Middle school includes grades 6, 7, and 8 and is an important time to start thinking about high school and post-secondary plans. The courses you take and the grades you make are the foundation for the high school years. As a result, consider the following information.  
15th.

### **College Readiness Courses**

In addition to all Texas Essential Knowledge and Skills, subject matter is extended both in breadth and depth and aligned with the expectations of college-readiness for courses that are designated as "College Readiness". The purpose of the College Readiness program is to challenge motivated students and to prepare them for success in high school advanced courses in the chosen content area.

See the College Readiness section of this course guide for more information on course options and requirements.

### **Accelerated Courses (Mathematics Only)**

Accelerated mathematics courses in grades 6 and 7 covers three years of math (grades 6, 7, and 8) in two years. The CR Math program prepares students to take Algebra I in middle school. To enroll in accelerated coursework, students must meet course requirements.

## High School Credit in Middle School

Lago Vista ISD offers some courses designated for grades 9-12 in middle school. High school courses offered at the middle school include Algebra I, Spanish I, and Band. Grades earned in these classes will be calculated using the high school grading guidelines and will be applied towards high school GPA and rank, if applicable. Satisfactory completion of high school courses taken prior to high school shall be reflected on the student's academic achievement record and the student will be awarded state graduation credit.

Students who take these courses must show satisfactory completion of the prerequisite grade and the most recent Texas STAAR exam as well as meet state and district requirements for the high school course taken.

Some high school courses require a STAAR end of course (EOC) exam. If a student is enrolled in one of these courses, they will be required to take the exam. The following high school courses have a required EOC exam: English I, English II, Algebra I, Biology, and U.S. History. Students must pass all five EOC exams, or an approved substitute assessment, to be eligible for high school graduation.

Students who satisfactorily complete Algebra I prior to high school will continue with higher-level mathematics courses in grades 9-12. Students are expected to take four additional years of high school math while in high school.

Students who successfully complete the two-year program for Spanish I or all of Spanish I prior to high school may use this unit earned to satisfy one credit of the Languages Other Than English (LOTE) graduation requirement in grades 9-12.

## Planning for College Credit in High School

Lago Vista ISD offers many opportunities for students to earn college credit while enrolled in the District. These include College Board Advanced Placement, OnRamps dual credit through UT-Austin, and dual credit through Austin Community College and the Texas Virtual School Network (TxVSN).

AP and college credit programs are open enrollment and participation is based on the prerequisites of the course. It is recommended, but not required, that students wishing to take Advanced Placement and dual credit courses participate in College Readiness courses.

See the Lago Vista ISD High School Course Guide for more information.

## Planning for College: PSAT 8/9

All 8th graders in Lago Vista ISD have the opportunity to take the PSAT 8/9 in the fall. The PSAT 8/9 is a test that will help you and your teachers figure out what you need to work on most so that you're ready for college when you graduate from high school. It tests the same skills and knowledge as the SAT and PSAT/NMSQT — in a way that makes sense for your grade level. It's a *practice* Practice SAT!

Students will receive their PSAT 8/9 scores in the spring and will have instant access to powerful tools. The College Board and Khan Academy — a leader in online education — have teamed up to provide world-class practice tools to all students

for free. With your free access to Khan Academy, you will find full-length practice tests from the College Board as well as thousands of practice questions written in collaboration with the same developers who create the SAT. In addition to being free and accessible anytime, anywhere, Official SAT Practice on KhanAcademy.org will give you personalized practice recommendations tailored to your strengths, weaknesses, and progress. It's a great way to get a jump-start on college!

For more information on college and career readiness in Lago Vista ISD, please visit:

[http://www.lagovistaisd.net/default.aspx?name=curr.ins\\_collegecareerready](http://www.lagovistaisd.net/default.aspx?name=curr.ins_collegecareerready)

## College Readiness (CR) Program

Lago Vista ISD recognizes the value of advanced academic coursework and encourages all students to graduate high school with at least one advanced academic course, such as Advanced Placement, OnRamps, or dual credit.

College Readiness courses are advanced courses designed to challenge students beyond grade-level academic work and to prepare students for advanced academic courses in high school. These courses include a special focus on the subject-specific activities a student is likely to encounter in a related high school advanced academic course.

College Readiness courses are available to students beginning in the 6th grade. It is recommended, but not required, that students wishing to take AP or other advanced courses in high school participate in College Readiness courses offered in middle school and high school.

## How Are CR Courses Different?

College Readiness courses include activities and strategies designed to engage students in active, high-level learning. Students will develop the skills, habit of mind, and concepts needed to succeed in college. Depth of material often requires students to read and write extensively in and out of class.

To be successful in advanced courses, students are expected to have:

- The ability to go above and beyond what is asked;
- Good time management skills;
- Strong reading and writing skills;
- High interest in subject matter;
- The willingness to accept critical feedback; and
- The ability to know when and how to ask for help.

## How Many CR Courses Should a Student Take?

Consideration for the number of College Readiness courses a student should take depends on the student's motivation, self-discipline, and available time outside of class.

It is important for students and parents to remember that College Readiness course enrollment is not an "all or nothing" option. Students are not expected to enroll in all of the available College Readiness courses at their grade level. Students are encouraged to take College Readiness courses that are appropriate to their interests and academic strengths.

## Characteristics Needed for Success in CR Courses

While Lago Vista ISD encourages all students to access advanced coursework, parents and students should carefully weigh this decision. It is important to ensure that the student demonstrates the habits of mind that are likely to lead to success in academically rigorous classes.

In order to ensure success in College Readiness courses, students who wish to enroll in College Readiness courses are expected to demonstrate the following characteristics:

- \_\_\_\_\_ Reads on or above grade level
- \_\_\_\_\_ Strong study skills and self-motivation
- \_\_\_\_\_ Proficient oral and written communication skills
- \_\_\_\_\_ Self-discipline to plan, organize, and carry out tasks to completion
- \_\_\_\_\_ Interest and self-directedness in a particular subject

Students and parents are encouraged to carefully review the entry guidelines below for additional information on enrolling in middle school College Readiness coursework.

## Middle School CR Enrollment

Lago Vista ISD offers inclusive enrollment for College Readiness courses (with the exception of middle school College Readiness mathematics in grades 7 and 8). This inclusive enrollment means that a student may enroll in a College Readiness class as long as he or she meets entry guidelines criteria and is willing to accept the time and learning requirements of an advanced-level class.

Parents of students who do not meet the entry guidelines criteria may still elect to enroll their students in a middle school College Readiness English/Language Arts, understanding that the student may require additional encouragement and support to be successful. In this circumstance, parents will be asked to sign a waiver indicating their understanding of College Readiness course requirements, including exit guidelines.

Waivers for entry guidelines criteria are not available College Readiness math in grades 7 or 8. Please see the entry guidelines for the middle school College Readiness math sequence for additional information.

## CR Mathematics in Middle School

The purpose of the Middle School Advanced Mathematics Program is to increase the number of students who complete advanced mathematics courses in high school, enabling students to take Algebra I in eighth grade. Middle school College Readiness mathematics courses cover accelerated content that is above grade-level and, therefore, enrollment does not follow the same inclusive enrollment policy.

