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DELAY MIDDLE SCHOOL



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INTRODUCTION

Middle School is an opportune time to begin more rigorous course work. 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.

Included in this guide is a High School Supplement with information relevant to high school offerings on the middle school campus and important information that may impact courses you choose in middle school. It is also helpful to see how credit is awarded in high school and how grades are used to calculate grade point averages. All of the information provided is to assist you in setting goals for your future.

GENERAL INFORMATION

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.*

REQUIRED COURSES

All students are required to complete courses in the following areas each year in middle school: Language Arts (English and Reading), Mathematics, Science, Social Studies, and Physical Education/Athletics. Students are also required to take select elective courses as outlined by individual campuses.

Students are also required to take a specific number of elective courses as outlined by individual campuses, which must include one year of Fine Arts during grades 6, 7 or 8. See the Fine Art section of this document to determine which courses meet this requirement.

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
- Distance learning courses 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 distance learning course grades for semesters A & B with each other; OR any combination of those listed in this bullet (ex. Distance learning with CBE)

the second half of the course is passing. 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.

High school courses (Algebra 1 and Spanish) taken at middle school will not count in the student’s high school grade point average (GPA) or high school rank in class (RIC). These courses WILL appear on the high school transcript. 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.

MIDDLE SCHOOL PROGRAMS

ENGLISH AS A SECOND LANGUAGE (ESL) SERVICES

English as a Second Language (ESL) services are provided on every LISD middle school campus for students who qualify based on state criteria. Students receive services through their English Language Arts (ELA) classes. All ESL Language Arts instruction is aligned to state standards for the

Texas Essential Knowledge and Skills (TEKS). Contact your school counselor for more information or visit the LISD website at www.lisd.net.

GIFTED AND TALENTED

Middle school students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience and/or environment. At the middle school, support for those receiving GT services is primarily provided by LEAP ELA teacher at each grade level.

PRE-ADVANCED PLACEMENT

According to the College Board, Pre-AP® is based on the following two important premises. The first is the expectation that all students can perform well at rigorous academic levels. This expectation is reflected in LISD curriculum and instruction throughout the district. All students are consistently being challenged to expand their knowledge and skills to the next level. Pre-AP teaching strategies are reflected in all courses taken by students prior to their enrollment in Advanced Placement (AP®) courses.

The second important premise of Pre-AP® is the belief that we can prepare every student for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible. LISD offers PreAP® 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 AP courses and college.



STATE ASSESSMENTS

Beginning in the 2011–2012 school year, the State of Texas will replace the Texas Assessment of Knowledge and Skills (TAKS) with the State of Texas Assessment of Academic Readiness (STAAR™).

SUBJECT AND GRADE LEVEL

- Grade 6 – reading and mathematics
- Grade 7 – reading, mathematics, and writing
- Grade 8 – reading, mathematics, science, and social studies

STAAR™ VS TAKS

- The rigor of items has been increased by assessing skills at a greater depth and level of cognitive complexity. In this way the tests will be better able to measure a greater range of student achievement and establish stronger links to postsecondary readiness.
- The total number of test items for the STAAR assessments has been increased for most grades, subjects, and courses.
- A four-hour time limit has been established for STAAR assessments, as opposed to TAKS, which was untimed.
- STAAR™ assessments in mathematics and reading will be linked from grade to grade as well as to postsecondary-readiness standards for the Algebra II and English III assessments.
- STAAR™ assessments have been designed to focus on —readiness standards, which are defined as those Texas Essential Knowledge and Skills (TEKS) student expectations that are not only essential for success in the current grade or course but also important for preparedness in the next grade or course. By focusing on the student expectations that are most critical to assess, STAAR™ will better measure the academic performance of students as they progress from elementary to middle school to high school.
- STAAR™ writing assessment at 7 will be extended to two days.
- The test designs for STAAR™ grade7 writing will require students to write two essays addressing different purposes for writing rather than one longer personal essay, which TAKS required.
- For STAAR™ reading, greater emphasis will be placed on critical analysis of passages rather than literal understanding.
- Most STAAR mathematics and science assessments will have an increased number of open-ended (griddable) items to allow students the opportunity to derive an answer independently without being influenced by the answer choices provided with the questions.

STAAR™ and High School Level Courses (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. The student's EOC score must count toward 15% of the final course grade and count toward the cumulative score.

Middle school students who completed a high school level course prior to spring 2012, such as a seventh-grader who took Algebra 1 during 2010-2011, would not be required to take the corresponding EOC assessment. If the student decides to take the EOC, the score would only be counted in the overall cumulative score for that subject area if it benefits the student.

STAAR™ and Student Performance

There will be two cut scores, which will identify three performance categories. For the general STAAR™ assessments, STAAR Modified, and STAAR L, the labels for the performance categories are

- Level III: Advanced Academic Performance
- Level II: Satisfactory Academic Performance
- Level I: Unsatisfactory Academic Performance

STAAR™ and Grade Level Promotion

Because the passing standards will not be established until six months after the tests have been administered, student grade promotion will be based on other factors not including STAAR results for the 2011-2012 school year. 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*.

Additional Information about STAAR™ and STAAR™ EOC

<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

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 TAKS reading and mathematics tests to be promoted to sixth grade. The requirements also apply to students served by special education who take TAKS Accommodated, TAKS Modified, and TAKS Alternative.

Grade advancement requirements will also apply to students who take the Grade 8 reading and mathematics TAKS, TAKS Accommodated, TAKS Modified, and TAKS Alternative tests.

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 exit level TAKS tests in all core subject areas in order to graduate. These tests are administered in the 11th grade. Students have three opportunities per school year to meet the passing standard on each of the tests and will receive additional instruction after each testing opportunity on which they do not meet the standard.

COURSE DESCRIPTIONS

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.

6th Grade Language Arts

Grade: 6

Recommendation: Successful Completion of Grade 5 Language Arts

In order to prepare students for 21st –century college and career expectations, students will continue honing their communication skills in reading, writing, and speaking while building a strong base for high school. Students will engage in critical thinking and learning through ongoing inquiry and research, collaboration, and independent practice. They 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 Pre-AP Language Arts

Grade: 6

Recommendation: Successful Completion of Grade 5 Language Arts

In order to prepare students for 21st-century college and career expectations, students will continue honing their communication skills in reading, writing, and speaking while building a strong base for high school. Students will engage in critical thinking and learning through ongoing inquiry and research, collaboration, and independent practice. They 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. Pre-AP students will study many of the same texts as ELA students, but usually at a quicker pace with additional, more complex texts and tasks.

6th Grade LEAP Pre-AP Language Arts

Grade: 6

Recommendation: Student qualifies for Gifted and Talented services

Taught by GT certified and Pre-AP 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**Grade: 7****Recommendation:** Successful completion of Grade 6 Language Arts

In order to prepare students for 21st-century college and career expectations, students will continue honing their communication skills in reading, writing, and speaking while building a strong base for high school. Students will engage in critical thinking and learning through ongoing inquiry and research, collaboration, and independent practice. They 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 Pre-AP Language Arts**Grade: 7****Recommendation:** Successful completion of Grade 6 Language Arts

In order to prepare students for 21st-century college and career expectations, students will continue honing their communication skills in reading, writing, and speaking while building a strong base for high school. Students will engage in critical thinking and learning through ongoing inquiry and research, collaboration, and independent practice. They 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 fore reading. Pre-AP students will study many of the same texts as ELA students, but usually at a quicker pace with additional, more complex texts and tasks.

7th Grade LEAP Pre-AP Language Arts**Grade: 7****Recommendation:** Student qualifies for Gifted and Talented services

Taught by GT certified and Pre-AP 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.

8th Grade Language Arts**Grade: 8****Recommendation:** Successful completion of Grade 7 Language Arts

In order to prepare students for 21st-century college and career expectations, students will continue honing their communication skills in reading, writing, and speaking while building a strong base for high school. Students will engage in critical thinking and learning through ongoing inquiry and research, collaboration, and independent practice. They 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.

8th Grade Pre-AP Language Arts**Grade: 8****Recommendation:** Successful completion of Grade 7 Language Arts

In order to prepare students for 21st-century college and career expectations, students will continue honing their communication skills in reading, writing, and speaking while building a strong base for high school. Students will engage in critical thinking and learning through ongoing inquiry and research, collaboration, and independent practice. They 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. Pre-AP students will study many of the same texts as ELA students, but usually at a quicker pace with additional, more complex texts and tasks.

