



LISD MIDDLE SCHOOL COURSE DESCRIPTION GUIDE

- Arbor Creek Middle School
- Briarhill Middle School
- Creek Valley Middle School
- DeLay Middle School
- Downing Middle School
- Durham Middle School
- Forestwood Middle School
- Griffin Middle School
- Hedrick Middle School
- Huffines Middle School
- Killian Middle School
- Lakeview Middle School
- Lamar Middle School
- McKamy Middle School
- Shadow Ridge Middle School

LISD's Four Cornerstones



STUDENT LEARNING

Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.



STUDENT EXPERIENCE

A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.



RESOURCE STEWARDSHIP

In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent and treasure. Strike a positive work/life balance with our time; Nurture our talents as educators through meaningful professional learning; Manage our treasure in a fiscally responsible way while still meeting student needs.



COMMUNITY ENGAGEMENT

We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

WELCOME TO MIDDLE SCHOOL!



This is a very exciting time for students and parents and we hope this planning guide will help!

Middle School is an opportune time to begin more rigorous coursework. Students will also have an opportunity to explore a variety of enrichment classes that could lead to possible career paths in the near future. As you go through the selection process, consider taking classes that will challenge you to be a learner as well as help you learn life skills you will use when you are in high school and postsecondary. This planning guide

is for you to plan the next three years in middle school AND to see what lies ahead for high school.

Due to different needs and staff availability, there may be some courses that are not offered on every middle school campus. The counselors on your middle school campus will provide this information to you when you go through the enrollment process.

While in middle school you will also have the opportunity to take some high school level classes that are awarded high school credit. This will allow you to have more flexibility in your high school schedule and may give you a chance to take more courses that are related to your future career path. Lewisville ISD offers many ways for you to be prepared for a productive, successful adult life.

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ACADEMIC PLANNING INFORMATION-Middle School

LISD Student Handbook: <http://bit.ly/LISDStudentHandbook>

Required Core Courses:

Three years in each of the following:

- English/Language Arts
- Math
- Science
- Social Studies
 - 6th: Contemporary World
 - 7th: Texas History
 - 8th: US History

Other Middle School Requirements:

One year of Fine Arts in the following disciplines.

*All electives may not be available at all campuses.

- Band
- Choir
- Orchestra
- Theatre Arts
- Visual Arts

Three years of PE/Athletics

PROMOTION STANDARDS

In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level standards (essential knowledge and skills) for all subject areas, a grade of 70 or above in mathematics and in language arts, and a grade of 70 or above in either social studies or science. *Board Policy EIE Local.*

ELECTIVE COURSES

All electives may not be available at all campuses. Course offerings may vary from campus to campus based on faculty certification and student course requests. Grade level requirements may vary based on campus-based decisions.

HIGH SCHOOL COURSES OFFERED AT MIDDLE SCHOOL

Lewisville ISD offers some courses at middle school for high school credit. All courses that meet these requirements will have the amount of “credit” entered in the title and will have a statement at the end of the course description. To receive credit for courses taken at the middle school campus level, a student must receive credit for the entire course. A student may grade average for full credit IF one of the following standards is met:

- The student passes both 9 weeks of the course with a 70 or above in each 9 weeks
- The student fails the first 9 weeks of the course but has a sufficient score on the second 9 weeks resulting in a grade of “70” or higher when averaged with the first 9 weeks
- The student passes the first 9 weeks and scores between 65 – 69 on the second 9 weeks. If the two 9 week grades averaged together result in a grade of “70” or higher, the student will receive full credit for the course. If the student does not receive full credit in the course, the student must repeat the entire course. Half credits will not be awarded for full credit high school courses taken in middle school.

Students are not allowed to average the following for full credit:

- Summer school grades with grades earned during the school year
- CBE grades for semester A and B with each other; OR summer school grades for semesters A & B with each other; OR virtual learning course grades for semesters A & B with each other; OR any combination of those listed in this bullet (ex. virtual learning with CBE)

If a student does not complete the entire course, the high school transcript will reflect the semester grade in the course with zero credit awarded. All high school courses WILL appear on the high school transcript but will not count in GPA with the exception of AP Spanish IV. AP Spanish IV will count in GPA starting with the Class of 2024. Students must also meet mandatory attendance requirements to earn high school course credits. See campus handbook for attendance requirements.

Note: High school course offerings at the middle school level may vary from campus-to-campus based on campus faculty certification and student requests.

TRANSFER GRADES

A+	98	B+	88	C+	79	D+	74	F	69
A	95	B	85	C	77	D	72		
A-	91	B-	81	C-	75	D-	70		

Students who transfer to Lewisville schools from other U.S. schools with letter grades will receive the following numerical-grade equivalencies if there is no numerical equivalency on the transcript. If there is a range, the midpoint grade will be used.

GPA, CLASS RANK and WEIGHTING

Class of 2019 & 2020

Calculation of Class Rank	Includes: English, math, science, social studies, LOTE (languages other than English), academic decathlon, an AP courses not associated with these subjects Only courses taken in grades 9-12	
Exclusions from GPA/RIC	Credit by exam or acceleration (CBE/CBA) HS courses taken in MS	
Weighted Grade System	Level 0 1.0 multiplier	Courses with modified content as decided by a student's ARD committee Night school, summer school for credit recovery, accelerated courses at LLC
	Level 1 1.1 multiplier	General education courses
	Level 2 1.2 multiplier	Pre-AP, Dual Credit
	Level 3 1.3 multiplier	AP courses, Academic Decathlon, IB courses (students transferring in with IB credit)

Class of 2021 & beyond

Calculation of Class Rank	Includes: English, math, science, social studies, LOTE (languages other than English), academic decathlon, an AP courses not associated with these subjects Only courses taken in grades 9-12	Class of 2024 & beyond
		AP Spanish taken in MS
Exclusions from GPA/RIC	Credit by exam or acceleration (CBE/CBA) HS courses taken in MS	
Weighted Grade System	Level 0 1.0 multiplier	Courses with modified content as decided by a student's ARD committee, credit recovery courses completed on campus, Night school, summer school for credit recovery, accelerated courses at LLC
	Level 1 1.1 multiplier	General education courses
	Level 2 1.15 multiplier	Pre-AP
		Class of 2024 and beyond
		All non-PreAP and non-AP LOTE
Level 3 1.2 multiplier	Dual credit courses, AP courses, Academic Decathlon, IB courses (for students transferring in with IB credit)	

LEWISVILLE ISD PROGRAMS



ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

Advancement Via Individual Determination (AVID) is a college readiness system for elementary through higher education that is designed to increase school-wide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research-based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change. The AVID Curriculum is based on rigorous standards, Socratic seminars, writing skills, inquiry, collaboration, organization, and critical reading. The students actively engage in college awareness activities and receive strong support to access rigorous curriculum in the other core content areas, using the curricular resources to aid in their success. Students who wish to apply to the AVID program should ask their counselor for the forms outlining the process to join this academic elective course. **The AVID program is not offered at all campuses. Please check with your counselor to find out if your school has this program. Acceptance is contingent upon successfully completing the application process and parent approval.** www.lisd.net/AVID



ADVANCED SPANISH PROGRAM

Lewisville ISD provides an opportunity for students to continue their Spanish language development from elementary into middle school with the Advanced Spanish Language Program. www.lisd.net/mslanguage

The Advanced Spanish Language Program in middle school extends students' proficiency in all four language skills: listening, speaking, reading, and writing. Successful completion of these courses fulfills the high school graduation requirement for World Languages.