### Middle School CR Course Sequence

6th Grade: College Readiness 6th Grade Math (6th/7th Grade Content)

7th Grade: College Readiness 7th Grade Math (7th/8th Grade Content)

### 8th Grade: Algebra I (High School Credit)

Students who complete the College Readiness mathematics course sequence will become a year accelerated in content, so that they may take Algebra I in 8th grade. As a result of this acceleration, it is imperative that students have a firm foundation in prerequisite knowledge and skills before moving from a grade-level mathematics course to a College Readiness mathematics course.

The entry guidelines for middle school College Readiness mathematics that follow are in place to ensure that students have demonstrated mastery of the Texas Essential Knowledge and Skills required for acceleration.

Students successfully completing a course in the middle school College Readiness sequence will proceed to the next course in the sequence. Students who are not currently in the middle school College Readiness math sequence may be evaluated for entry into the program prior to the beginning of the school year.

## Entry Guidelines for Middle School CR Courses in Mathematics

The 6th and 7th grade College Readiness mathematics courses use an above grade-level compacted curriculum that allows students to enroll in Algebra I in grade 8. The information that follows outlines the requirements for entry into any course in the middle school College Readiness math sequence.

**Under no circumstances may a student enroll in a College Readiness math course in grades 7 or 8 if he or she has not met prerequisite requirements.** The middle school College Readiness course sequence is outlined in the appendix of this guide.

### 6th Grade CR Math

The curriculum for this course completes the study of all of the 6th grade mathematics TEKS and a large portion of the 7th grade mathematics TEKS. Students in 6th grade College Readiness mathematics take the 6th grade math STAAR test because they will not have finished the entirety of the 7th grade math TEKS.

The law requires school districts to automatically enroll each sixth-grade student who performed in the top 40 percent on—

- the Grade 5 Math STAAR Assessment or
- a local measure that includes
  - the student's fifth-grade class ranking, or
  - demonstrated proficiency in the student's fifth-grade mathematics coursework.

The parent or guardian of a student who has been identified for automatic enrollment in 6th Grade CR Math program may opt the student out of the program. To opt out, please contact the Middle School Counselor.

### 7th Grade CR Math

The curriculum for this course finishes the study of the remaining 7th grade mathematics TEKS and completes the study of the 8th grade mathematics TEKS. Students in 7th

grade College Readiness mathematics take the 8th grade STAAR test.

To enroll in 7th grade College Readiness Math, a student must have:

1. Earned an overall grade of 80% or higher in the 6th grade College Readiness math; and
2. Scored "Masters Grade Level" on the 6th grade STAAR assessment for mathematics.
3. Demonstrate the personal characteristics needed for success in College Readiness courses.

A student who fails to meet these requirements may request to demonstrate the prerequisite skills for this course through a locally developed and administered screening test. All College Readiness screening assessments for mathematics are conducted during the summer. A student may take the assessment one time and must earn a score of 80% or higher in order to qualify for course enrollment.

All assessments for entry into the program must be completed prior to the beginning of the school year. Please contact the campus counselor for additional information.

### **8th Grade Algebra I**

Middle school students who pass 8th Grade Algebra I will receive high school credit for this course. Students in Algebra I take the STAAR End-of-Course (EOC) exam as a part of their high school graduation requirements.

To enroll in 8th Grade Algebra I course, a student must have:

1. Earned an overall grade of 80% or higher in the 7th grade College Readiness math; and
2. Scored "Masters Grade Level" on the 8th grade STAAR assessment for mathematics taken in 7th grade College Readiness math.
3. Demonstrate the personal characteristics needed for success in College Readiness courses.

A student who fails to meet these requirements may request to demonstrate the prerequisite skills for this course by successfully demonstrating mastery on a District-approved credit by examination for 8th grade mathematics. A student must earn a score of 80% higher mastery for the two semesters combined.

All assessments for entry into the program must be completed prior to the beginning of the school year. Please contact the campus counselor for additional information.

### **Entry Guidelines for Middle School CR English Language Arts**

Middle school students who wish to enroll in College Readiness English/Language Arts courses must:

1. Earn an overall grade of 90% or higher in the previous content-related course or a grade of 80% or higher in the previous College Readiness content-related course.
2. Score "Masters Grade Level" on the most recent course-related state-mandated performance assessments (STAAR) scores, if available.
3. Demonstrate the personal characteristics needed for success in College Readiness courses.

### **Parent Waiver**

Parents of students who do not meet the entry guidelines criteria for enrollment in College Readiness English Language Arts may still elect to enroll their students in a College Readiness course, understanding that the student may require additional encouragement and support to be successful in these courses. In this circumstance, parents will be asked to sign a waiver indicating their understanding of College Readiness course requirements, including exit guidelines.

### **Exit Guidelines for All CR Courses**

The following guidelines apply for any student who wishes to exit a College Readiness course. Prior to any consideration to exit a College Readiness course:

1. It is expected that a student seeks assistance when needed (e.g., tutorials) to be successful in the course.
2. It is expected that a student complete all assignments that are due for the course (includes taking advantage of the reassessment opportunities available); and
3. It is expected that a student will remain in the College Readiness course for at least one semester.

A student requesting to exit a College Readiness course must petition the campus counselor in writing with a parent signature. The petition for exit will be considered during an exit conference with a campus administrator, the campus counselor, the student, the student's parent, and teacher.

The campus decision regarding whether to grant the petition to exit a College Readiness course must consider:

1. Input from the teacher;
2. The student's academic performance in the course;
3. The student's completion of assignments and attendance at recommended tutorials;
4. The availability of space in other courses;
5. The impact on the student's schedule;
6. The timing of the request; and
7. Any extenuating circumstances.

A student experiencing success (able to maintain a C or better for the semester average) should remain in the course, unless there are other extenuating circumstances.

A student who earns an "F" at the end of a grading period may be removed from the class unless otherwise recommended by the teacher and administrator.

# Course Descriptions

*Courses in this guide may not be available or may not be offered in a given year. Other than required courses, courses may vary based on the number of student requests for the course.*

## 6th Grade Courses

### English Language Arts (ELA) 6

**Course Number: 1106**

**Full Year**

**Prerequisite: None**

English Language Arts 6 is designed to stimulate students to engage in deeper levels of thinking and higher levels of reading comprehension. Students will strengthen their understanding of reading, writing, research, listening, speaking, and the oral and written conventions of the English language. Emphasis will be placed on developing students' skills in critical, analytical and creative thinking, close reading, grammar, and composition. Students will be expected to read and write on a daily basis.

### CR English Language Arts (ELA) 6

**Course Number: 1116**

**Full Year**

**Prerequisite: Demonstrated ability according to District criteria; See entry guidelines.**

College Readiness English Language Arts 6 is a course designed for high-achieving 6th grade students demonstrating advanced English language arts skills who will receive instruction leading to subsequent advanced English Language Arts courses. The class covers 6th grade content and engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Students will develop an understanding of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. Students will be expected to read and write on a daily basis. **Students should expect an additional time requirement and be willing to work independently. Summer work may be required.**

### Math 6

**Course Number: 1206**

**Full Year**

**Prerequisite: None**

Math 6 focuses on developing a strong understanding of operations with integers and positive rational numbers to solve problems, understanding and applying ratios and rates and using equivalent ratios to represent proportional relationships, using expressions and equations to represent relationships in a variety of contexts, understanding data representation, and financial literacy. Students will multiply and divide rational numbers and will use reasoning about multiplication and division to solve rate, ratio, and proportion problems. Students will write expressions and equations as well as

derive and use formulas to connect learning to real-world problem solving.