8th Grade LEAP Pre-AP Language Arts**Grade: 8****Recommendation:** Student qualifies for Gifted and Talented services

Taught by GT certified and Pre-AP 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.



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.

26200021 6th Grade Math **Grade: 6**

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.

26200021 6th Grade Pre-AP Math **Grade: 6**

Recommendation: None

This Pre-AP 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 Pre-AP 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.

27200000 7th Grade Math **Grade: 7**

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.

27200021 7th Grade Pre-AP Math **Grade: 7**

Recommendation: 6th Grade Pre-AP Math

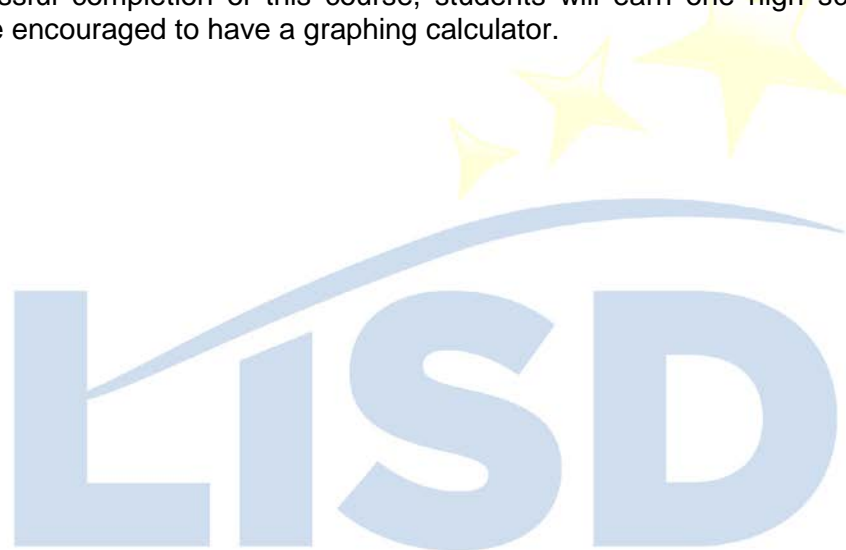
This Pre-AP course covers a portion of Grade 7 and all of Grade 8 state standards (TEKS). The curriculum combines the concepts of these two grade levels into an integrated approach rather than teaching the grade level concepts in isolation. Students enrolling in this course should consider mastery of all Grade 6 TEKS and the majority of Grade 7 TEKS as a foundation upon which this course will build. Middle school Pre-AP math courses accelerate learning to allow students to complete Algebra I by their 8th 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.

28200000 8th Grade Math**Grade: 8****Recommendation:** None

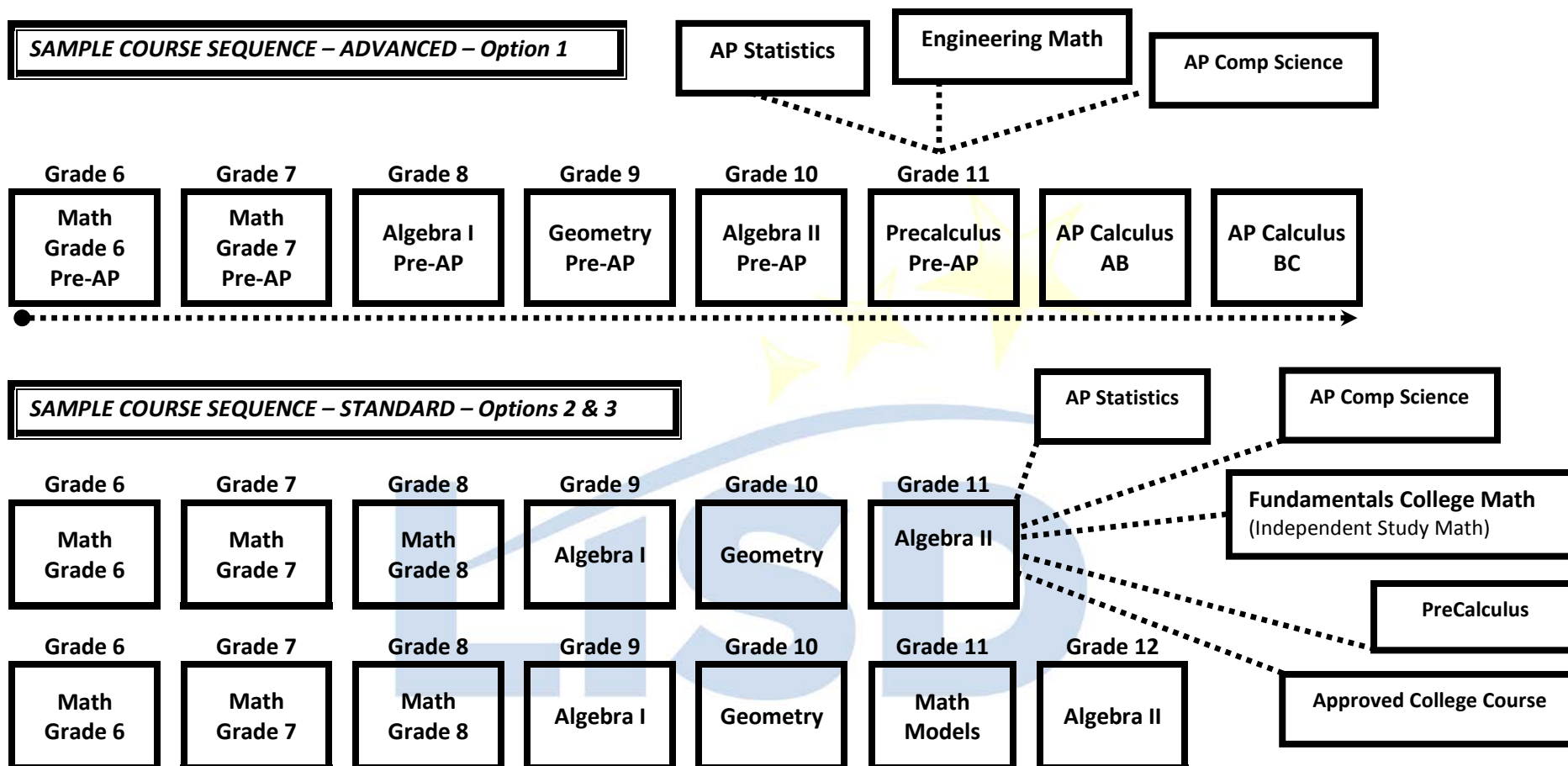
The primary focal points at Grade 8 are using basic principles of algebra to analyze and represent both proportional and non-proportional linear relationships and using probability to describe data and make predictions.

28210021 8th Grade Pre-AP Algebra I**Grade: 8****Recommendation:** 7th Grade Pre-AP Math

This high school level Pre-AP 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.



SAMPLE MATHEMATICS COURSE SEQUENCES



NOTE: The course sequences shown are examples of course options that students may choose in order to fulfill the requirements for four years of high school Mathematics for the Recommended or Distinguished Achievement Programs. Most four-year colleges and universities require at least one mathematics course above the Algebra II level. Please consult with your counselor as you develop your high school graduation plan.

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.

36300000 6th Grade Science (Physical Science) Grade: 6

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.

36300021 6th Grade Pre-AP Science (Physical Science Pre-AP) Grade: 6

Recommendation: Successful completion of Grade 5 Science

6th grade Pre-AP Science curriculum studies the same topics as the 6th grade science class. However, in Pre-AP 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.

37300000 7th Grade Science (Life Science) Grade: 7

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.

37300021 7th Grade Pre-AP Science (Life Science Pre-AP) Grade: 7

Recommendation: Successful completion of Grade 6 Science

7th grade Pre-AP Science curriculum studies the same topics as the 7th grade science class. However, in Pre-AP 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.

38300000 8th Grade Science (Earth and Space Science) Grade: 8

Recommendation: Successful completion of Grade 7 Science

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, lunar phases, stars and galaxies, plate tectonic theory, weather, and environmental changes due to human activities.