Only students who have successfully participated in an uninterrupted sequence of language learning in elementary Dual Language, Spanish Immersion programs, or are native/heritage Spanish speakers with a level of language proficiency can participate in the Advanced Spanish Language Program.

The Advanced Spanish Language Program currently consists of the following middle school course sequence:

- 6th Grade - Spanish 2 Honors Spanish Language and Culture
- 7th Grade - Spanish 3 Honors Spanish Language and Culture
- 8th Grade - Spanish 4 AP Language and Culture

These courses provide the solid foundation for the challenging college-level Advanced Placement (AP) exam in 8th grade, a rare opportunity for public education students in Texas. Upon successful completion of this AP exam, students will have the opportunity to earn college credit and can begin learning a third language or continue to take an additional level of AP Spanish upon entering high school.

The following middle schools offer Pre-AP and/or AP Spanish courses:

- [Arbor Creek Middle School](#)
- [Creek Valley Middle School](#)
- [DeLay Middle School](#)
- [Durham Middle School](#)
- [Forestwood Middle School](#)
- [Griffin Middle School](#)
- [Hedrick Middle School](#)
- [Huffines Middle School](#)
- [Killian Middle School](#)
- [Lakeview Middle School](#)

COLLEGIATE ACADEMY AT THE COLONY HIGH SCHOOL

LEWISVILLE ISD

Collegiate Academy

@THE COLONY HIGH SCHOOL

www.lisd.net/academy

The Collegiate Academy allows our students to tap into rich dual credit options while still participating in a full high school experience. Lewisville ISD students can earn required high school credits while potentially earning an Associate's Degree. This is open for all 8th graders in LISD to apply. Students accepted into the Collegiate Academy will attend The Colony High School for the duration of high school.



ENGLISH AS A SECOND LANGUAGE (ESL)

The district provides a several course options designed to meet the needs of students participating in the English as a Second Language (ESL) program in accordance with the TEKS and the English Language Proficiency Standards set forth by the state. Instruction in the ESL English courses is communicated, sequenced, and scaffolded in response to the needs of beginning and intermediate English learners and focuses on effective communication skills and

fluency in reading, writing, listening, and speaking. Students may also receive ESL services through general education, special education, PreAP, and AP classes by sheltered instruction trained and/or ESL-certified teachers.



LEWISVILLE ISD EDUCATION FOUNDATION

Lewisville ISD Education Foundation (LEF) is a 501(c)(3) nonprofit foundation in support of students and teachers of Lewisville ISD.

Our chief goals are to provide teacher grants to encourage innovative and interactive learning in LISD classrooms and to support graduating LISD seniors in their pursuit of higher education with scholarships. For opportunities to volunteer or support LISD through LEF, visit www.lisdef.com or follow on

Twitter [@LEFforLISD](https://twitter.com/LEFforLISD) or Facebook [Facebook.com/LEFforLISD](https://www.facebook.com/LEFforLISD).

LEWISVILLE LEARNING CENTER

MIDDLE SCHOOL ACCELERATED PROGRAM



The Accelerated Program is designed for students who are academically behind their peers and/or teen parents. It provides students the opportunity to regain lost credits and rejoin their appropriate age group. Home campus counselors refer students to the Learning Center and work with LLC counselors to ensure that students are a good fit for the program and are progressing toward their goal of graduation. www.lisd.net

SPECIAL EDUCATION



The mission of the Special Education Department is to prepare socially aware, productive individuals. Our dedicated and knowledgeable staff will teach a diverse, relevant, and comprehensive curriculum in a supportive environment which challenges all students and promotes learning.

Special Education personnel in LISD should strive to provide a seamless service delivery system where all disciplines are aligned and working together

to meet the needs of children in a collaborative manner that empowers and nurtures all those involved.

HONORS PLACEMENT

Lewisville ISD is proud to offer a variety of HONORS courses to secondary students. The purpose of these courses is to meet the needs of students eager to engage in a challenging curriculum as they consider the multiple pathways that will lead to future college and career success. HONORS courses will offer an additional layer of depth and complexity applied to the standard core content alongside the high expectations and authentic learning experiences found in all LISD courses. Depth and complexity applied to the standard curriculum offers rich learning experiences for students interested in taking on the challenge of advanced coursework.

Students and teachers in HONORS courses will work together toward a deep understanding of the content. Students might approach the subject from the known to the unknown or from the concrete to the more abstract ideas and concepts. Depth requires the teaching and learning to move beyond facts and concepts toward generalizations and theories. Students will routinely collaborate to uncover content and new understanding as they raise questions to find patterns and seek different perspectives.

When adding a layer of complexity to the learning, students and teachers will work together to make relevant and meaningful connections across time, topics, and disciplines. Complexity encourages students to relate topics on a more sophisticated level and see issues from multiple points of view. This additional layer of complexity promotes the kind of meaningful problem-solving and critical thinking that can be applied to make a deep and personal connection to the learning.

LISD offers HONORS courses at the middle school level to provide a variety of opportunities for students to explore and prepare the full diversity of a school's student population for advanced coursework in Advanced Placement, Dual Credit, or other career pathways.

Future Pathways

What is Future Pathways?

Lewisville ISD is committed to support all students in grades 6-12 with college, career and military readiness. Students and families will be engaged in a variety of interest inventories, college and career activities, and be provided with resources on financial aid, scholarships and test preparation throughout the school year. School and community events will also be held to enhance students and families learning experiences.

LISD will utilize Choices 360 and Texas OnCourse as a digital platform to provide exploratory activities and lessons in classes and advisory lessons. We encourage families to additionally use these platforms to do some self-exploration on their child's future pathway. It is our goal that our students and families are involved in their personal educational plan, and together can make informed decisions about their post secondary pathway.

Parent Involvement

Parent Communication

Parents will receive communication from their campus administrator, counselor, and LISD on a variety of college and career information and events. Stay connected to receive the latest news on topics that will help prepare your family with your child's future pathway.