### CR Math 6

**Course Number: 1216**

**Full Year**

**Prerequisite: Scored in the top 40% on the 5th Grade STAAR Assessment**

College Readiness Math 6 is a course designed for high-achieving 6th grade students with advanced mathematical skills, who will receive instruction leading to 8th grade Algebra I and subsequent advanced mathematics courses. College Readiness Math 6 compacts and accelerates the content of 6th and 7th grade mathematics curriculum with added rigor, depth, global connections, multiple representations (verbal, algebraic, numerical, graphical, physical), and expectations of sophistication in student work. In addition to the primary focal points of using operations with integers and positive rational numbers to solve problems, understanding and applying ratios and rates and using equivalent ratios to represent proportional relationships, using expressions and equations to represent relationships in a variety of contexts, understanding data representation, and financial literacy, the curriculum will include a rigorous problem solving component. There is a strong expectation that all of the students in the middle school College Readiness math sequence are preparing for Advanced Placement Calculus or other college-level mathematics coursework in high school. **Students should expect an additional time requirement and be willing to work independently.**

### Science 6

**Course Number: 1306**

**Full Year**

**Prerequisite: None**

Science 6 is interdisciplinary in nature; however much of the content focus is on physical science. This course utilizes specific instructional strategies designed to enhance the development of critical thinking skills. Students analyze real-world situations through scientific problem solving. Topics of study include elements, compounds and mixtures, energy resources, potential and kinetic energy, energy transformations, force and motion, solar system and space exploration, taxonomic classifications and levels of organization in ecosystems.

### World Cultures 6

**Course Number: 1406**

**Full Year**

**Prerequisite: None**

World Cultures 6 is the study of people, places, and societies of the contemporary world. Students will describe the influence of individuals and groups on historical and contemporary events in 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. Students will use a variety of rich primary and secondary source material such as biographies, autobiographies, speeches, letters, poetry, songs, and artworks. The course utilizes strategies that develop the skills, habits of mind, and concepts needed for higher-level thinking.

## 7th Grade Courses

### English Language Arts (ELA) 7

**Course Number: 1107**

**Full Year**

**Prerequisite: None**

The English Language Arts 7 course is designed to develop an understanding for reading, writing, research, listening, speaking, and the oral and written conventions of the English language. This course emphasizes reading a variety of genres, writing a wide variety of compositions, and integrating research and presentation skills. Students learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. Integrated multicultural literature studies are used as stimuli or models for writing as well as to promote literary analysis skills. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. Students will be expected to read and write on a daily basis.

### CR English Language Arts (ELA) 7

**Course Number: 1117**

**Full Year**

**Prerequisite: Demonstrated ability according to District criteria; See entry guidelines.**

College Readiness English Language Arts 7 is a course designed for high-achieving 7th grade students demonstrating advanced English language arts skills who will receive instruction leading to subsequent advanced English Language Arts courses. Students participate in several independent and group projects. They write for a variety of audiences, in a number of formats, and for varied purposes, including to inform, to persuade, and to entertain. Throughout the course, students follow the steps of the writing process and utilize self, peer, and teacher evaluations to revise writing. Students are taught an array of elaboration strategies. Integrated multicultural literature studies will also be used as stimuli or models for writing. Improvement in grammar is approached by emphasizing higher-level thinking for writing. Instruction includes research and listening skills. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. Students will be expected to read and write on a daily basis. **Students should expect an additional time requirement and be willing to work independently. Summer work may be required.**

### Math 7

**Course Number: 1207**

**Full Year**

**Prerequisite: None**

In Math 7, students will develop an understanding of direct proportional relationships in number, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers in problem solving situations; and using statistical measures to describe data. Students will use proportionality and ratio to describe and solve situations involving discounts, interest, taxes, and percent of increase or decrease. They will compose and decompose 2- and 3-dimensional objects to create and validate formulas for surface area and volume. Students will extend their learning in addition, subtraction, multiplication and division of integers and rational numbers by applying the properties of arithmetic to consider negative numbers in everyday contexts.

### College Readiness Math 7 (Pre-Algebra)

**Course Number: 1217**

**Full Year**

**Prerequisite: Overall grade of 80% or higher in College Readiness Math 6; Final Level II on 6th Grade STAAR in math; Demonstrated ability according to District criteria; See entry guidelines.**

College Readiness Math 7 is a course designed for high-achieving 7th grade students demonstrating advanced mathematical skills, who will receive instruction leading to 8th grade Algebra I and subsequent advanced mathematics courses. College Readiness Math 7 compacts and accelerates the content of 7th and 8th grade mathematics curriculum with added rigor, depth, global connections, multiple representations (verbal, algebraic, numerical, graphical, physical), and expectations of sophistication in student work. This course reviews arithmetic procedures and begins a student's investigation of algebraic concepts. Students will use linear equations to represent real-world situations, and develop an understanding of slope as rate of change. They will increase fluency in number, operation and quantitative reasoning; analyze 2- and 3-dimensional space and uses of statistical data; and develop and describe geometric and mathematical patterns all leading to sustainable algebraic thinking. There is a strong expectation that all of the students in the middle school College Readiness math sequence are preparing for Advanced Placement Calculus or other college-level mathematics coursework in high school. **Students should expect an additional time requirement and be willing to work independently. Students in this course will take the 8th Grade Mathematics STAAR exam.**

## Science 7

**Course Number: 1307**

**Full Year**

**Prerequisite: None**

Science 7 is designed for all students and utilizes specific instructional strategies designed to enhance the development of critical thinking skills. Students analyze real-world situations through scientific problem solving. Concepts covered are interdisciplinary in nature with a focus on organisms and the environment. Topics of study include the flow and conservation of energy through living systems, force, motion, and energy observed in living systems and the environment, Earth and space phenomena, relationships between living organisms and their environment, genetics, plant and animal cell structures, and human body systems. Students will be engaged in relevant and rigorous hands-on laboratory investigations that emphasize process skills, such as experimental design, and use tools and technology to collect, record, and analyze data.

## Texas History 7

**Course Number: 1407**

**Full Year**

**Prerequisite: None**

In Texas History 7, students will study the history of Texas from early times to the present. Areas of study will include Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. Students identify the regions of Texas and describe the structure and functions of government. Students will examine the rights and responsibilities of Texas citizens, identify different ethnic groups who contributed to Texas culture, and analyze the impact of science and technology on the development of Texas in various industries. American and nationalistic viewpoints of the critical events of the Civil War and Reconstruction are emphasized in order to prepare students for future studies. A wide variety of primary and secondary source material is used to teach the strands of knowledge and skills listed in the TEKS.

# 8th Grade Courses

## English Language Arts (ELA) 8

**Course Number: 1108**

**Full Year**

**Prerequisite: None**

In English Language Arts 8, students will develop an understanding for reading, writing, research, listening, speaking, and the oral and written conventions of the English language. This course engages students in becoming skilled readers of non-fiction and prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Students will engage in activities that build on their prior knowledge and skills in order to strengthen skills in oral and written communication in four basic areas: grammar, spelling, composition, and literature. This course is also designed to prepare students for high school English and advanced vocabulary development. Emphasis is placed on correctly

using the writing process and using critical thinking skills. Students will be expected to read and write on a daily basis.