38300021 **8th Grade Science PreAP (Earth and Space Pre-AP)** **Grade: 8**

Recommendation: Successful completion of Grade 7 Science

8th grade Pre-AP Science curriculum studies the same topics as the 8th grade science class. However, in Pre-AP 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.



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.

46400000 Contemporary World

Grade: 6

Recommendation: Successful completion of Grade 5 Social Studies

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.

46400021 Contemporary World Pre-AP

Grade: 6

Recommendation: Successful completion of Grade 5 Social Studies

Students study the same concepts and areas of the world as the regular Contemporary World course. Students develop skills for critical reading and writing through dialogue and discourse.

47450000 Texas History

Grade: 7

Recommendation: Successful Completion of Contemporary World

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.

47450021 Texas History Pre-AP

Grade: 7

Recommendation: Successful Completion of Contemporary World

Students study the same concepts and knowledge base as the regular Texas History course. Students develop skills for critical reading and writing through dialogue and discourse including the analysis of documents and timed writings.

48460000 United States History**Grade: 8****Recommendation:** Successful Completion of Texas History

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.

48460021 United States History Pre-AP**Grade: 8****Recommendation:** Successful Completion of Texas History

Students study the same concepts and knowledge base as the regular United States History course. Students develop skills for critical reading and writing through dialogue and discourse including the analysis of documents and timed writings.



LANGUAGES OTHER THAN ENGLISH

Students pursuing the recommended program must successfully complete two levels in the same language other than English through course work or Credit by Exam. Students pursuing the DAP must successfully complete three levels in the same language. If possible, students should take their languages courses in consecutive school terms.

Note: College credit may be granted by a university based upon Advanced Placement examination scores. All students enrolled in an Advanced Placement course will take the Advanced Placement Exam for that course. There is a fee for each exam. Information on fee reductions and exam subsidies, based on financial need, are available through the campus testing coordinator.

Note: Course offerings and course duration may vary from campus to campus due to the campus schedule. At some campuses Spanish 1 credit must be earned over a two-year period. At other campuses, Spanish 1 is earned over a one-year period. Contact your campus counselor for additional information.

18450000 Spanish I, 1 credit

Grade: 7-8

Recommendation: None

Spanish I is the introductory course in the Spanish language. During this course, the students will be taught basic vocabulary requiring the use of Spanish in the classroom. The students will learn conversational responses and work with the grammar items essential for understanding. The students will use conversation and vocabulary in the interpersonal, interpretive, and presentational modes as the basis for meeting the TEKS goals of communication, cultures, connections, comparisons, and communities at the novice level. In most middle schools, this is a one year course. This course counts for high school credit.

18451000 Spanish II, 1 credit

Grade: 8

Recommendation: Spanish I or CBE

Spanish II is the second course in the Spanish language in which the student should attain novice proficiency in the language. Students will be exposed to further basic vocabulary and increased use of Spanish in the classroom. Using material learned in level 1 as well as new vocabulary and grammar, the students will continue to use conversation and vocabulary in the interpersonal, interpretive, and presentational modes as the basis for meeting the TEKS goals of communication, cultures, connections, comparisons, and communities at the novice level. This course is offered in some middle schools. This course counts for high school credit.

76215000 Spanish II for Spanish Speakers, 1 credit

Grade: 6

Recommendation: Passage of Proficiency Exam

Spanish II for Spanish Speakers is a course that develops students' proficiency in all four language skills: listening, speaking, reading, and writing. Students enrolled in this course should have a basic knowledge of Spanish language and culture as well as intermediate-low level proficiency in the language skills. Students are expected to continue to Spanish III for Spanish Speakers in the 7th grade and to Spanish IV Advanced Placement in the 8th grade. This course may not be offered on all campuses. This course is conducted in Spanish. This course counts for high school credit.

77215021 Spanish III for Spanish Speakers, 1 credit

Grade: 7

Recommendation: Spanish II for Spanish Speakers or Proficiency Exam

Spanish III for Spanish Speakers further develops students' proficiency in all four language skills. This accelerated 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. Connections between first language skills and second language acquisition are targeted. This course may not be offered on all campuses. This course is conducted in Spanish. This course counts for high school credit.

78220002 Spanish IV Advanced Placement, 1 credit

Grade: 8

Recommendation: Spanish III for Spanish Speakers, 1 credit

This course is a continuation of Pre-AP Spanish III. Specific Advanced Placement test-taking strategies, such as oral narration, advanced reading and listening comprehension and expository writing, are added to the course of study. Students study and analyze current events, literary texts, and social issues. Students will be prepared for and take the Advanced Placement Spanish Language Exam. This course may not be offered on all campuses. This course is conducted in Spanish. This course counts for high school credit.



ENRICHMENT COURSES

ATHLETICS, PHYSICAL EDUCATION AND HEALTH

BOYS ATHLETICS		GIRLS ATHLETICS	
GRADE	SPORT	GRADE	SPORT
7	Basketball	7	Basketball
8	Basketball	8	Basketball
7	Cross Country	7	Cross Country
8	Cross Country	8	Cross Country
7	Football	7	Soccer
8	Football	8	Soccer
7	Soccer	7	Tennis
8	Soccer	8	Tennis
7	Tennis	7	Track & Field
8	Tennis	8	Track & Field
7	Track & Field	7	Volleyball
8	Track & Field	8	Volleyball

PHYSICAL EDUCATION

*Note: Course offerings and grade level requirements may vary from campus to campus.
Contact your campus counselor for additional information.*

26500000 Physical Education 6 **Grade: 6**
Recommendation: None

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 life span.

27500000 Physical Education 7 **Grade: 7**
Recommendation: None

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 life span.

28500000 Physical Education 8 **Grade: 8**
Recommendation: None

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 life span.

26503000 Physical Education External 6 **Grade: 6**
Recommendation: None

The purpose of the External Physical Education program is to accommodate students who are making a serious effort to develop high level capabilities and to allow them to be involved in a program that provides training exceeding that offered in the school district. Only those students involved in the activities of swimming, tennis, ice skating, gymnastics, equestrian, art skating, ballet, golf, rowing, tae kwon do, ice hockey, lacrosse, cycling, fencing and any other School Board approved Olympic sport will be considered for participation. An application is required.

27503000 Physical Education External 7 **Grade: 7**
Recommendation: None

The purpose of the External Physical Education program is to accommodate students who are making a serious effort to develop high level capabilities and to allow them to be involved in a program that provides training exceeding that offered in the school district. Only those students involved in the activities of swimming, tennis, ice skating, gymnastics, equestrian, art skating, ballet, golf, rowing, tae kwon do, ice hockey, lacrosse, cycling, fencing and any other School Board approved Olympic sport will be considered for participation. An application is required.

28503000 Physical Education External 8

Grade: 8

Recommendation: None

The purpose of the External Physical Education program is to accommodate students who are making a serious effort to develop high level capabilities and to allow them to be involved in a program that provides training exceeding that offered in the school district. Only those students involved in the activities of swimming, tennis, ice skating, gymnastics, equestrian, art skating, ballet, golf, rowing, tae kwon do, ice hockey, lacrosse, cycling, fencing and any other School Board approved Olympic sport will be considered for participation. An application is required.

7715500 Adventure/Outdoor Education

Grade: 7

Recommendation: None

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.

7815500 Adventure/Outdoor Education

Grade: 8

Recommendation: None

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.

HEALTH

2830000 Health, .5 credit

Grade: 8

Recommendation: None

Health is designed to prepare students for a healthy, independent lifestyle, based on a wellness program of physical and mental health. They will develop an understanding of topics that include family, relationships, marriage and parenthood, life cycle, skin, skeletal, muscular, reproductive and excretory systems, endocrine, respiratory, nervous, cardiovascular, lymphatic systems, the effect of drugs on the health system, consumer rights, environmental factors, mental health, nutrition, and social issues. PAPA is included. This course counts for .5 state high school credit.

FINE ARTS

The Lewisville Independent School District highly values our middle school fine arts courses as essential to the education of every student. The State of Texas recognizes the curricular value and right-brain development by requiring one fine arts unit in both middle and high school. LISD students have a wide range of successful fine arts programs to choose from in art, band, choir, orchestra, and theatre. Studies show that students involved in a fine arts organization for more than the one-year requirement tend to have positive results in attendance, graduation rates, eligibility, and discipline referrals. Middle school is a great time to explore students' interests. We hope you enjoy our fine arts programs. **Texas requires that all middle school students complete one year of Fine Arts.**

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.