Ways to connect:

- emails - be sure your skyward email is accurate
- follow your child's campus school on social media (twitter, Facebook)
- follow LISD on social media @LISD
- attend campus events (registration, campus Q&A)
- attend LISD community events (college fair, career center open house)

Student: My Future Pathways Portfolio

All students will have a "My Future Pathways portfolio" located in their google drive. As students complete activities and lessons, they will enter their results in their My Future Pathways portfolio. The goal is for students to have a place to have a running document (resume builder) to reflect and store goals and aspirations, test scores, extra-curricular activities, and post secondary plans. Their portfolio is also as a tool for students and parents to have conversations about their interests and postsecondary plans. Students are encouraged to share their portfolio with an adult at home after each lesson - just ask them!

It is important that our families are involved in their child's personal educational plan and post-secondary pathway. If you have any questions, please do not hesitate to contact your child's campus counselor. We are here to help support you throughout your child's educational career!

For more information, please view: <https://www.smores.com/rxqv8>

LISD Secondary Gifted/Talented (G/T) Services

Vision

Empowering Gifted/Talented students to explore their passions and potential, embrace their abilities and unique giftedness, and thrive in a future they create.

Mission

We inclusively identify, engage, build relationships and ignite a desire for learning through empowering Gifted/Talented students to explore their passions while meeting their unique social-emotional and educational needs every day.

WE believe that Gifted/Talented Students...

- Benefit from shared family, community, and school partnerships in developing individualized services.
- Possess unique social-emotional and educational needs that must be addressed for overall success.
- Deserve the opportunity to explore their unique passions and capabilities with like-minded peers
- Need families, educators, and community members to have on-going learning equipping them to support the whole child.
- Value and need opportunities to work with like-minded peers.
- Are present in all populations and cultures.
- Require flexibility in systems and services.



GIFTED AND TALENTED

Middle School G/T Services

As students transition from elementary to middle school, identified G/T students are served through academic core courses, specifically G/T Science and G/T English Language Arts & Reading (ELA) commonly referred to as LEAP.

Our designated G/T courses are designed with the needs of gifted learners and are highly recommended due to the differentiated curriculum, the utilization of diverse instructional strategies, and specialized training requirements for the teachers. Students are encouraged to select courses that are the best fit for their abilities, passions, and interests.

G/T Course Offerings:

- In G/T English Language Arts & Reading (LEAP), a specialized thematic curriculum is designed with G/T learners in mind that incorporates grade level learning standards, G/T Capacities, Kaplan's Depth and Complexity. and a focus on Humanities forming the foundation of our course framework.
- In G/T Science, the curriculum incorporates grade level standards, increased pacing, curriculum compacting and enrichment to meet the needs of gifted learners.
- Identified students will be clustered (groups of 5 or more) automatically within their Pre-Advanced Placement Mathematics classes.

If a dedicated G/T courses does not meet minimum enrollment requirements, the G/T students will be clustered in the corresponding Honors course offering.

Sixth Grade Courses

G/T ELAR LEAP
G/T Science
Honors Mathematics
(Clustered)

Seventh Grade Courses

G/T ELAR LEAP
G/T Science
Honors Mathematics
(Clustered)

Eighth Grade Courses

G/T ELAR LEAP
G/T Science
Honors Mathematics
(Clustered)

Student Identification & Assessment for G/T Services

Identification of students for G/T services is ongoing throughout six through twelve. Students can be referred for G/T testing by parents, teachers, counselors, or by self-referral. Multiple measures are utilized to qualify for G/T services including ability testing, achievement testing, parent and teacher input, and student work samples. Data collected is reviewed through a district selection process to determine the need for gifted services for each student.

The selection process begins with the digital submission of a referral in Skyward Family Access. Parents will also complete the Permission to Test Form and Parent Survey Form in this online format. Families without internet access may contact the campus counseling office for assistance. [Parent/Student Referral Guidelines](#)

All LISD sixth grade students also participate in a diagnostic screening to determine need for gifted services. The screener assists in measuring students' non-verbal abilities and uses progressive matrices to allow for culturally neutral evaluation of students' nonverbal reasoning and general problem-solving ability, regardless of the language, education, culture, or socioeconomic background.

Students who have been previously identified as gifted learners in another district should submit qualifying documents to the campus. Once district G/T office personnel confirm eligibility, G/T service options will be communicated and implemented. If eligibility cannot be confirmed, retesting will be necessary.

Frequently Asked Questions

As a formally identified G/T student, will I automatically be enrolled in the G/T classes?

No, you have the choice regarding the courses you select. However, we highly recommend the designated courses for our gifted learners.

What should I consider when choosing whether to enroll in the G/T, Honors, or on-level courses ?

The G/T courses are designed for formally identified gifted students with a passion and interest in the subject with the goal of further developing the capacities of self-awareness, problem solving and critical thinking through inquiry-based instruction. Consider your level of interest and strength in the subject. The Honors classes are open to any student who selects to challenge themselves. Students will need to take a minimum of **one** G/T or Honors course to maintain their G/T status.

Am I allowed to select one G/T course but not the other?

Yes, we do highly recommend that G/T students enroll in ELA LEAP at a minimum because the specialized curriculum is designed to meet the unique academic and personal needs of G/T learners. However, it is not a requirement to participate in both courses.

Who will be teaching the G/T courses?

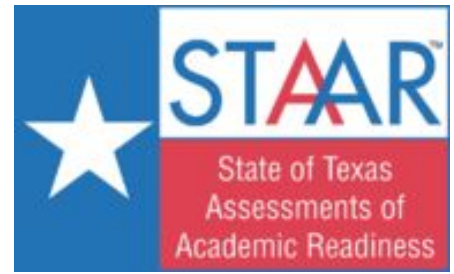
The selection of the teacher for each G/T course offered is the decision of the campus principal. Any teacher selected to teach G/T courses will complete the district required Initial G/T Series training and annual updates.

Additional Resources and Contact Information

For additional LISD G/T program and services questions, please contact Tammy Williams, Secondary Gifted and Talented Administrator, williamsta@lisd.net or 469-948-8122.

Required Middle School School STAAR™ Tests:

- Grade 6 – Reading, Mathematics
- Grade 7 – Reading, Mathematics, Writing
- Grade 8 – Reading, Mathematics, Science, Social Studies



STAAR™ and High School Level Courses taken in Middle School (e.g. Algebra 1)

Beginning with the 2011-2012 school year, middle school students enrolled in high school level courses will be required to take the corresponding end-of-course (EOC) assessment.

STAAR™ and Student Performance

There are three cut scores on STAAR assessments, which separate student performance into four categories. For the STAAR program, the labels for the performance categories are:

- Masters Grade Level (passing)
- Meets Grade Level (passing)
- Approaches Grade Level (passing)
- Did Not Meet Grade Level (not passing)

STAAR™ and Grade Level Promotion

Beginning in the 2012-2013 school year, the STAAR tests will affect grade promotion the same way as in previous years. See *Student Success Initiative* below. <http://www.tea.state.tx.us/student.assessment/staar/>

Note: Information is current as of printing. The Texas Commissioner of Education could make a ruling on several of the above areas, and those rulings his answers could take effect immediately.