## CR English Language Arts 8

**Course Number: 1118**

**Full Year**

**Prerequisite: *Demonstrated ability according to District criteria; See entry guidelines.***

College Readiness English 8 is a course designed for high-achieving 8th grade students demonstrating advanced English language arts skills, who will receive instruction leading to subsequent College Readiness and AP English Language Arts courses. This course engages students in becoming skilled readers of non-fiction and prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. Students will be expected to read and write on a daily basis. **Students should expect an additional time requirement and be willing to work independently. Summer work may be required.**

## Math 8 (Pre-Algebra)

**Course Number: 1208**

**Full Year**

**Prerequisite: None**

Math 8 reviews arithmetic procedures and begins a student's in-depth investigation into algebraic concepts. The primary focal points of Math 8 include representing, applying, and analyzing proportional relationships; using expressions and equations to describe relationships including Pythagorean Theorem; making inferences from data; and financial literacy. Students will use linear equations to represent real-world situations, and develop an understanding of slope as rate of change. They will increase fluency in number, operation and quantitative reasoning; analyze 2- and 3-dimensional space and uses of statistical data; and develop and describe geometric and mathematical patterns all leading to sustainable algebraic thinking.

## HS Algebra I

**Course Number: 1209**

**PEIMS #03100500**

**HS Credit: 1, Full Year**

**Prerequisite: *Overall grade of 80% or higher in 7th grade College Readiness math and Final Level II on 8th grade STAAR in math (taken in 7th grade College Readiness math) OR Math 8 Credit-by-Exam for Acceleration (CBE); Demonstrated ability according to District criteria; See entry guidelines.***

HS Algebra I is a course designed for high-achieving 8th grade students demonstrating advanced mathematical skills, who will receive instruction leading to subsequent advanced mathematics courses. This course will focus on concepts, such as functional relationships and problem solving in real situations, including, but not limited to the following: table building, coordinate graphing, equation writing and solving, operations on polynomials, factoring, and real number

computation with an intense focus on high level application, problem solving, and higher order thinking processes. This course will expand students' understanding of number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry; measurement; and probability, and statistics. Special emphasis is placed on problem solving and application of skills and concepts. Students will also be instructed in the use of the graphing calculator. There is a strong expectation that all of the students in the middle school College Readiness math sequence are preparing for Advanced Placement Calculus or other college-level mathematics coursework in high school. **Students should expect an additional time requirement and be willing to work independently. Upon successful completion, this course grants high school credit. The grade earned will be factored into the student's high school GPA. Students in this course will take the Algebra I EOC STAAR exam.**

### **Science 8**

**Course Number: 1308**

**Full Year**

**Prerequisite: None**

In Science 8, students analyze real-world situations through scientific problem solving. Concepts covered are interdisciplinary in nature with a focus on earth and space science. Topics of study include properties of matter and chemical reactions, relationship between forces and motion explained by Newton's three laws, cycles within the Sun, Earth, and Moon systems, seasons, tides, lunar phases, origin of universe, plate tectonics, topographic maps, interaction of solar, weather, and ocean systems, interactions within ecosystems, and environmental changes. Students will be engaged in relevant and rigorous hands-on laboratory investigations that emphasize process skills, such as experimental design, and use tools and technology to collect, record, and analyze data.

### **U.S. History 8**

**Course Number: 1408**

**Full Year**

**Prerequisite: None**

In US History 8, students study the history of the United States from colonization through Reconstruction. Students analyze political, economic, religious and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, the challenges of the early Republic, the Age of Jackson, westward expansion, sectionalism, Civil War and Reconstruction. Students examine the physical characteristics of the U.S. and their impact on how and where Americans lived, the American beliefs and principles reflected in historical documents such as the U.S. Constitution, the effects of major 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. A wide variety of primary and secondary source material is used to teach the strands of knowledge and skills listed in the TEKS.

## **Electives**

***Some elective courses have costs and fees associated with them. Please see your counselor or the elective educator if you need assistance with course fees.***

### **Fine Arts - Art**

#### **Art 6**

**Course Number: 1751**

**Semester**

**Prerequisite: None**

This course is comprised of four basic strands- foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response. These strands provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the course. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments. **Note: There is a \$10 materials fee for this course.**

#### **Art 7**

**Course Number: 1752**

**Full Year**

**Prerequisite: Art 6 recommended**

This course expands and enhances student learning in the four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response. These strands provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the course. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments. **Note: There is a \$20 materials fee for this course.**

## Art 8

**Course Number: 1753**

**Full Year**

**Prerequisite: Art 7 recommended**

This course expands and enhances student learning in the four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response. These strands provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the course. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments. **Note: There is a \$20 materials fee for this course.**

## Theatre MS 1

**Course Number:**

**Full Year**

**Prerequisite: This course is for 7th or 8th graders**

Theatre MS 1 is an introductory course for students taking theatre for the first time in middle school, and no previous experience is necessary. Theatre MS 1 meets daily and is available to any student interested in exploring theatre as an elective. The class meets during the school day; however, there may be some outside of class time requirements at various times through the year to perform and prepare for performances. Students will have opportunities to develop their performance skills through a variety of in-class and outside of class performances, as well as improve their public speaking skills.

## Theatre Tech

**Course Number:**

**Full Year**

**Prerequisite: None**

Theatre Tech is a hands-on, creative course where students explore the exciting behind-the-scenes world of live performance. While actors take the stage, theater technicians make the magic happen! In this class, students will learn how technical elements bring productions to life through set design, lighting, sound, costumes, props, and stage management. Throughout the course, students may collaborate on school performances, gaining real-world experience in planning, designing, building, and running a show. Emphasis is placed on safety, organization, and professionalism in a supportive and creative environment.

## Fine Arts- Music

### Beginning Band

**Course Number: 1901**

**Full Year**

**Prerequisite: None; This course is recommended for 6th and 7th graders who are participating in band for the first time**

Beginning band is the introduction to the focused study of instrumental music. This course is designed to provide students with a focused introduction to instrumental music in brass, woodwind, or percussion instruments. Students will not only receive instruction on using correct embouchure, hand position, posture, breathing, and articulations but will also learn advanced fingerings, scales, vibrato, and music terminology. A rental fee may be charged to offset any repair costs on instruments owned by the District.

### Symphonic Band

**Course Number: 1902**

**Full Year**

**Prerequisite: Beginning Band; This course is recommended for 7th and 8th graders**

This is a continuing course designed to further develop instrumental music instruction for students who have previously played a brass, woodwind, or percussion instrument. Students will not only receive instruction on using correct embouchure, hand position, posture, breathing, and articulations but will also learn advanced fingerings, scales, vibrato, and music terminology. There are several concert performances, parade performances, and competitions in solo and ensemble each year. These band members perform individually at concerts and may compete at the University Interscholastic League Concert and Sight-Reading Competition in the spring. Attendance at rehearsals and all after-school performances is required. A rental fee may be charged to offset any repair costs on instruments owned by the District.

### Concert Band I

**Course Number: 2738**

**Credit: 1, Full Year**

**Prerequisite: Audition and teacher approval**

Concert Band I is the focused study of musical instrument performance skills, basic and advanced music theory, sight-reading skills, marching, concert, ensemble, and solo skills. Participation in band is subject to instructor placement determined by an audition to assess the student's instrumental technique and music reading skill. All band students are required to participate in rehearsals and performances before and after school. The group also participates in all UIL related contests and others contests during the semester that prove beneficial to the program. A rental fee may be charged to offset any repair costs on instruments owned by the District.