ART

56500000/5652000 6th Grade Art Year/Semester **Grade: 6**
Recommendation: None

This course is the foundation for all other art courses. No prior drawing skills are necessary. The elements and the principles of design are emphasized through a variety of projects and problems in both two-dimensional and three-dimensional design, drawing, painting, and ceramics. There may be a small art fee for this course.

57500000/57520000 7th/8th Grade Art Year/Semester **Grade: 7-8**
Recommendation: None

This course is the foundation for all other art courses. No prior drawing skills are necessary. The elements and the principles of design are emphasized through a variety of projects and problems in both two-dimensional and three-dimensional design, drawing, painting, and ceramics. There may be a small art fee for this course.

58500000/58520000 7th/8th Grade Art Advanced **Grade: 7-8**
Recommendation: 6th or 7th Grade Art

This course provides students an opportunity to further develop their art skills. Higher-level thinking skills are challenged with design and composition projects that use a variety of drawing media, techniques and themes. Preparation of a portfolio is required. There may be a small art fee for this course.

58530000 High School Art 1 **Grade: 8**
Prerequisite: One/two year(s) of Middle School Art with Teacher Recommendation

This full year course is the equivalent to the high school Art 1 course, and will receive 1 fine arts high school credit. The elements and principles of design are explored at a more advanced level through a variety of projects in all types of art medium. Preparation of a portfolio is required. There may be a small art fee for this course.

Art Appreciation **Grade: 6-8**
Recommendation: None

This full year class explores the principles of design and the visual characteristics of art in both 2D and 3D. The class learns to observe art and, through an informed perspective, to appreciate the value such objects hold in society. There may be a small art fee for this course.

BAND

Beginning Band 1

Grade: 6-8

Recommendation: None

The course is designed to provide opportunities for students to learn to play instrumental music in a group setting and lead students to acquire the skills needed for satisfactory performance. Students must rent or own instruments and are required to attend scheduled rehearsals and events.

Concert Band

Grade: 6-8

Recommendation: By audition/teacher recommendation

The course is designed to provide opportunities for students to learn to play instrumental music in a group setting and lead students to acquire the skills needed for satisfactory performance. Students must rent or own instruments and are required to attend scheduled rehearsals and events.

Symphonic Band

Grade: 6-8

Recommendation: By audition/teacher recommendation

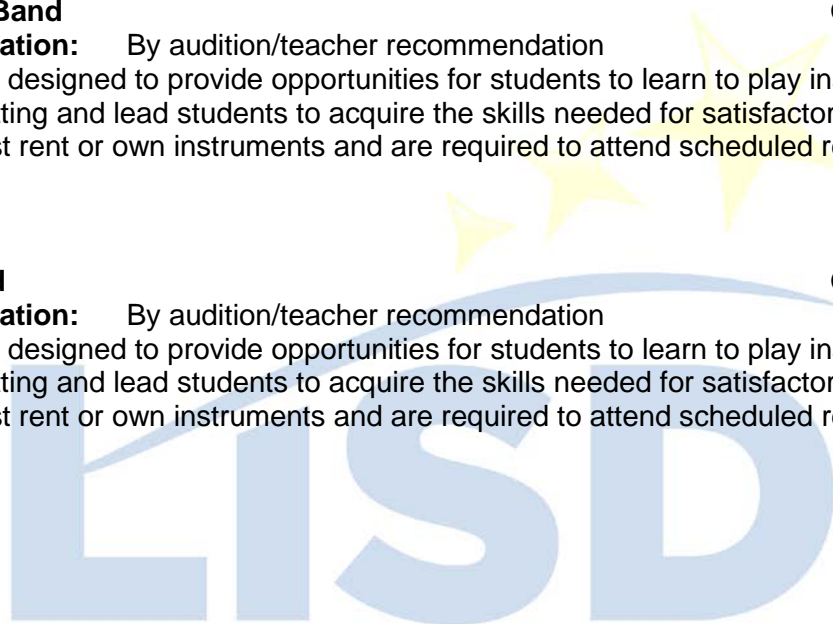
The course is designed to provide opportunities for students to learn to play instrumental music in a group setting and lead students to acquire the skills needed for satisfactory performance. Students must rent or own instruments and are required to attend scheduled rehearsals and events.

Honors Wind

Grade: 6-8

Recommendation: By audition/teacher recommendation

The course is designed to provide opportunities for students to learn to play instrumental music in a group setting and lead students to acquire the skills needed for satisfactory performance. Students must rent or own instruments and are required to attend scheduled rehearsals and events.



CHOIR

Choir Boys

Grade: 6 - 8

Recommendation: None

The course is designed to provide opportunities for students to learn to sing in a group setting and lead students to acquire the skills needed for satisfactory performance. Students are required to attend scheduled rehearsals and events.

Choir Girls

Grade: 6 - 8

Recommendation: None

The course is designed to provide opportunities for students to learn to sing in a group setting and lead students to acquire the skills needed for satisfactory performance. Students are required to attend scheduled rehearsals and events.

Choir Non-Varsity Treble

Grade: 6 - 8

Recommendation: By audition/teacher recommendation

The course is designed to provide opportunities for students to learn to sing in a group setting and lead students to acquire the skills needed for satisfactory performance. Students are required to attend scheduled rehearsals and events.

Choir Non-Varsity Tenor/Bass

Grade: 6 - 8

Recommendation: By audition/teacher recommendation

The course is designed to provide opportunities for students to learn to sing in a group setting and lead students to acquire the skills needed for satisfactory performance. Students are required to attend scheduled rehearsals and events.

Choir Varsity Treble

Grade: 6 - 8

Recommendation: By audition/teacher recommendation

The course is designed to provide opportunities for students to learn to sing in a group setting and lead students to acquire the skills needed for satisfactory performance. Students are required to attend scheduled rehearsals and events.

Choir Varsity Tenor/Bass

Grade: 6 - 8

Recommendation: By audition/teacher recommendation

The course is designed to provide opportunities for students to learn to sing in a group setting and lead students to acquire the skills needed for satisfactory performance. Students are required to attend scheduled rehearsals and events.

Choir Mixed

Grade: 6 - 8

Recommendation: By audition/teacher recommendation

The course is designed to provide opportunities for students to learn to sing in a group setting and lead students to acquire the skills needed for satisfactory performance. Students are required to attend scheduled rehearsals and events.

ORCHESTRA

Orchestra Beginning

Grade: 6-8

Recommendation: None

The course is designed to provide opportunities for students to learn to play instrumental music in a group setting and lead students to acquire the skills needed for satisfactory performance. Students must rent or own instruments and are required to attend scheduled rehearsals and events.

Orchestra Symphonic

Grade: 6-8

Recommendation: By audition/teacher recommendation

The course is designed to provide opportunities for students to learn to play instrumental music in a group setting and lead students to acquire the skills needed for satisfactory performance. Students must rent or own instruments and are required to attend scheduled rehearsals and events.

Orchestra Philharmonic

Grade: 6-8

Recommendation: By audition/teacher recommendation

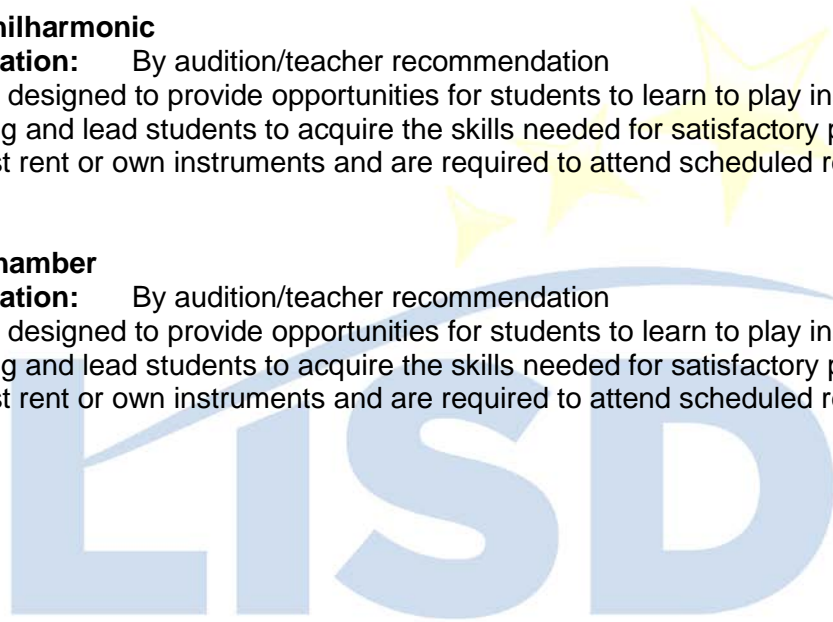
The course is designed to provide opportunities for students to learn to play instrumental music in a group setting and lead students to acquire the skills needed for satisfactory performance. Students must rent or own instruments and are required to attend scheduled rehearsals and events.