Student Success Initiative (SSI website: <https://tea.texas.gov/student.assessment/ssi/>)

The Student Success Initiative was created by the Texas Legislature to ensure that all students receive the instruction and support they need to be successful in reading and mathematics.

Under the Student Success Initiative grade advancement requirements, students are required to meet the passing standard on the Grade 5 or 8 STAAR reading and mathematics tests to be promoted to 6th or 9th grade. The requirements also apply to students served by special education.

Students have three opportunities to meet their testing requirements for their grade level and will receive additional instruction after each testing opportunity on which they do not meet the standard. A grade placement committee, consisting of the principal, teacher, and parent or guardian, meets when a student has not met the passing standard after two testing opportunities and decides the most effective way to support a student's academic success. A student who does not meet the passing standard after three testing opportunities is automatically retained; however, if the parents appeal the retention, the grade placement committee may choose to promote the student if all members agree that the student is likely to perform on grade level with additional instruction.

In addition, the exit-level graduation requirement currently states that students must pass the five STAAR EOC tests (Algebra I, Biology, English I, English II and U.S. History) in order to graduate.

ENGLISH LANGUAGE ARTS

The purpose of the English Language Arts (ELA) program is to develop students' literacy levels to ensure college and career readiness. Student-focused, the ELA program emphasizes critical thinking, communication, collaboration, and creativity. The courses in English Language Arts combine these processes through a heavy emphasis on reading and writing to ensure that students have the best preparation to succeed in everything they will do in their literate lives.

COURSE & RECOMMENDATION	DESCRIPTION
6TH GRADE LANGUAGE ARTS 16100000 RECOMMENDATION: SUCCESSFUL COMPLETION OF GRADE 5 LANGUAGE ARTS	In 6 th grade English Language Arts, students will continue honing their communication skills in reading, writing, and speaking while building a strong literacy base for high school. Students will read, write, and study increasingly complex texts in various genres (fiction, poetry, drama, and non-fiction) while still having frequent opportunities for self-selected texts that build fluency and personal enjoyment for reading.
6TH GRADE Honors LANGUAGE ARTS 16100021 RECOMMENDATION: SUCCESSFUL COMPLETION OF GRADE 5 LANGUAGE ARTS	In 6 th grade English Language Arts, students will continue honing their communication skills in reading, writing, and speaking while building a strong literacy base for high school. Students will read, write, and study increasingly complex texts in various genres (fiction, poetry, drama, and non-fiction) while still having frequent opportunities for self-selected texts that build fluency and personal enjoyment for reading.
6TH GRADE G/T LEAP LANGUAGE ARTS 16100016 REQUIREMENT: STUDENT QUALIFIES FOR GIFTED AND TALENTED SERVICES	Taught by G/T and Honors trained teachers, 6th grade Gifted and Talented (G/T) services will be delivered via a thematically organized language arts curriculum. G/T students will seek out challenges to discover, develop and leverage capacity by making deep connections, developing social conscience and effectively collaborating and communicating with others. Such capacities will be purposefully developed as students explore a variety of genres and increasingly complex texts while producing products that demonstrate understanding and competence in communication skills needed to navigate the 21st-century learning, leading and creating environments.
7TH GRADE LANGUAGE ARTS 17100000 RECOMMENDATION: SUCCESSFUL COMPLETION OF GRADE 6 LANGUAGE ARTS	In 7 th grade English Language Arts, students will continue honing their communication skills in reading, writing, and speaking while building a strong literacy base for high school. Students will read, write, and study increasingly complex texts in various genres (fiction, poetry, drama, and non-fiction) while still having frequent opportunities for self-selected texts that build fluency and personal enjoyment for reading.
7TH GRADE Honors LANGUAGE ARTS 17100021	In 7 th grade English Language Arts, students will continue honing their communication skills in reading, writing, and speaking while building a strong literacy base for high school. Students will read, write, and study increasingly complex texts in various genres (fiction,

<p>RECOMMENDATION: SUCCESSFUL COMPLETION OF GRADE 6 LANGUAGE ARTS</p>	<p>poetry, drama, and non-fiction) while still having frequent opportunities for self-selected texts that build fluency and personal enjoyment for reading. Honors Placement refers to attitudes and strategies, and prepares students to be successful in the eventual critical thinking and writing skills that Advanced Placement courses in English in high school will require; it does not define the particular works to be studied, nor does it simply refer to amounts of work outside the school day. Students enrolled in 7th Grade Honors Language Arts will study the same skills and concepts in the regular 7th grade ELA course.</p>
<p>7TH GRADE G/T LEAP LANGUAGE ARTS 17100016</p> <p>REQUIREMENT: STUDENT QUALIFIES FOR GIFTED AND TALENTED SERVICES</p>	<p>Taught by G/T and Honors trained teachers, 7th grade Gifted and Talented (G/T) services will be delivered via a thematically organized language arts curriculum. G/T students will seek out challenges to discover, develop and leverage capacity by making deep connections, developing social conscience and effectively collaborating and communicating with others. Such capacities will be purposefully developed as students explore a variety of genres and increasingly complex texts while producing products that demonstrate understanding and competence in communication skills needed to navigate the 21st-century learning, leading and creating environments.</p>
<p>8TH GRADE LANGUAGE ARTS 18100000</p> <p>RECOMMENDATION: SUCCESSFUL COMPLETION OF GRADE 7 LANGUAGE ARTS</p>	<p>In 8th grade English Language Arts, students will continue honing their communication skills in reading, writing, and speaking while building a strong literacy base for high school. Students will read, write, and study increasingly complex texts in various genres (fiction, poetry, drama, and non-fiction) while still having frequent opportunities for self-selected texts that build fluency and personal enjoyment for reading.</p>
<p>8TH GRADE Honors LANGUAGE ARTS 18100021</p> <p>RECOMMENDATION: SUCCESSFUL COMPLETION OF GRADE 7 LANGUAGE ARTS</p>	<p>In 8th grade English Language Arts, students will continue honing their communication skills in reading, writing, and speaking while building a strong literacy base for high school. Students will read, write, and study increasingly complex texts in various genres (fiction, poetry, drama, and non-fiction) while still having frequent opportunities for self-selected texts that build fluency and personal enjoyment for reading. Honors Placement refers to attitudes and strategies, and prepares students to be successful in the eventual critical thinking and writing skills that Advanced Placement courses in English in high school will require; it does not define the particular works to be studied, nor does it simply refer to amounts of work outside the school day. Students enrolled in 8th Grade Honors Language Arts will study the same skills and concepts in the regular 8th grade ELA course.</p>
<p>8TH GRADE G/T LEAP LANGUAGE ARTS 18100016</p> <p>REQUIREMENT: STUDENT QUALIFIES FOR GIFTED AND TALENTED SERVICES</p>	<p>Taught by G/T and Honors trained teachers, 8th grade Gifted and Talented (G/T) services will be delivered via a thematically organized language arts curriculum. G/T students will seek out challenges to discover, develop and leverage capacity by making deep connections, developing social conscience and effectively collaborating and communicating with others. Such capacities will be purposefully developed as students explore a variety of genres and increasingly complex texts while producing products that demonstrate understanding and competence in communication skills needed to navigate the 21st-century learning, leading and creating environments.</p>