## Fine Arts - Dance

### Dance

**Course Number:**

**Full Year**

**Prerequisite: None**

Dance students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of their heritage and traditions and those of others, and enabling them to participate in a diverse society. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic creative processes. Students continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance. This course does not award high school credit.

## Health

### Health 7/Technology Applications 7

**Course Number: 1830**

**Semester**

**Prerequisite: 7th graders only**

In Health 7, students will develop knowledge and skills to address adolescent health issues. Students gain a better understanding of the knowledge and behavior they use to safeguard their health, particularly pertaining to health risks. Major areas of study will include fitness, nutrition, mental/emotional health, substance abuse, and interpersonal relationships. In addition, students will learn about safe behaviors, puberty, and the reproductive system through the "Draw the Line-Respect the Line" curriculum. The embedded study of technology includes data communication, data processing, and the devices used for these tasks locally and across networks. Learning to apply these technologies motivates students to develop critical-thinking skills, higher-order thinking, and innovative problem solving. This course incorporates the study of digital tools, devices, communication, and programming to empower students to apply current and emerging technologies in their careers, their education, and beyond. **Required for 7th graders.**

## Languages Other Than English

### HS Spanish I

**Course Number: 1802**

**PEIMS #03440100**

**HS Credit: 1, Full Year**

**Prerequisite: 7th & 8th graders only**

HS Spanish I provides an introduction to the five Cs: *communication* (speaking, listening, reading, writing), *culture* (understanding of the people, practices, products and perspectives), *connections* (with other subject areas), *comparisons* (own culture/language with another), and *communities* (using language beyond the school setting for personal and career development). **Completion of this course earns a student high school credit. The grade earned will be factored into the student's high school GPA.**

### HS College Readiness Spanish II

**Course Number: 2812**

**PEIMS #03440200**

**Credit: 1, Full Year**

**Prerequisite(s): 8th graders only; Successful completion of Level I**

College Readiness is designed for students with high academic interest and a strong work ethic. The College Readiness class serves as the foundation for the Advanced Placement Program, specifically to prepare students for the rigor of the AP class and the AP exam. Students will also further explore the five C's at the intermediate proficiency level: *communication* (speaking, listening, reading, writing), *culture* (understanding of the people, practices, products and perspectives), *connections* (with other subject areas), *comparisons* (own culture/language with another), and *communities* (using language beyond the school setting for personal and career development). Students who wish to take advanced placement Spanish courses should consider this course. **Completion of this course earns a student high school credit. The grade earned will be factored into the student's high school GPA.**

## Physical Education

### Physical Education 6

**Course Number: 1601**

**Full Year**

**Prerequisite: None**

In Physical Education 6-8, students will improve and develop their fitness knowledge and level through a variety of individual and team sports and activities. All activities are designed to improve their personal fitness level and acquire health and fitness information necessary to become healthy and active adults. State fitness testing will also be included in this course. Students are required to dress out in campus specific fitness attire. Grades are based on participation, skills, and written tests. **Required for 6th graders; may be substituted with Pre-Athletics.**

## **Physical Education 7**

**Course Number: 1602**

**Full Year**

**Prerequisite: None**

In Physical Education 6-8, students will continue to improve and develop their fitness knowledge and level through a variety of individual and team sports and activities. All activities are designed to improve their personal fitness level and acquire health and fitness information necessary to become healthy and active adults. State fitness testing will also be included in this course. Students are required to dress out in campus specific fitness attire. Grades are based on participation, skills, and written tests. **Required for 7th graders; may be substituted with Athletics.**

## **Physical Education 8**

**Course Number: 1603**

**Full Year**

**Prerequisite: None**

In Physical Education 6-8, students will continue to improve and develop their fitness knowledge and level through a variety of individual and team sports and activities. All activities are designed to improve their personal fitness level and acquire health and fitness information necessary to become healthy and active adults. State fitness testing will also be included in this course. Students are required to dress out in campus specific fitness attire. Grades are based on participation, skills, and written tests. **Required for 8th graders; may be substituted with Athletics.**

## **Pre-Athletics 6 (Boys)**

**Course Number: 1623**

**Full Year**

**Prerequisite: 6th grade boys only; Sports physical**

Pre-athletic Physical Education is designed to prepare students for athletic participation and may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. **This course is a substitute for the required PE course.**

## **Pre-Athletics 6 (Girls)**

**Course Number: 1624**

**Full Year**

**Prerequisite: 6th grade girls only; Sports physical**

Pre-athletic Physical Education is designed to prepare students for athletic participation and may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. **This course is a substitute for the required PE course.**

## **Athletics 7 (Boys)**

**Course Number: 1620**

**Full Year**

**Prerequisite: 7th grade boys only; Sports physical**

Athletics 7 may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or

after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. Attendance at all practices and competitions is required. Students must have a physical examination by a medical doctor to participate in competitive athletics. Annual UIL physicals are required for all students participating in one or more sports. In order to meet the UIL age requirements for 7th grade athletics a student cannot have reached their 14th birthday on or prior to September 1st of the current school year. **This course is a substitute for the required PE course.**

## **Athletics 7 (Girls)**

**Course Number: 1621**

**Full Year**

**Prerequisite: 7th grade girls only; Sports physical**

Athletics 7 may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. Attendance at all practices and competitions is required. Students must have a physical examination by a medical doctor to participate in competitive athletics. Annual UIL physicals are required for all students participating in one or more sports. In order to meet the UIL age requirements for 7th grade athletics a student cannot have reached their 14th birthday on or prior to September 1st of the current school year. **This course is a substitute for the required PE course.**

## **Athletics 8 (Boys)**

**Course Number: 1618**

**Full Year**

**Prerequisite: 8th grade boys only; Sports physical**

Athletics 8 may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. Attendance at all practices and competitions is required. Students must have a physical examination by a medical doctor to participate in competitive athletics. Annual UIL physicals are required for all students participating in one or more sports. In order to meet the UIL age requirement for 8th grade athletics a student cannot have reached their 15th birthday on or prior to September 1st of the current school year. **This course is a substitute for the required PE course.**

## **Athletics 8 (Girls)**

**Course Number: 1619**

**Full Year**

**Prerequisite: 8th grade girls only; Sports physical**

Athletics 8 may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. Attendance at all practices and competitions is required. Students must have a physical examination by a medical doctor to participate in competitive athletics. Annual UIL physicals are required for all students participating in one or more sports. In order to meet the UIL age requirement for 8th grade athletics a student

cannot have reached their 15th birthday on or prior to September 1st of the current school year. **This course is a substitute for the required PE course.**

## Locally Developed Courses & Special Programs

### Extensions 6

**Course Number:**

**Semester**

**Prerequisite: 6th graders only**

This course is designed to integrate reading, writing, math, and science skills into a comprehensive curriculum that emphasizes critical thinking, problem-solving, and real-world applications. Students will explore cross-disciplinary topics such as motion, forces, ecosystems, cell biology, and financial literacy through collaborative projects, hands-on investigations, and literacy-based learning.

### Extensions 7

**Course Number:**

**Semester**

**Prerequisite: 7th graders only**

This course is designed to integrate reading, writing, math, and science skills into a comprehensive curriculum that emphasizes critical thinking, problem-solving, and real-world applications. Students will explore cross-disciplinary topics such as motion, forces, ecosystems, cell biology, and financial literacy through collaborative projects, hands-on investigations, and literacy-based learning.