Orchestra Chamber

Grade: 6-8

Recommendation: By audition/teacher recommendation

The course is designed to provide opportunities for students to learn to play instrumental music in a group setting and lead students to acquire the skills needed for satisfactory performance. Students must rent or own instruments and are required to attend scheduled rehearsals and events.



THEATRE ARTS

Theatre Arts I

Grade: 6 - 8

Recommendation: None

This full year course provides an avenue for artistic expression through the elements of drama and conventions of theatre. Rehearsals and performances are an expectation for all theatre arts classes.

Theatre Arts II

Grade: 6 - 8

Recommendation: Theatre Arts I

This full year course provides an avenue for artistic expression through the elements of drama and conventions of theatre. Rehearsals and performances are an expectation for all theatre arts classes.

Theatre Arts III

Grade: 6 - 8

Recommendation: Theatre Arts II

This full year course provides an avenue for artistic expression through the elements of drama and conventions of theatre. Rehearsals and performances are an expectation for all theatre arts classes.

Theatre Arts Advanced

Grade: 6 - 8

Recommendation: By audition/teacher recommendation

This full year course provides an avenue for artistic expression through the elements of drama and conventions of theatre. Rehearsals and performances are an expectation for all theatre arts classes.



CAREER AND TECHNOLOGY EDUCATION

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

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!

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

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

Grade: 7-8

Recommendation: None

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

Discovery

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**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**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**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.

Gaming**Grade:** 7-8**Recommendation:** None

This is an 18 week course in which the learner covers 4 major units of study. Foundations, Game Creation Basics 1, Game Creation Basics 2 and Careers will be covered in the semester long course. Software and web based programs are used to introduce students to basic computer game creating and career fields within the industry.

Graphic Arts/Animation**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 & Lifetime Nutrition and Wellness, 1.0 credit**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. Both courses must be taken together in order to receive one (1) high school elective credit.

Robotics**Grade:** 7-8**Recommendation:** None

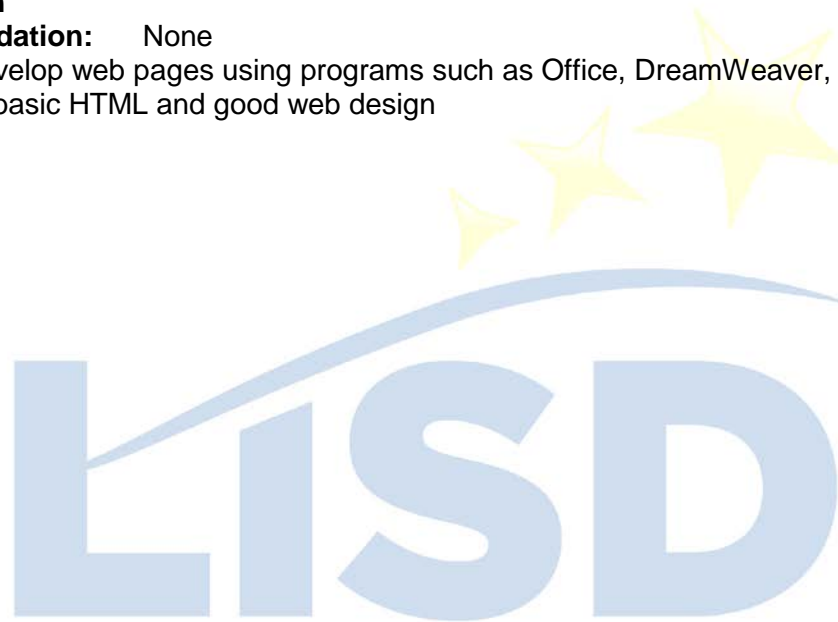
In this 18 week course the basic concepts of robotics is covered as well as the science behind them. Foundations, History, Basic Robots Creation, and Challenge, are the 4 units of study covered in this semester long course. An investigation into careers related to the field is included in the Foundations unit

Video, Graphics & Animation**Grade:** 7-8**Recommendation:** None

This 18 week course is designed to introduce students to the world of digital media. The three major areas of study will include video production and editing, graphics production and image editing with digital photography, and creation of original animation projects. Students will learn the basics of lighting techniques, retouching digital photos, creating fashion layouts, and image animation, for example. Students will be able to preview upcoming opportunities in high school career center programs included in the media arts department.

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



SPEECH

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.

787000 Communications Applications, .5 credit

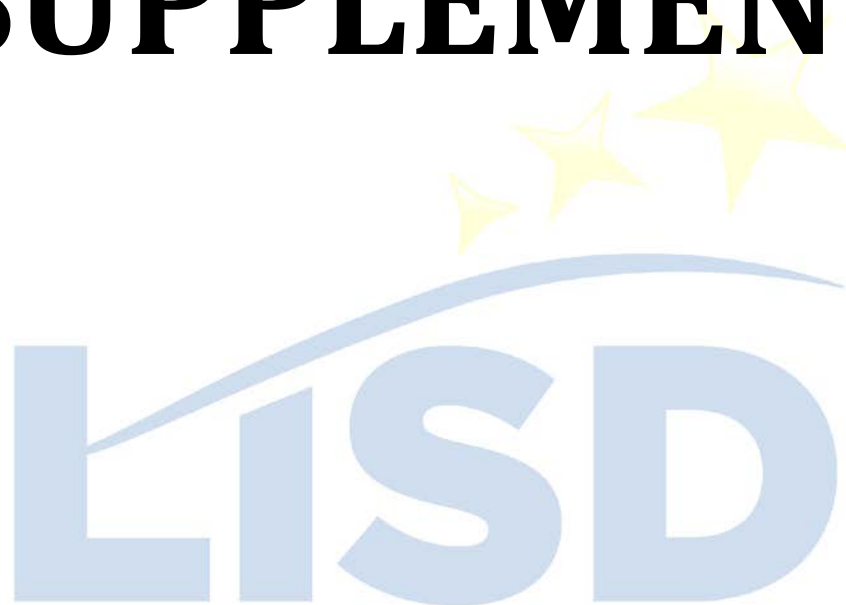
Grade: 8

Recommendation: None

This course is designed for the student interested in communications including communication theory, speaking, listening techniques, and interpersonal communications. Competition opportunities are available. ***Speech is no longer a high school graduation requirement for students entering high school in 2014-2015 or beyond.***



HIGH SCHOOL SUPPLEMENT



The following pages are included to help students and parents/guardians plan a smooth transition from intermediate school to high school.

INTRODUCTION

Planning a four-year high school program is a serious undertaking. Although many of your courses will be determined by the graduation plan you select, you will still have many other choices to make during your years of school. The courses you select will be guided largely by your plans for the future. Will you continue your education in college or in a trade or technical school? Do you want to learn a career skill in order to enter the full-time work force immediately after school? Are you interested in a technical field? Are you thinking of entering a profession that requires many years of specialized education?

The answers to these questions are extremely important for making decisions about your course selections for all four years in high school. These answers should also be guided by your interests and abilities. Some students are sure of their future plans; others are still deciding. It is also common for young people to change their minds about which career to choose. **For this reason, it is important for you to plan as challenging a program as you can. If your career plans should change, then it will not be as difficult to move into another program.** While it may sometimes seem tempting to schedule a less demanding combination of courses, choosing courses that meet your needs or interests is the best way to prepare for your future.