MATHEMATICS

The LISD Mathematics program is designed to prepare students to be critical thinkers who are able to analyze situations and solve problems in meaningful contexts. In concurrence with the Texas Essential Knowledge and Skills (TEKS), we expect our students to communicate using the language of mathematics, make connections within and outside of mathematics, and reason both formally and informally. The courses in Mathematics combine these processes together with graphing technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve problems as they do mathematics.

COURSE & RECOMMENDATION	DESCRIPTION
6TH GRADE MATH 26200000 RECOMMENDATION: NONE	The primary focal points at Grade 6 are using ratios to describe direct proportional relationships involving number, geometry, measurement, probability, and adding and subtracting decimals and fractions.
6TH GRADE Honors MATH 26200021 RECOMMENDATION: NONE	This Honors course covers all of the Grade 6 and the majority of Grade 7 state standards (TEKS). The curriculum combines the concepts of these two grade levels into an integrated approach rather than teaching the grade level concepts in isolation. Students enrolling in this course should consider mastery of all Grade 5 TEKS as a foundation upon which this course will build. Middle School Honors math courses accelerate learning to allow students to complete Algebra I by their 8th grade year. This course moves at a faster pace and is designed to provide critical thinking and processing skills necessary to be successful in Advanced Placement math courses in high school. Students in this course will take the Grade 6 STAAR at the end of the year.
7TH GRADE MATH 27200000 RECOMMENDATION: NONE	The primary focal points at Grade 7 are using direct proportional relationships in number, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; and using statistical measures to describe data
7TH GRADE Honors MATH 27200021 RECOMMENDATION: 6TH GRADE Honors MATH	This Honors course covers a portion of Grade 7 and all of Grade 8 state standards (TEKS). The curriculum combines the concepts of these two grade levels into an integrated approach rather than teaching the grade level concepts in isolation. Students enrolling in this course should consider mastery of all Grade 6 TEKS and the majority of Grade 7 TEKS as a foundation upon which this course will build. Middle school Honors math courses accelerate learning to allow students to complete Algebra I Honors by the end of their 8 th grade year. The course moves at a faster pace and is designed to provide critical thinking and processing skills necessary to be successful in Advanced Placement math courses in high school. Students in this course will take the Grade 8 STAAR at the end of the year.
8TH GRADE MATH 28200000 RECOMMENDATION: NONE	The primary focal points at Grade 8 are using basic principles of algebra to analyze and represent both proportional and non-proportional linear relationships and using probability to describe data and make predictions.
8TH GRADE Honors ALGEBRA I 28210021 PREREQUISITE: 7TH GRADE Honors MATH OR 8TH GRADE MATHEMATICS/EQUIVALENT	This high school level Honors course is a study of linear equations and inequalities with an introduction to quadratic functions, inverse variation and exponential growth. Students enrolling in this course should consider mastery of all Grade 8 TEKS as a foundation upon which this course will build. The course is designed to provide critical thinking and processing skills necessary to be successful in Advanced Placement math courses in high school. Students in this course will take the Algebra I End-of-Course exam at the end of the year. Upon successful completion of this course, students will earn one high school math credit. Students are encouraged to have a graphing calculator.

SCIENCE

The purpose of the LISD Science program is to prepare students for their future by helping them to become scientifically literate adults. People who are scientifically literate understand core science concepts, use scientific reasoning, and recognize the interactions between science, technology, and society. A quality science education teaches students to raise questions, persevere in search of answers, and reason logically. The courses in science will help accomplish this goal.

COURSE & RECOMMENDATION	DESCRIPTION
6TH GRADE SCIENCE (PHYSICAL SCIENCE) 36300000 RECOMMENDATION: SUCCESSFUL COMPLETION OF GRADE 5 SCIENCE	The 6th grade science curriculum has a focus on Physical Science. Students learn about the periodic table, density, force, motion, and simple machines. They will also study renewable and nonrenewable resources, space exploration, the rock cycle, and classification of organisms.
6TH GRADE Honors SCIENCE (PHYSICAL SCIENCE Honors) 36300021 RECOMMENDATION: SUCCESSFUL COMPLETION OF GRADE 5 SCIENCE	6th grade Honors Science curriculum studies the same topics as the 6th grade science class. However, in Honors Science there is a focus on students doing inquiry-based science by designing and conducting their own investigations, learning to use and develop critical thinking skills, and problem solving methods. The course is intended to ground students in the inquiry skills of science and encourage thinking and acting like a scientist so that they are better prepared for the AP Sciences in high school.
6TH GRADE GT/Honors SCIENCE (PHYSICAL SCIENCE Honors) 36300017 RECOMMENDATION: SUCCESSFUL COMPLETION OF GRADE 5 SCIENCE	Taught by GT trained teachers, GT students will seek out challenges to discover, develop and leverage capacity by making deep connections, developing social conscience and effectively collaborating and communicating with others. Such capacities will be purposefully developed as students design and conduct their own investigations and learn to use and develop critical thinking skills and problem solving methods. Students will be given opportunities to showcase products that demonstrate understanding and competence in communication skills needed to navigate the 21st-century learning, leading, and creating environments.
37300000 7TH GRADE SCIENCE (LIFE SCIENCE) RECOMMENDATION: SUCCESSFUL COMPLETION OF GRADE 6 SCIENCE	The 7th grade science curriculum has a focus on Life Science. Students learn about photosynthesis, flow of energy in ecosystems, the chemistry of digestion and organic compounds. They also study human impact on Earth systems, characteristics of Earth that allow life, and the human body systems with an emphasis on living systems in their environment, adaptations, and cell theory.
7TH GRADE Honors SCIENCE (LIFE SCIENCE Honors) 37300021 RECOMMENDATION: SUCCESSFUL COMPLETION OF GRADE 6 SCIENCE	7th grade Honors Science curriculum studies the same topics as the 7th grade science class. However, in Honors Science there is a focus on students doing inquiry-based science by designing and conducting their own investigations, learning to use and develop critical thinking skills, and problem solving methods. The course is intended to ground students in the inquiry skills of science and encourage thinking and acting like a scientist so that they are better prepared for the AP Sciences in high school.
7TH GRADE GT/Honors SCIENCE (LIFE SCIENCE Honors) 37300017 REQUIREMENT: STUDENT QUALIFIES FOR GIFTED AND TALENTED SERVICES	Taught by GT trained teachers, GT students will seek out challenges to discover, develop and leverage capacity by making deep connections, developing social conscience and effectively collaborating and communicating with others. Such capacities will be purposefully developed as students design and conduct their own investigations and learn to use and develop critical thinking skills and problem solving methods. Students will be given opportunities to showcase products that demonstrate understanding and competence in communication skills needed to navigate the 21st-century learning, leading, and creating environments.
8TH GRADE SCIENCE (EARTH AND SPACE SCIENCE) 38300000	The 8th grade science curriculum has a focus on Earth and Physical Science. Students learn about atomic structure, the periodic table, chemical reactions, formulas and equations. They also study Newton's 3 laws of motion, seasons, tides,