### Introduction To Sports Medicine

**Course Number: 1994**

**Semester**

**Prerequisite: None**

This introductory sports medicine class will provide students with a basic preview of the field of sports medicine. The course will cover topics to include: basic anatomy, assessment strategies, rehabilitation techniques, training theories, careers, and nutrition education. Introduction to Sports Medicine is a course designed for students who have an interest in a future career in the field of sports medicine or for anyone who would like to gain a basic understanding of injury prevention and recovery strategies. This course does not award high school credit.

### Introduction To Team Sports Officiating

**Course Number:**

**Semester**

**Prerequisite: None**

Students enrolled in the Intro to Team Sport Officiating course will learn rules and regulations of selected team sports, developing skills in the area of communication, decision-making, and conflict management, which are needed to officiate team sport competitions. They will work with coaches, players, other officials, and parents. The expectation is that students will have the ability to officiate at various levels and manage responsibilities that come with the role. Students will develop a personal fitness and injury prevention plan that directly relates to the needs of an official. Students will

understand and apply time management skills required and recognize legal rights and responsibilities of an official involved with youth sports in the 21st century.

Cardiopulmonary resuscitation (CPR), use of an automated external defibrillator (AED), and basic first aid skills will be taught in class.

### Leadworthy®

**Course Number: 19??**

**PEIMS #N1290012**

**Credit: ½, Semester**

**Prerequisite: 8th graders only**

Leadworthy® is designed to develop personal responsibility, leadership, and professional skills through explicit social-emotional participatory learning experiences. The course provides students the opportunity to develop an awareness of personal image, a healthy self-concept, and healthy relationships. Students learn the concepts of consequential thinking and principle-based decision making. Students examine their awareness of social media, the effects of peer pressure and bullying, along with effective strategies to counteract those effects. This course will provide students opportunities to improve their public speaking and communication skills and their personal vision, mission statement, and goals. They will develop an understanding of what it means to be an effective member of the community through community service. **This is a pass/fail course. Upon successful completion, this course grants high school credit. The grade earned will NOT be factored into the student's high school GPA because pass/fail courses are excluded.**

### College and Career Readiness/Technology

#### Applications 8

**Course Number: 1992**

**Semester**

**Prerequisite: 8th graders only**

This course is designed to guide students through the development of a college and career readiness and achievement plan. Students will use interest inventory software or other tools available to explore college and career areas of personal interest. Students will use this information to explore educational requirements for various colleges and a variety of chosen career paths. This course also covers the five Technology Applications strands that prepare students to be literate in technology applications: computational thinking; creativity and innovation; data literacy, management, and representation; digital citizenship; and practical technology concepts. Communication and collaboration skills are embedded across the strands. The study of technology includes data communication, data processing, and the devices used for these tasks locally and across networks. Learning to apply these technologies motivates students to develop critical-thinking skills, higher-order thinking, and innovative problem solving. This course incorporates the study of digital tools, devices, communication, and programming to empower students to apply current and emerging technologies in their careers, their education, and beyond. **Required for 8th graders.**

## Literature Lab 6

**Course Number: 1983**

**Full Year**

**Prerequisite: 6th graders only; Campus recommendation**

The Reading Rally 6 course is in addition to the grade level language arts course and is designed for students who need assistance in mastering foundational reading skills. The course provides for individualized instruction to meet each student's unique need in decoding, fluency, vocabulary development and comprehension. Students will be expected to read and write on a daily basis. **All students who failed to meet standard on the previous year's STAAR Reading assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level ELAR course and is taken as a required elective.**

## Literature Lab 7

**Course Number: 1984**

**Full Year**

**Prerequisite: 7th graders only; Campus recommendation**

The Reading Rally 7 course is in addition to the grade level language arts course and is designed for students who need assistance in mastering foundational reading skills with support for writing. The course provides for individualized instruction to meet each student's unique need in decoding, fluency, vocabulary development and comprehension. Students will be expected to read and write on a daily basis. **All students who failed to meet standard on the previous year's STAAR Reading assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level ELAR course and is taken as a required elective.**

## Literature Lab 8

**Course Number: 1985**

**Full Year**

**Prerequisite: 8th graders only; Campus recommendation**

The Reading Rally 8 course is in addition to the grade level language arts course and is designed for students who need assistance in mastering foundational reading skills. The course provides for individualized instruction to meet each student's unique need in decoding, fluency, vocabulary development and comprehension. Students will be expected to read and write on a daily basis. **All students who failed to meet standard on the previous year's STAAR Reading assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level ELAR course and is taken as a required elective.**

## Math Masters 6

**Course Number: 1950**

**Full Year**

**Prerequisite: 6th graders only; Campus recommendation**

The Math Masters 6 course provides a rich, supportive curriculum to assist students in mastering foundation concepts through problem solving, reinforcement of skills, and the use of small group instruction. This class will provide

students with additional support to help ensure success through the use of individualized, targeted instruction and interventions. The course includes topics, such as whole numbers, integers, rational numbers, proportional relationships, fractions, percentages, ratios, algebraic relationships, geometric relationships, equations and inequalities, graphical numeric representation, and personal financial literacy. **All students who failed to meet standard on the previous year's STAAR mathematics assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level math course and is taken as a required elective.**

## Math Masters 7

**Course Number: 1951**

**Full Year**

**Prerequisite: 7th graders only; Campus recommendation**

The Math Masters 7 course provides a rich, supportive curriculum to assist students in mastering foundation concepts through problem solving, reinforcement of skills, and the use of small group instruction. This class will provide students with additional support to help ensure success through the use of individualized, targeted instruction and interventions. The course includes topics, such as operations to solve problems with rational numbers, proportional relationships, probability and statistics, linear relationships, geometric relationships, one-variable equations and inequalities, statistical representations, and personal financial literacy. **All students who failed to meet standard on the previous year's STAAR mathematics assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level math course and is taken as a required elective.**

## Math Masters 8

**Course Number: 1952**

**Full Year**

**Prerequisite: 8th graders only; Campus recommendation**

The Math Masters 8 course provides a rich, supportive curriculum to assist students in mastering foundation concepts through problem solving, reinforcement of skills, and the use of small group instruction. This class will provide students with additional support to help ensure success through the use of individualized, targeted instruction and interventions. The course includes topics, such as irrational numbers, decimal and scientific notation, using proportional relationships to describe dilations, proportional and non-proportional relationships involving slope, foundational concepts of functions, geometric formulas, equations and inequalities, foundational concepts of simultaneous linear equations, statistical procedures, and personal financial literacy. **All students who failed to meet standard on the previous year's STAAR mathematics assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level math course and is taken as a required elective.**

## **Shark Tank/Mythbusters**

**Course Number: 1370**

**Full Year**

**Prerequisite: None**

Separating truth from fiction can be tough. In Mythbusters, students will endeavor to find the truth as we put myths to the test in the classroom! Students will problem-solve, collaborate, and make new discoveries. This class is inspired by the hit TV show "Mythbusters." This course engages learners in problem solving in the areas of engineering, forensic science and emerging media. Through inquiry and project based learning, learners will hypothesize, acquire and analyze data, and formulate conclusions. Learners, as investigators, will experience science as the application of mathematics and science as a vehicle for making meaning within a scientific investigation.