LISD offers you many ways to prepare for a productive adult life—to increase the likelihood that you will realize your future goals. The district's high schools and career centers provide a wide range of programs that prepare students for post-high school experiences: college, business school, technical school, military service, fine arts participation, full-time employment, and other areas. The programs offered allow a student to choose the high school program best for him/her, whether that program is the traditional college preparatory, tech-prep, or career preparatory program. Outlined on the following pages are the graduation requirements for each of the state's possible graduation programs (minimum, recommended high school, and distinguished achievement programs).

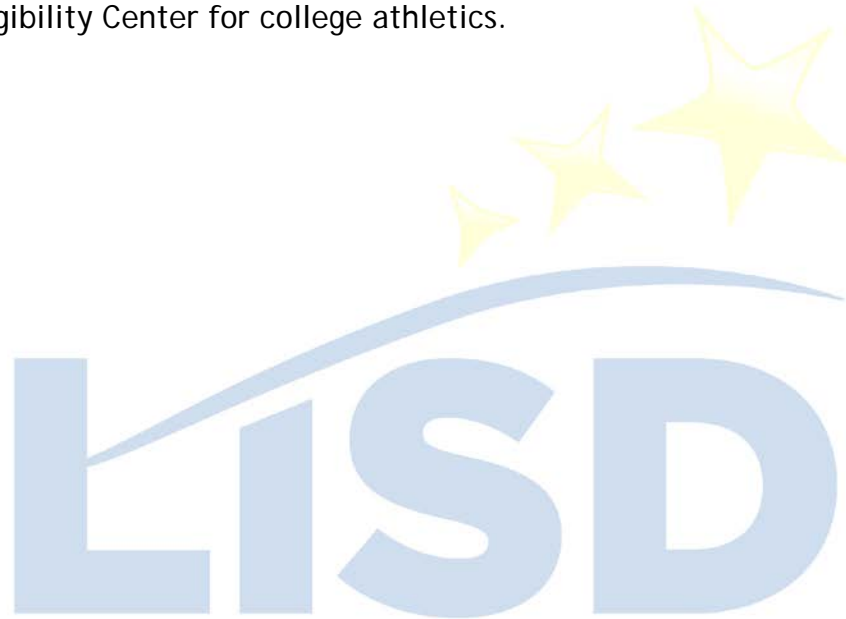
Immediately following the presentation of possible graduation plans are descriptions of all courses offered, with accompanying information about prerequisites and grade level placement. We strongly urge you to give the attention to planning for high school that it deserves. **By planning wisely, you can create the future that is most appropriate for you.**

GENERAL REQUIREMENTS

All LISD high schools began to operate on the accelerated block schedule. Because this type of schedule requires a different way of arranging the curriculum, students will find different terminology in the course descriptions. The following information will be helpful in understanding accelerated block and making choices about courses.

- ☼ Courses are listed as either .5, 1, 1.5, 2, or 3 credits.
- ☼ On the accelerated block schedule, 1 credit = 18 weeks. On a traditional semester schedule, students earned 1 credit after one full year, covering the same amount of material.
- ☼ On the accelerated block, during one full year (two terms), a student could be enrolled in as many as 8 different blocks of courses (4 in the fall term and 4 in the spring term) with the potential of earning a maximum of 8 credits.
- ☼ On the accelerated block schedule, .5 credit = 9 weeks = 1 quarter. A twenty-seven week course would earn 1.5 credits. There are 4 quarters, or 36 weeks in a school year.
- ☼ The accelerated block provides for 90-minute class periods. Students are scheduled into four periods per day, and each class meets every day. Exceptions to this must be approved by campus administration.
- ☼ Each high school may offer selected courses for 18 weeks for .5 credit. These courses will meet for 45 minutes per day, with few exceptions. This will be done either during the school day or as a zero hour before and/or after school. Check with your counselor for a list of the courses being offered at your school.
- ☼ Some courses are offered for local credit only and do not count toward state credits needed for graduation.
- ☼ Grade reports are monitored on a three week basis through progress reports, and report cards are distributed at the end of each nine weeks (quarter).
- ☼ UIL eligibility follows a schedule separate and apart from quarter (9 weeks) and semester grading cycles and is not included in this guide.
- ☼ Course “Recommendations” are listed to help ensure a greater measure of success for the student and should therefore be completed. A student may, however, enroll in a class without taking suggested course recommendations.
- ☼ Course “Prerequisites” must be successfully completed before a student is allowed to enroll in a course.

- ☼ Credit for courses may be received through credit by exam. For courses without prior instruction, a mastery level of 80% is required for credit. For courses where the required amount of prior instruction has been certified, a mastery level of 70% is required for credit to be awarded. A schedule for testing dates can be obtained from the campus counselor.
- ☼ State law/board policy supersedes information in this book.
- ☼ Students may graduate early by completing all graduation requirements. The desire to graduate early will not subject the student to special consideration in scheduling.
- ☼ A student's graduation plan is determined by the year that the student enters the 9th grade unless a change is mandated by law.
- ☼ It is the parent's responsibility to insure compliance with the requirements for the NCAA Eligibility Center for college athletics.



LISD GRADUATION PLAN OVERVIEW

STUDENTS ENTERING HIGH SCHOOL 2014-15 AND BEYOND.

HB5, passed by the Texas Legislature this spring, made substantial changes to the state's graduation requirements, moving from the current "4x4" graduation plans to a 22-credit Foundation High School Program (FHSP) that allows students to earn endorsements in specific areas of study by completing four additional credits and performance acknowledgements. Students entering high school in the fall of 2014-15 will be required to meet the requirements of the foundation high school program to receive a high school diploma.

The endorsement areas are science, technology, engineering and mathematics (STEM); business and industry; public services; arts and humanities; and multidisciplinary studies. LISD offers courses to meet endorsements in all areas. There are specific course requirements in the foundation curriculum based on the Endorsement selected. A comparison of core course requirements by endorsement area may be found later in this guide.

A student may elect to graduate without an endorsement under the high school foundation plan after the student's sophomore year if the student and the student's parent or guardian are advised by the school counselor of the benefits of graduating with one or more endorsement; and the student's parent or guardian files written permission with the high school allowing the student to graduate without an endorsement.



TOWARD EXCELLENCE, ACCESS, & SUCCESS (TEXAS) GRANT PROGRAM

Program Purpose

The Texas Legislature established the TEXAS (Toward EXcellence, Access and Success) Grant to make sure that well-prepared high school graduates with financial need could go to college.

Who can apply? Students who...

- ☼ Are Texas residents
- ☼ Have not been convicted of a felony or crime involving a controlled substance
- ☼ Show financial need
- ☼ Register for the Selective Service or are exempt from this requirement
- ☼ Complete the **Recommended High School Program, Distinguished Achievement Program OR the Foundation High School Program** in high school
- ☼ Students graduating with the **Foundation High School Program** MAY have additional eligibility criteria to qualify for the TEXAS Grant. Information will be updated as received from the SBOE.
- ☼ Enroll in a non-profit public college or university in Texas within 16 months of graduation from a public or accredited private high school in Texas and
- ☼ Have accumulated no more than 30 semester credit hours, excluding those earned for dual or concurrent courses or awarded for credit by examination (Advanced Placement or College Level Placement)
- ☼ Students entering the program from high school who continue in college and who meet program academic standards can receive awards for up to 150 semester credit hours, until they receive a bachelor's degree, or for five years if enrolled in a 4-year degree plan or six years if enrolled in a 5-year degree plan, whichever comes first
- ☼ Have an Estimated Family Contribution less than or equal to \$4000

The academic requirements for continuing in the program are:

- ☼ At the end of the first year, the student entering the program from high school must meet the *school's* Satisfactory Academic Progress (SAP) requirements
- ☼ At the end of the second year in the program or later years, all students must complete at least 75 percent of the hours attempted in the prior academic year, have an overall college grade point average (GPA) of at least 2.5 on a 4.0 scale and complete at least 24 semester credit hours per year

Where may awards be used?

A TEXAS Grant may be used to attend any public institution of higher education in Texas.

How much can be awarded?

The award amount (including state and institutional funds) is equal to the student's tuition and required fees.

For 2013-2014, the state amount was approximately:

- ☼ \$7,400 per year for public universities and state college students
- ☼ \$2,400 per year for public community college students
- ☼ \$4,400 per year for public technical college students

How can you apply?