RECOMMENDATION: SUCCESSFUL COMPLETION OF GRADE 7 SCIENCE	lunar phases, stars and galaxies, plate tectonic theory, weather, and environmental changes due to human activities.
8TH GRADE SCIENCE HONORS (EARTH AND SPACE HONORS) 38300021 RECOMMENDATION: SUCCESSFUL COMPLETION OF GRADE 7 SCIENCE	8th grade Honors Science curriculum studies the same topics as the 8th grade science class. However, in Honors Science there is a focus on students doing inquiry-based science by designing and conducting their own investigations, learning to use and develop critical thinking skills, and problem solving methods. The course is intended to ground students in the inquiry skills of science and encourage thinking and acting like a scientist so that they are better prepared for the AP Sciences in high school.
8TH GRADE SCIENCE GT/HONORS (EARTH AND SPACE HONORS) 38300017 RECOMMENDATION: SUCCESSFUL COMPLETION OF GRADE 7 SCIENCE	Taught by GT trained teachers, GT students will seek out challenges to discover, develop and leverage capacity by making deep connections, developing social conscience and effectively collaborating and communicating with others. Such capacities will be purposefully developed as students design and conduct their own investigations and learn to use and develop critical thinking skills and problem solving methods. Students will be given opportunities to showcase products that demonstrate understanding and competence in communication skills needed to navigate the 21st-century learning, leading, and creating environments.

SOCIAL STUDIES

The purpose of the LISD Social Studies program is to prepare students through the development of appropriate knowledge, skills and beliefs to be responsible, participatory citizens. We expect our students to assume roles as leaders in our state and nation in the 21st century. The courses in Social Studies will help accomplish this goal.

COURSE & RECOMMENDATION	DESCRIPTION
<p>CONTEMPORARY WORLD 46400000 GRADE: 6</p> <p>RECOMMENDATION: SUCCESSFUL COMPLETION OF GRADE 5 SOCIAL STUDIES</p>	<p>Students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems.</p>
<p>46400021 CONTEMPORARY WORLD Honors GRADE: 6</p> <p>RECOMMENDATION: SUCCESSFUL COMPLETION OF GRADE 5 SOCIAL STUDIES</p>	<p>Students study the same concepts and areas of the world as the on level Contemporary World course. Students develop skills for critical reading and writing through dialogue and discourse.</p>
<p>TEXAS HISTORY 47450000 GRADE: 7</p> <p>RECOMMENDATION: SUCCESSFUL COMPLETION OF CONTEMPORARY WORLD</p>	<p>Students study the history of Texas from early times to the present. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens.</p>
<p>TEXAS HISTORY Honors 47450021 GRADE: 7</p> <p>RECOMMENDATION: SUCCESSFUL COMPLETION OF CONTEMPORARY WORLD</p>	<p>Students study the same concepts and knowledge base as the on level Texas History course. Students develop skills for critical reading and writing through dialogue and discourse including the analysis of documents and timed writings.</p>
<p>UNITED STATES HISTORY 48460000 GRADE: 8</p> <p>RECOMMENDATION: SUCCESSFUL COMPLETION OF TEXAS HISTORY</p>	<p>Students study the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction.</p>
<p>UNITED STATES HISTORY Honors 48460021 GRADE: 8</p> <p>RECOMMENDATION: SUCCESSFUL COMPLETION OF TEXAS HISTORY</p>	<p>Students study the same concepts and knowledge base as the on level United States History course. Students develop skills for critical reading and writing through dialogue and discourse including the analysis of documents and timed writings.</p>

LANGUAGES OTHER THAN ENGLISH

ALL COURSES LISTED BELOW ARE FOR HIGH SCHOOL CREDIT. SPANISH 1-3 WILL NOT COUNT IN HIGH SCHOOL GPA BUT WILL APPEAR ON THE HIGH SCHOOL TRANSCRIPT. SPANISH 4 AP WILL COUNT IN HIGH SCHOOL GPA.