## **Fundamentals of Computer Science**

**Course Number:**

**Full Year**

**Prerequisite: 8th graders only**

The Fundamentals of Computer Science course introduces beginners to core computing concepts, programming basics, and computational thinking to solve real-world problems. It covers hardware, software, web design, and algorithms while emphasizing digital citizenship, ethics, and innovation. This hands-on, project-based, or introductory course prepares students for further technical study.

Key Topics and Learning Objectives:

Computational Thinking: Developing logic, algorithms, and problem-solving skills.

Programming Fundamentals: Building blocks of code, often using languages like JavaScript to create software.

Computer Systems: Understanding hardware components (CPU, RAM), operating systems, and networking.

Digital Citizenship & Ethics: Researching laws, cybersecurity, and responsible technology usage.

Project-Based Learning: Designing, testing, and implementing, or analyzing algorithms.

This foundational course is ideal for beginners and serves as a launching point for further studies in computer science, such as AP Computer Science or advanced programming.

## **Public Speech**

**Course Number: 1707**

**Semester**

**Prerequisite: 6th graders only**

Communication is an integral part of our social, cultural, and academic lives; therefore, students should develop effective communication skills to further their academic pursuits and to prepare for interaction in social, civic, and professional roles. In this course, students will develop skills focused on five identifiable functions of expressing and responding appropriately to feelings, participating in social traditions, informing, persuading, creating, and imagining. To become competent communicators, students will develop and apply skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic, and public contexts. This course does not award high school credit.

## **Student Aide**

**Course Number: 2000**

**Full Year**

**Prerequisite: 8th graders only; Administrator approval**

The Student Aide course is designed to allow students the opportunity to learn responsibility through assisting educational professionals. Skills that may be learned are as follows: filing, phone etiquette, peer assistance, use of office equipment, communication skills, and others. Because confidentiality and quality of work are essential for this position, the student may not have a history of disciplinary infractions, and will need a teacher recommendation and an administrator's approval.

## **Viking Valor/Technology Applications 6**

**Course Number: 1860**

**Semester**

**Prerequisite: 6th graders only**

The Viking Valor course provides all 6th grade students with instruction to help aid in the transition to middle school, while also helping students to develop a healthy self-concept and skills for responsible decision making. The Viking Valor curriculum covers the required Health TEKS for Grade 6 and will reinforce, foster, and apply positive character traits, as well as help students to gain the knowledge and skills necessary to manage emotions, reactions, and relationships that are essential to reaching one's full potential.

The Viking Valor class consists of several basic units of study:

1. Utilizing resources (Middle School transition, time management, study skills, multimedia tools);
2. Communication (building positive relationships and presenting information effectively);
3. Critical thinking and problem solving;
4. Character development (anti-bullying, citizenship, and positive behavior development).
5. Healthy living (nutrition, importance of physical activity, decision-making skills to make positive health choices)
6. Safety (digital citizenship, bullying prevention, first aid, and identification of safe and unsafe situations); and
7. Responsible Decision Making alcohol, tobacco, and other drugs.

This course also covers the five Technology Applications strands that prepare students to be literate in technology applications: computational thinking; creativity and innovation; data literacy, management, and representation; digital citizenship; and practical technology concepts. Communication and collaboration skills are embedded across the strands. The study of technology includes data communication, data processing, and the devices used for these tasks locally and across networks. Learning to apply these technologies motivates students to develop critical-thinking skills, higher-order thinking, and innovative problem solving. This course incorporates the study of digital tools, devices, communication, and programming to empower students to apply current and emerging technologies in their careers, their education, and beyond. **Required for 6th graders.**

**Yearbook****Course Number: 1215****Full Year****Prerequisite: *7th and 8th graders only***

Yearbook is a course designed for highly motivated, independent, and creative individuals who wish to learn how to create and design a school yearbook using desktop publishing software. In addition to creating the yearbook, students will learn about and discuss age-appropriate social issues and character education to design visual media and promote awareness and demonstrate mastery. This course does not award high school credit.

## Appendix A: Program of Studies for Middle School Students

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
English Language Arts 6 <i>or</i> CR English Language Arts 6	English Language Arts 7 <i>or</i> CR English Language Arts 7	English Language Arts 8 <i>or</i> CR English Language Arts 8
Math 6 <i>or</i> CR Math 6* <i>*See entry requirements.</i>	Math 7 <i>or</i> CR Math 7* <i>*See entry requirements.</i>	Math 8 <i>or</i> HS Algebra I* <i>*See entry requirements.</i>
Science 6	Science 7	Science 8
World Cultures 6	Texas History 7	U.S. History 8
PE 6 <i>or</i> Pre-Athletics 6	PE 7 Dance 7 <i>or</i> Athletics 7	PE 8 Dance 8 <i>or</i> Athletics 8
Viking Valor (Semester) + Tech Apps 6 (Semester)	Health/Tech Apps 7(Semester) + Extensions 7 (Semester)	College & Career Readiness/Tech Apps 8 (Semester) + Leadworthy (Semester, HS credit)
<p style="text-align: center;"><i>2 of the following electives:</i></p> <ul style="list-style-type: none"> <li>● Beginning Band</li> <li>● Dance</li> <li>● Art/ Shark Tank Jr.</li> <li>● Public Speaking/Extensions</li> </ul>	<p style="text-align: center;"><i>2 of the following electives:</i></p> <ul style="list-style-type: none"> <li>● Art 7</li> <li>● Band</li> <li>● Dance</li> <li>● HS Credit: Spanish I</li> <li>● Shark Tank 7/Mythbusters 7</li> <li>● Theatre 7</li> <li>● Theater Tech 7</li> <li>● Sports Officiating/Sports Med</li> <li>● Yearbook</li> </ul>	<p style="text-align: center;"><i>2 of the following electives:</i></p> <ul style="list-style-type: none"> <li>● Band</li> <li>● Dance</li> <li>● Yearbook</li> <li>● HS Credit: Spanish I</li> <li>● HS Credit: Spanish II</li> <li>● Theatre 8</li> <li>● Theatre Tech 8</li> <li>● Student Aide/Peer Assistance</li> <li>● Art 8</li> <li>● Fundamentals of Computer Science</li> <li>● Shark Tank 8/Mythbusters 8</li> <li>● Sports Officiating/Sports Med</li> </ul>