You apply for the TEXAS Grant when you complete and submit the [Free Application for Federal Student Aid \(FAFSA\)](#) or other application as required by your college's financial aid office. Funding is limited, so you need to submit your application as soon as possible after January 1 of your senior year. The financial aid office at each college and university will determine if the TEXAS Grant is part of the aid package that is offered to you.

TOP TEN PERCENT RULE AND AUTOMATIC ADMISSIONS

Top students are eligible for automatic admission to any public university in Texas under admissions policies. Under TEC 51.803, students who are in the **top 10 percent** of their graduating class are *eligible for automatic admission to any public university in Texas*.

To be eligible for automatic admission, a student must:

- ☼ Graduate in the top 10 percent of his or her class at a public or private high school in Texas, OR
- ☼ Graduate in the top 10 percent of his or her class from a high school operated by the U.S. Department of Defense and be a Texas resident or eligible to pay resident tuition;
- ☼ Graduate on the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), or Foundation High School Program (FHSP);
- ☼ Earn a *Distinguished Level of Achievement* (DLA) if graduating on the FHSP;
- ☼ Satisfy the College Readiness Benchmarks on SAT or ACT assessments.
 - SAT - 1500 out of 2400 (critical reading, math and writing)
 - ACT - 18 English, 21 Reading, 22 Math, 24 Science
- ☼ Enroll in college no more than two years after graduating from high school; and
- ☼ Submit an application to a Texas public university for admission before the institution's application deadline with all required documentation (check with the university regarding specific deadlines).

Students admitted through this route are still required to provide SAT or ACT scores, although these scores are not used for admissions purposes. Check with the college admissions office regarding testing requirements.

After a student is admitted, the university may review the student's high school records to determine if the student is prepared for college-level work. A student who needs additional preparation may be required to take a developmental, enrichment, or orientation course during the semester prior to the first semester of college.

Admission to a university does not guarantee acceptance into a particular college of study or department. *Remember that you may not be admitted even if you are eligible if you do not meet the admission deadline.*

Modifications to Texas' Automatic Admission Law - SB 175, passed by the 81st Legislature in the spring of 2009, modifies TEC 51.802 for The University of Texas at Austin. Under the new law, the University is to automatically admit enough students to fill 75% of available Texas resident spaces. By September 15th of each year, the University will notify Texas school officials of the class rank that current high school juniors need to attain by the end of their junior year in order to be automatically admitted two years out of high school. SB 175 went into effect with the 2011 summer/fall class and will remain in effect at least through the 2015-2016 academic year. *For additional information, see UT website (www.utexas.edu).*

STUDENTS ENTERING HIGH SCHOOL 2014-2015

FOUNDATION HIGH SCHOOL PROGRAM (FHSP) REQUIREMENTS

(Students who entered high school prior to 2014-2015 may opt in to this plan)

FOUNDATION WITH ENDORSEMENT	FOUNDATION NO ENDORSEMENT
<p>English I, II, III and Advanced English¹ (4 credits)</p> <p>Math (4 credits): Algebra I Geometry Additional Math² credit Fourth Math² credit</p> <p>Science (4 credits): Biological and Physical Sciences: Biology (1) Integrated Physics & Chemistry or Other Science³ (1) 3rd Science³ 4th Science³</p> <p>Social Studies (3 credits): World Geography OR World History (1)⁴ U.S. History (1) U.S. Government (.5), Economics (.5)</p> <p>Physical Education or Substitution⁵ (1 credit)</p> <p>Language Other Than English/World Languages (2 credits) Any two levels in the same language; OR Two credits in Computer Programming Language <i>(Exceptions⁶ may apply for students with disabilities)</i></p> <p>Fine Arts⁷ (1 credit)</p> <p>Electives (2 credits)</p> <p>Endorsement (4 credits)⁸</p> <p>26 CREDITS TOTAL</p>	<p><u>THIS PROGRAM REQUIRES ADMINISTRATIVE APPROVAL</u></p> <p>English I, II, III and Advanced English¹ (4 credits)</p> <p>Math (3 credits): Algebra I Geometry Additional Math² credit</p> <p>Science (3 credits) Biology, and Integrated Physics & Chemistry or Other Science³ (1) 3rd Science³</p> <p>Social Studies (3 credits): World Geography OR World History (1)⁴ U.S. History (1) U.S. Government (.5), Economics (.5)</p> <p>Physical Education or Substitution⁵ (1 credit)</p> <p>Language Other Than English/World Languages (2 credits) Any two levels in the same language; OR Two credits in Computer Programming Language <i>(Exceptions⁶ may apply for students with disabilities)</i></p> <p>Fine Arts⁷ (1 credit)</p> <p>Electives (5 credits)</p> <p>Endorsement (None)</p> <p>22 CREDITS TOTAL</p>

NOTES:

- 1 **Advanced English** - See complete list of courses which qualify as an Advanced English on Page . Advanced English requirements vary based on Endorsement selected.
- 2 **3rd and 4th Math** Requirement vary based on the Endorsement selected. See *Core Course Requirements by Endorsement*.
- 3 **3rd and 4th Science** Requirement vary based on the Endorsement selected. See *Core Course Requirements by Endorsement*.
- 4 **Social Studies** - FHSP does not require both W. Geography and W. History for graduation. Local decisions could add additional requirements. See the HS Course Guide for a comparison of skills acquired in World Geography vs. World History
- 5 **PE Credit/Substitution** - 4 credits of PE or PE substitution may be used toward state graduation requirements. The following courses may be taken as a PE substitution: Cheerleading (Varsity, Jr. Varsity, Freshman); Drill Team; Marching Band (1st 9 weeks only); External PE; Athletics; JROTC. Only one state credit allowed per year.
- 6 **LOTE** - Students with disabilities may be able to take other academic courses as a substitute for this requirement as deemed appropriate by the ARD/504 committee.
- 7 **Fine Arts** - credit be earned from the following list of courses: Art I-IV, all AP Art, Orchestra I-IV, Choir I-IV, Dance I, Theatre Arts I-IV, Theatre Production I-IV, Technical Theatre I-IV, Band I-IV, Music Theory.

Courses which can count in two different categories may satisfy the requirements for both but one will receive a credit and one will be considered as a waiver and no additional credit will be awarded.

FOUNDATION HIGH SCHOOL PLAN CORE COURSE OPTIONS

The chart below outlines a list of LISD courses that will satisfy core course options for the Foundation High School Plan. Department titles are aligned with the titles on the previous page. Unless specified otherwise, students may complete one full credit or a combination of two half credit courses to satisfy requirements. See course descriptions located throughout the guide for course details. Courses with an asterisk are Career and Technology (CTE) courses and will satisfy requirements in specific endorsement areas.

Advanced English Courses	Additional Math Courses	Fourth Math Courses	Other Science (2nd) Courses	Third & Fourth Science Courses
<p>The following LISD courses meet the State Board of Education requirements as an "Advanced English" course.</p> <ul style="list-style-type: none"> English IV AP English Lit & Composition Advanced Broadcast Journalism III Creative Writing Debate III Humanities: The Elizabethan Age Independent Study English Literary Genres: Science Fiction Literary Genres: Multicultural Lit Public Speaking III 	<p>The following LISD courses meet the State Board of Education requirements as an "Additional Math" course.</p> <ul style="list-style-type: none"> Algebra 2 AP Calculus AB AP Calculus BC AP Computer Science AP Statistics Engineering Mathematics* Independent Study In Mathematics (Foundations of College Math) Math Models with Applications (taken prior to 4th Math) Precalculus 	<p>The following LISD courses meet the State Board of Education requirements as an "Fourth Math" course.</p> <ul style="list-style-type: none"> Algebra 2 AP Calculus AB AP Calculus BC AP Computer Science AP Statistics Engineering Mathematics* Independent Study In Mathematics (Foundations of College Math) Precalculus 	<p>The following LISD courses meet the State Board of Education requirements as an "Other Science (2nd)" course.</p> <p>Requires 1 full credit in one course below.</p> <ul style="list-style-type: none"> Integrated Physics & Chemistry Chemistry AP Chemistry Physics AP Physics 1: Algebra-Based 	<p>The following LISD courses meet the State Board of Education requirements as a 3rd or 4th Science course.</p> <ul style="list-style-type: none"> Advanced Animal Science* Advanced Biotechnology* Advanced Plant & Soil Science* Anatomy & Physiology* AP Biology AP Chemistry AP Environmental Science AP Physics 1: Algebra-Based AP Physics 2: Algebra-Based AP Physics C Aquatic Science Astronomy Chemistry Earth and Space Science Engineering Design & Problem Solving* Environmental Systems Forensic Science* Medical Microbiology* Pathophysiology* Physics

FHSP ENDORSEMENTS

Students may earn an endorsement in the following areas: Arts & Humanities; Business & Industry; Multidisciplinary; Public Service; and Science, Technology, Engineering & Math. Each of the U. S. Department of Education's Career Clusters System is further categorized under these five endorsements (See pages 20-22). LISD offers courses in 15 of the 16 career clusters. For a complete list of LISD courses in each cluster, please see pages 64-65. Most endorsements offer either a Career and Technical Education (CTE) Pathway and a Non-CTE Pathway. Please note that core course requirements differ based on the endorsement selected. See *Core Course Requirements by Endorsement* on pages 18-19 for more information.