COURSE & RECOMMENDATION	DESCRIPTION
SPANISH 1 18451000 (Novice-M to Novice-H) Credits: 1.0 Grade: 7-8 Recommendation: None	Spanish 1 is the introductory course in the Spanish language and culture. During this course, the students will develop speaking, writing, reading, and listening skills in Spanish around topics related to the everyday life of a student. The students will use Spanish in the interpersonal, interpretive, and presentational communication modes as the basis for meeting the TEKS. The students will gain an understanding of culturally appropriate responses and practices. The expected outcome of this course is developing Novice Mid-High proficiency. This course is conducted in Spanish a significant amount of time.
SPANISH 2 18452000 (Novice-H to Inter-L) Credits: 1.0 Grade: 8 Prerequisite: Spanish 1 or CBE	Spanish 2 continues to introduce students to Spanish language and culture. During this course, the students will continue to develop speaking, writing, reading, and listening skills in Spanish that expand on topics beyond the everyday life of the student into the real world. The students will use Spanish in the context of interpersonal, interpretive, and presentational communication modes. The students will use culturally appropriate responses and practices. Students in this course are expected to reach a proficiency level of Intermediate Low. This course is conducted in Spanish a significant amount of time.
HONORS SPANISH LANGUAGE & CULTURE 2 18452021 (Novice-H to Inter-L) Credits: 1.0 Grade: 6 Prerequisite: Passage of Proficiency Interview or successful completion of a 5th grade Dual Language/ Spanish Immersion course	Spanish 2 Honors Language & Culture is the first course in the Advanced Spanish Language Program in middle school. This course develops students' proficiency and culminates in the AP Spanish Language & Culture exam in the 8th grade. Successful completion of this course fulfills one credit of the high school graduation requirement for World Languages. A special emphasis is placed on refining Spanish reading, writing and language arts skills through the analysis of advanced Spanish nonfiction and fiction texts. The genres of study are cross-curricular in nature. Students enrolled in this course should have a significant background in the Spanish language, as well as an intermediate to advanced level of proficiency in all language skills. Students are expected to continue to Spanish 3 Pre-AP for Spanish Speakers in the 7th grade and to Spanish 4 Advanced Placement in the 8th grade. This course may not be offered on all campuses. This course is conducted exclusively in Spanish.
HONORS SPANISH LANGUAGE & CULTURE 3 18453021 (Inter-L to Inter-M) Credits: 1.0 Grade: 7 Prerequisite: Pre-AP Spanish Language & Culture 2 or Proficiency Interview	Spanish 3 Honors Language & Culture is the second course in the Advanced Spanish Language Program in middle school. Students in Pre-AP for Spanish Speakers is the second course in the Advanced Spanish Program for Middle School. This course further develops students' proficiency and culminates in the AP Spanish Language & Culture exam in the 8th grade. Successful completion of this course fulfills the high school graduation requirement for high school and may earn a student an Arts & Humanities endorsement if students meet other foundation graduation requirements for an endorsement. This course emphasizes high level/critical thinking, reading, and writing utilizing cross-curricular contexts as well as Hispanic literature and texts. Speaking and listening proficiencies are refined and further developed. Students enrolled in this course should have a significant background in the Spanish language, as well as an advanced level of proficiency in all language skills. Students are expected to continue to Spanish 4 AP for Spanish Speakers in the 8th grade. This course may not be offered on all campuses. This course may not be offered on all campuses. This course is conducted exclusively in Spanish.
AP SPANISH LANGUAGE & CULTURE 4 18454002 (Inter-M to Inter-H) Credits: 1.0 GPA: Level 3 (counts in high school GPA/RIC for class of 2024+) Grade: 8 Honors Prerequisite: Spanish Language & Culture 3 or Proficiency Interview	This course is a continuation of Spanish 3 Honors for Spanish Speakers. Specific Advanced Placement test-taking strategies, such as oral narration, advanced reading and listening comprehension and expository writing, are emphasized. Students study and analyze current events, literary texts, and social issues. Students will be prepared for and take the Advanced Placement Spanish Language and Culture Exam. This course may not be offered on all campuses. This course counts for high school credit. This course is conducted in Spanish.

MUSIC: BAND

Band courses comprise a full year of enrollment and provide sequential, progressive learning opportunities through instrumental music education. 6th grade students develop music literacy through specialized instrumental training featuring woodwind, brass and percussion instruments. 7th and 8th grade courses incorporate all beginning band instruments into full ensemble settings, enabling students to further their musical development through critical evaluation and response skills in larger group settings. Band members are required to attend scheduled rehearsals and participate in curricular performance opportunities.

Instruments may be rented, purchased, or utilized on loan from LISD for an annual fee (details provided by program directors).

6TH GRADE	Beginning Band Instrument Specific Classes (<i>Instrumental options: Flute, Clarinet, Oboe, Bassoon, Saxophone, Trumpet, Horn, Trombone, Euphonium, Tuba, Percussion</i>)
7TH/8TH GRADE	Symphonic Band* Concert Band* Intermediate Band* (*Ensemble titles may vary at the campus level); Some campuses may offer Instrumental Techniques for 7th/8th grade Band members)

MUSIC: CHOIR

Choir courses comprise a full year of enrollment and provide sequential, progressive learning opportunities through vocal music education. 6th grade students develop music literacy through specialized voice training during which students' natural vocal range is identified and developed. 7th and 8th grade course offerings include expanded vocal ensembles, enabling students to further their musical development through critical evaluation and response skills in larger group settings. Choir members are required to attend scheduled rehearsals and participate in curricular performances.

6TH GRADE	Beginning Choir (Boys/ Girls)
7TH/8TH GRADE	Choir Treble Choir Tenor/Bass Choir Mixed (*Ensemble offerings & titles vary by campus); Some campuses may offer Vocal Techniques for 7th/8th grade Choir members)

MUSIC: ORCHESTRA

Orchestra courses comprise a full year of enrollment and provide sequential, progressive learning opportunities through instrumental music education. 6th grade students develop music literacy through specialized instrumental training featuring string instruments. 7th and 8th grade courses incorporate all beginning orchestra instruments into full ensemble settings, enabling students to further their musical development through critical evaluation and response skills in larger group settings. Orchestra members are required to attend scheduled rehearsals and participate in curricular performance opportunities. Instruments may be rented, purchased, or utilized on loan from LISD for an annual fee (details provided by program directors).

6TH GRADE	Beginning Orchestra Instrument Specific Classes (<i>Instrumental options: Violin, Viola, Cello, String Bass</i>)
7TH/8TH GRADE	Intermediate Orchestra* Advanced Orchestra* (*Ensemble titles may vary at the campus level); Some campuses may offer Instrumental Techniques for 7th/8th grade Orchestra members)

PHYSICAL EDUCATION

Course offerings and grade level requirements may vary from campus to campus. Contact your campus counselor for additional information. Students in grades 6-8 will be assessed on their physical fitness using the FITNESSGRAM Assessment.

26500000	PHYSICAL EDUCATION 6	GRADE: 6
27500000	PHYSICAL EDUCATION 7	GRADE: 7
28500000	PHYSICAL EDUCATION 8	GRADE: 8

Students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

77604500	SPORTS DANCE 7	GRADE: 7
28604000	SPORTS DANCE 8	GRADE: 8
28607000	SPORTS CHEERLEADING 8	GRADE: 8

7715500	OUTDOOR ADVENTURE/TRAILS	GRADE: 7
7815500	OUTDOOR ADVENTURE/TRAILS	GRADE: 8

Students are offered education in the areas of hunting, fishing, hiking, nature recognition, archery and cooking. The students will feel safe and positive about their learning environment and demonstrate appropriate life skills that have exemplified proper mentoring in these fields of study. Students may only take this course once during middle school.



EXTERNAL PE is an off-campus athletic training program that students in grades 6-8 may enroll to earn physical education credit. Approved programs include but are not limited to: Archery, Clay Targets, Dance, Equestrian, Fencing, Golf, Gymnastics, Ice Hockey/Dance, Lacrosse, Martial Arts, Rock Climbing, Softball, Swimming and Wrestling. Students may apply at each semester for either a Level I course which requires a minimum of 15 hours (five days) of participation or Level II course requiring a minimum of 5 hours (three days) of participation per week. Please note, 80 percent of a student's participation time must occur during the school week. Competition and travel to/from the activity do not count towards participation hours. Students may only enroll at one of the Approved Facilities as established by the LISD Board of Trustees. Due to various bell schedules at each of the middle school campuses, some students may not be allowed to enroll in Level I. **A non-refundable fee is required for enrollment. Applications, Approved Facilities List, and FAQ's can be found at www.lisd.net/externalPE**

26503000	EXTERNAL PHYSICAL EDUCATION	GRADE: 6
27503000	EXTERNAL PHYSICAL EDUCATION	GRADE: 7
28503000	EXTERNAL PHYSICAL EDUCATION	GRADE: 8
REQUIREMENT:	APPLICATION AND FEE	

The purpose of the External Physical Education program is to accommodate students who are making a serious effort to develop high-level capabilities and allow them to be involved in a program that provides training exceeding that which is offered in the school district. Only those students involved in the activities of archery, clay targets, dance, equestrian, fencing, golf, gymnastics, ice hockey/dance, lacrosse, martial arts, rock climbing, rowing, softball, swimming and wrestling will be considered for participation. **An application and non-refundable fee are required.**

MIDDLE SCHOOL SPORTS

Athletics in middle school is offered in Grades 7-8 Students signing up for Athletics are expected to try out for at least two sports.