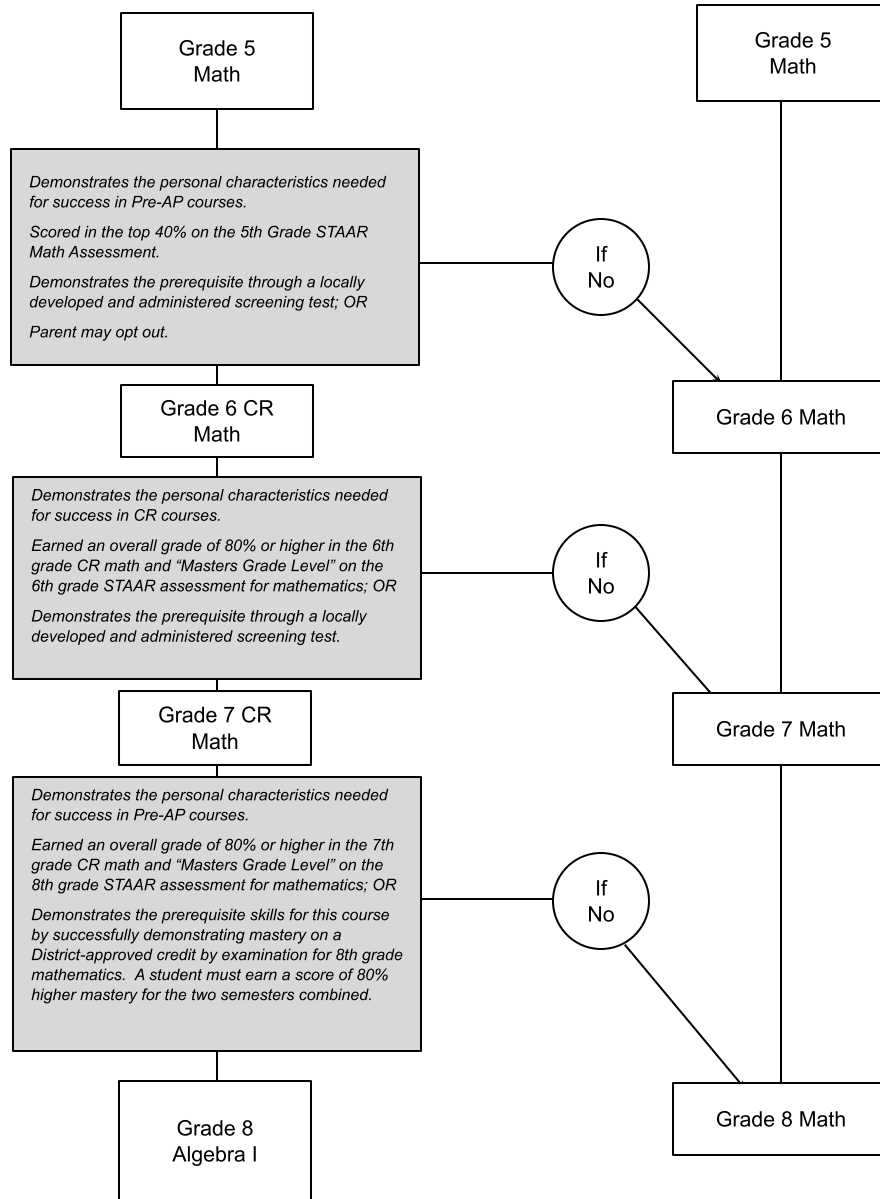
*\*Must meet qualifications*

## Appendix B: Foundation High School Program Graduation Plan Side-by-Side

Foundation High School Program <i>22 Credits Required by State 28 Credits Required by LVISD</i>	Foundation High School Program Plus Endorsement <i>26 Credits Required by State 28 Credits Required by LVISD</i>	Distinguished Level of Achievement <i>26 Credits Required by State 28 Credits Required by LVISD Required for Automatic Admission (top 10%) to Texas state colleges and universities</i>
4 English Credits: ELA, I, II, III, one advanced English course	4 English Credits: ELA, I, II, III, one advanced English course	4 English Credits: ELA, I, II, III, one advanced English course
3 Math Credits: Algebra I, Geometry, one credit in any authorized math course	4 Math Credits: Algebra I, Geometry, two credits in any authorized advanced math course	4 Math Credits: Algebra I, Geometry, Algebra II, one credit in any authorized advanced math course
3 Science Credits: Biology, two credits in any authorized advanced science course	4 Science Credits: Biology, three credits in any authorized advanced science course	4 Science Credits: Biology, three credits in any authorized advanced science course
3 Social Studies Credits: World Geography or World History, U.S. History, Government, Economics	3 Social Studies Credits: World Geography or World History, U.S. History, Government, Economics	3 Social Studies Credits: World Geography or World History, U.S. History, Government, Economics
2 Languages Other Than English Credits	2 Languages Other Than English Credits	2 Languages Other Than English Credits
1 Physical Education Credit	1 Physical Education Credit	1 Physical Education Credit
1 Fine Arts Credit	1 Fine Arts Credit	1 Fine Arts Credit
.5 Professional Communications Credit*	.5 Professional Communications Credit*	.5 Professional Communications Credit*
.5 Lifetime Nutrition & Wellness Credit*	.5 Lifetime Nutrition & Wellness Credit*	.5 Lifetime Nutrition & Wellness Credit*
1 Money Matters Credit*	1 Money Matters Credit*	1 Money Matters Credit*
Elective Credits	Endorsement Coherent Sequence Credits	Endorsement Coherent Sequence Credits
	Elective Credits	Elective Credits
<b>Lago Vista ISD Requires 28 Credits to Graduate</b>	<b>Lago Vista ISD Requires 28 Credits to Graduate</b>	<b>Lago Vista ISD Requires 28 Credits to Graduate</b>

\*Lago Vista ISD requirement in order to meet State-required curriculum elements.

# Appendix C: Lago Vista ISD Middle School College Readiness Accelerated Math Sequence





# Lago Vista Independent School District

*Excellence in ALL We Do!*

8039 Bar-K Ranch Road / Lago Vista, TX / 78645

(512) 267-8300

[www.lagovistaisd.net](http://www.lagovistaisd.net)

## **Career and Technical Education Nondiscrimination Policy**

The Lago Vista Independent School District offers career and technical education (CTE) programs in Agriculture, Food and Natural Resources; Arts, AV, and Communication; Business, Marketing, and Finance; Health Science; Hospitality and Tourism; and Science, Technology, Engineering, and Mathematics. Admission to these programs is based on interest and aptitude, age appropriateness, and class space availability.

It is the policy of the Lago Vista Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services, or activities and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

The Lago Vista Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the District Title IX Coordinator, Tina Pasak, at email [tpasak@lagovistaisd.net](mailto:tpasak@lagovistaisd.net) and/or the District Section 504 Coordinator, Heather Kercheville, at email [hkercheville@lagovistaisd.net](mailto:hkercheville@lagovistaisd.net).

## **El Distrito Escolar Independiente de Lago Vista Notificación Pública de No Discriminación en los Programas Educativos de Planeación Profesional Tecnológica**

El Distrito Escolar Independiente de Lago Vista ofrece programas de Planeación Profesional y Educación Tecnológica en las áreas de: Agricultura, Alimentos y Recursos Naturales; Negocios, Mercadeo y Finanzas; Ciencias de la Salud; Hospitalidad y Turismo; Fabricación; y Ciencia, Tecnología, Ingeniería y Matemáticas. La admisión a estos programas se basa en interés, aptitud, edad apropiada y espacio disponible en la clase.

Es política del Distrito Escolar Independiente de Lago Vista el no discriminar por razones de raza, color, nacionalidad, género o discapacidad en sus programas, servicios, o actividades vocacionales y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados según los requisitos del Título VI de la Ley de Derechos Civiles de 1964, según la enmienda prevista; Título IX de las Enmiendas de la Educación de 1972; y la Sección 504 de la Ley de la Rehabilitación de 1973, según la enmienda prevista.

Es política del Distrito Escolar Independiente de Lago Vista de no discriminar por razones raza, color, nacionalidad, género, discapacidad, o edad en sus prácticas de empleo según los requisitos del Título VI de la Ley de Derechos Civiles de 1964, según la enmienda prevista; Título IX de las Enmiendas de la Educación de 1972; y la Sección 504 de la Ley de la Rehabilitación de 1973, según la enmienda prevista.