A student may earn an endorsement by successfully completing:

- ☼ curriculum requirements for the endorsement (TBD by SBOE).
- ☼ four credits in mathematics
- ☼ four credits in science
- ☼ two additional elective credits

Students should select courses leading towards an endorsement based on areas of interest, student strengths, or possible career paths. For more information on selecting an endorsement, see Page 17.

BENEFITS OF GRADUATING WITH AN ENDORSEMENT

The Texas Education Agency, in consultation with the Texas Workforce Commission (TWC) and the Texas Higher Education Coordinating Board (THECB), must prepare and make available to each school district in English and Spanish information that explains the advantages of the distinguished level of achievement and each endorsement.

The information must contain an explanation:

- ☼ concerning the benefits of choosing a high school personal graduation plan that includes the distinguished level of achievement under the foundation high school program and includes one or more endorsements to enable the student to achieve a class rank in the top 10 percent for students at the campus; and
- ☼ that encourages parents, to the greatest extent practicable, to have the student choose a high school personal graduation plan.

FHSP PERFORMANCE ACKNOWLEDGEMENTS.

Students may earn a performance acknowledgement on the student's diploma and transcript by Outstanding Performance in the following areas:

- ☼ In a dual credit course - At least 12 dual credit hours as part of Texas core curriculum or advanced technical credit with a grade of 3.0 or higher on 4.0 scale
- ☼ In bilingualism and bi-literacy

- ☀ On an AP test or IB exam
 - Score of 4 or 5 on AP exam; or
 - Score of 5 on IB exam
- ☀ On the PSAT, the ACT-Plan, the SAT, or the ACT
 - PSAT commended scholar, National Hispanic Scholar, National Achievement Scholar;
 - ACT PLAN college readiness in 2 of 4 subject tests
 - SAT combined Critical Reading and Math of at least 1250
 - ACT composite of 28
- ☀ Earning a nationally or internationally recognized business or industry certification or license
 - Examination performance to obtain national or international business or industry certification; or
 - Examination performance to obtain a government-required credential to practice a profession.

FHSP DISTINGUISHED LEVEL OF ACHIEVEMENT

The Distinguished Level of Achievement replaces the current Distinguished Achievement Plan as the highest graduation plan in the state of Texas for students entering high school in 2014-2015. In order to be considered for Top Ten Percent Automatic Admission in Texas Public Universities, graduates **MUST** earn a Distinguished Level of Achievement diploma.

A student may earn a Distinguished Level of Achievement by successfully completing:

- ☀ the curriculum requirements for Foundation High School Program
- ☀ the curriculum requirements for one or more Endorsements
- ☀ additional coursework to include:
 - four credits in mathematics, which must include Algebra II
 - four credits in approved science courses (TBD by SBOE)
 - two additional elective credits

SELECTING AN ENDORSEMENT

Lewisville ISD has a number of different tools that students may use to help select an endorsement for the Foundation High School Program. One of the most powerful tools is Career Cruising. Each secondary student has a personal “My Plan” account through Career Cruising and participates in activities starting in the sixth grade.

Career Cruising is an internet based career exploration and planning tool to help LISD secondary students explore career and college options and develop a career plan. Career Cruising can be accessed from home or school or anywhere the student has access to the internet. Career Cruising's Parent Portal provides parents and guardians access to their child's My Plan work as well.

Career Cruising allows students to:

- ✨ View a summary of the information they have saved
- ✨ Track their progress as they work towards campus/district requirements
- ✨ Access their information from anywhere in the program;
- ✨ Understand how their skills and abilities are related to various careers;
- ✨ Identify careers that suit their interests and;
- ✨ Discover how they best learn and retain information;
- ✨ Access information about post-secondary institutions, including financial aid options.

Completing these activities will give students a sense of where their strengths, interests and abilities lie. During eighth grade, all students will design a four-year plan and select an endorsement. The endorsement may be changed at any time during the student's four years of high school. When selecting courses for the upcoming school year, Career Cruising will identify career clusters that seem to match information from previous student activities and course selections. Students may search

LISD course offerings by career cluster and add them to their four-year plan for upcoming years.

Campus counselors will advise students during the registration process and throughout the student's high school career, helping them select courses and endorsements that align with their interests and future career goals. Sample four year plans for all graduation plans are included in the appendix of this guide. Additional plans illustration various endorsements will be available in Career Cruising.

FOR MORE INFORMATION ON THE FOUNDATION HIGH SCHOOL PROGRAM, PLEASE SEE THE PARENT/STUDENT GUIDE TO THE FOUNDATION HIGH SCHOOL PROGRAM POSTED ON THE GUIDANCE AND COUNSELING INTERNET.

APPENDIX

MIDDLE SCHOOL THREE-YEAR PLAN - Sample Plan

REQUIRED COURSES	GRADE	FALL	SPRING
6 th : Language Arts Mathematics Science Social Studies PE Electives Other Campus Req	6 TH	English	
		Reading	
		PreAP Mathematics	
		Science	
		Contemporary World	
		PE	
		1 st Elective	
		Discovery	Video Technology
		2nd Elective – If Schedule Permits	
		6 th Grade Art	
7 th : Language Arts Mathematics Science Social Studies PE/Athletics Electives Other Campus Req	7 TH	English	
		Reading	
		PreAP Mathematics	
		PreAP Science	
		Texas History	
		Girls Volleyball/Cross Country	
		1 st Elective	
		Spanish I (HS credit)	
		2nd Elective – If Schedule Permits	
		Video, Graphics and Animation	
8 th : Language Arts Mathematics Science Social Studies PE/Athletics Electives Other Campus Req	8 TH	English	
		Reading	
		PreAP Algebra I (HS credit)	
		PreAP Science	
		Texas History	
		Girls Volleyball/Cross Country	
		1 st Elective	
		Spanish II (HS credit)	
		2nd Elective – If Schedule Permits	
		High School Art 1 (HS credit)	
Fine Art – 2 Semesters*			
NOTES:			

MIDDLE SCHOOL THREE-YEAR PLAN - Student Planning Form

REQUIRED COURSES	GRADE	FALL	SPRING
6 th : Language Arts Mathematics Science Social Studies PE Electives Other Campus Req	6 TH	English	Reg PreAP LEAP
		Reading	Reg PreAP LEAP
		Mathematics	Reg PreAP
		Science	Reg PreAP
		Social Studies	Reg PreAP
		PE	
		1st Elective	
		2nd Elective – If Schedule Permits	

7 th : Language Arts Mathematics Science Social Studies PE/Athletics Electives Other Campus Req	7 TH	English	Reg PreAP LEAP
		Reading	Reg PreAP LEAP
		Mathematics	Reg PreAP
		Science	Reg PreAP
		Social Studies	Reg PreAP
		PE	
		1st Elective	
		2nd Elective – If Schedule Permits	

8 th : Language Arts Mathematics Science Social Studies PE/Athletics Electives Other Campus Req Fine Art – 2 Semesters*	8 TH	English	Reg PreAP LEAP
		Reading	Reg PreAP LEAP
		Mathematics	Reg PreAP
		Science	Reg PreAP
		Social Studies	Reg PreAP
		PE	
		1st Elective	
		2nd Elective – If Schedule Permits	

NOTES:			

* See List in Fine Arts Section

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