Basketball

Cross Country

Football

Soccer

Tennis

Track & Field

Volleyball

For more information about middle school sports visit:
<https://lewisvillesports.rankonesport.com/AthleticPortal/Main/Default.aspx>

CAREER AND TECHNOLOGY EDUCATION (CTE)/TECHNOLOGY APPLICATIONS (Tech Apps)

Note: Course offerings may vary from campus to campus based on faculty certification and student course requests. Grade level requirements may vary due to campus- based decisions.

CLOTHING AND TEXTILES (CTE)

GRADE: 7-8

RECOMMENDATION: NONE

This introductory course focuses on the fashion, textiles, and apparel industries. Topics will include: apparel manufacturing, consumerism, fiber and textile selection, garment design and construction. Sewing labs and use of sewing machines in the construction of clothing/garments are both utilized frequently.

DESIGN IT: GO GREEN! (Tech Apps)

GRADE: 7-8

RECOMMENDATION: NONE

Students will learn how to draw and create a "green" mall using Google Sketchup. Students will document the process of creating their mall from initial layout to completed project using a digital format (digital photos, videos, etc.). The finished product will include research into "green" building materials and how they should be incorporated into the mall; how interior design is used to create an appealing mall/store; and how to market this business. Students will also have the opportunity to see how GIS/GPS are used in the initial design and building of any structure.

DESIGNING AND BUILDING MODEL BRIDGES, CARS & ROCKETS (CTE)

GRADE: 7-8

RECOMMENDATION: NONE

This 18 week Technology Education course is a project-based and collaborative opportunity to explore different engineering fields. Modules will include: introduction to engineering, engineering design, mechanical engineering/simple machines, environmental engineering/solar and wind energy/weather, aeronautical engineering/flight, civil engineering/towers and bridges, electrical engineering, and biomedical engineering. Projects will range from using common household items for creative problem-solving to computer simulations for construction activities.

DIGITAL VIDEO EDITING (Tech Apps)

GRADE: 7-8

RECOMMENDATION: NONE

Students learn video editing using Premiere Elements, Audacity and other related software with application to real-world projects.

DISCOVERY (CTE)

GRADE: 6

RECOMMENDATION: NONE

Students rotate through various elective subjects throughout the year. Subjects covered may include, but are not limited to, the following: Basic Technology Applications & Keyboarding, Introduction to Foreign Languages, Home Economics, Outdoor Education, Intro to Economics, and General Music.

EXPLORING CAREERS (CTE)

GRADE: 7-8

RECOMMENDATION: NONE

Family and Consumer Science education provides individuals and families with essential knowledge and skills for managing the challenges of living and working in a diverse, global society. Individuals utilize these skills to enhance career and personal effectiveness, promote family strength and well-being and pursue career options.

FOODS AND NUTRITION (CTE)

GRADE: 7-8

RECOMMENDATION: NONE

Foods and Nutrition is an introduction to the importance of food as a nutritional resource for the body. Students will discover the importance of the essential nutrients for the body and what each does to provide good health. Students will utilize technology to expand their nutrition knowledge and how to make good choices when eating out. Students will learn the importance of balancing calories with exercise to maintain a healthy body throughout their life. In food labs students will: practice safety and sanitation in the kitchen; learn to read and follow recipes, use proper food preparation and measuring techniques; and learn recipe modification as a means of creating less fatty, sugary, and more nutritious foods.

FORENSICS: CSI AND YOU (CTE)**GRADE: 7-8****RECOMMENDATION:** NONE

Forensics: CSI and You is an 18 week survey course taking students from an introduction of forensics and science to the technology in use today and differentiate the facts from the fiction seen on TV. Both criminal justice and government service components are included.

GRAPHIC ARTS/ANIMATION (Tech Apps)**GRADE: 7-8****RECOMMENDATION:** NONE

Students learn digital photography, graphics editing and animation using programs such as Paint Shop Pro and/or PhotoShop Elements and open source animation programs to understand the principles of digital photography and how to manipulate various digital editing and animation tools.

PRINCIPLES OF HUMAN SERVICES 1.0 CREDIT (CTE)**GRADE: 8****RECOMMENDATION:** NONE

This comprehensive laboratory course will enable students to investigate skills and techniques that positively affect their lifestyle choices with a focus on developing positive personal relationships and investigating careers in human services; and This laboratory course addresses nutrition, food choices, and food management. Instruction includes food habits and wellness, menu planning, food costs and budgeting, consumer buying strategies, food safety and sanitation, and careers relating to the food industry.

WEB DESIGN**GRADE: 7-8****RECOMMENDATION:** NONE

Students develop web pages using programs such as Office, DreamWeaver, and Google Docs to understand basic HTML and good web design

Technology Applications 1

This 1-year course is designed to bring students to a basic level of proficiency in applying computer technology in the academic setting. Emphasis will be placed on file management and appropriate technology use in an educational environment. Students will be introduced to fundamental computer concepts, word-processing, multimedia presentations, Internet applications and spreadsheets through a variety of platforms including Google, Apple and Microsoft. Special attention will be devoted to legal issues, copyright law, and safety. Application of technology for academic use and collaboration will be the focus.

Technology Applications 2

This 1-year course is designed to introduce students to a variety of technology concepts including multimedia creation, basic programming, and website design/animation with a focus on the legal and ethical impact of publishing works. Students will use a variety of technology tools to create original works. Prerequisites: Technology Applications I

Gaming and Animation (Tech Apps)

This 18 week course is designed to foster student creativity and innovation by presenting students with opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another to explore the process of creating games and animations. Students will explore topics such as game structures, graphic and design elements, animation design and programming languages such as Java. Prerequisites: Technology Applications I

Robotics (Tech Apps)

This 18 week course is designed to introduce students to robotics software and hardware as a means of designing functional robots. Students will build prototypes or use simulation software to test their designs. Through hands-on investigations, students will use problem solving and critical thinking skills as they collaborate to program robots to solve problems. Prerequisites: Technology Applications I