



# LTISD Middle School Course Guide 2012-13

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**Introduction**

This middle school course guide has been developed to provide information to students and parents regarding courses available in grades 6, 7, and 8. It provides a brief description of each course offered, lists any prerequisites or special requirements and gives information on promotion requirements, schedule change policy, and placement process.

The goal of the middle schools in the Lake Travis Independent School District is to provide a challenging academic program in a supportive school environment. We encourage middle school students to explore a variety of courses from our elective offerings.

Since students are making selections for the entire year, it is imperative that parents and students work together during this process. As always, counselors and teachers are available to meet with students and their parents to discuss course descriptions and selections in an effort to help students make the best possible choices. Students and parents are encouraged to use this guide and the middle school support staff to help make appropriate course selections. All students are not guaranteed their first choice of elective, but every effort is made to have at least 1 of the top 3 choices.

**Grade Level Course Requirements**

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**Sixth grade students are required to take the following courses:**

- 1. Language Arts
- 2. Math
- 3. Science
- 4. World Civilizations
- 5. Physical Education/Health -or- Rhythm & Movement (Dance-Based PE course)/Health
- 6. Fine Arts Elective (Art, Band, Choir, Orchestra or Theatre)
- 7. Elective (2<sup>nd</sup> Fine Arts, Enrichment courses, GT Discovery, Technology courses, Study Skills, etc.)

**Seventh grade students are required to take the following courses:**

- 1. Language Arts
- 2. Math
- 3. Science
- 4. Texas History
- 5. Athletics or PE (including a dance-based PE course)
- 6. Elective
- 7. Elective

**Eighth grade students are required to take the following courses:**

- 1. Language Arts
  - 2. Math
  - 3. Science
  - 4. U.S. History
  - 5. Elective
  - 6. Elective
  - 7. Elective
- } Electives at 8<sup>th</sup> grade include  
Athletics, PE, Dance, Fine Arts,  
Technology and other Electives

## **General Information**

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### **Academic Schedule**

Middle school students operate on a seven-period day schedule. Each class meets daily for approximately 50 minutes. This allows for every class to meet daily and allows for campus-wide instructional teaming (see academic teaming below). All students in grades 6-8 take 7 classes each year.

In addition, all students participate in a daily structured tutorial or flex time for 24 minutes. The primary purpose for STT/FLEX is to have a designated time during the school day where content teachers can provide targeted instructional interventions for students identified as needing additional support or extend the curriculum for students who have demonstrated mastery. The STT/FLEX period is also utilized to show daily video announcements.

Other uses of the STT/FLEX period include student team building activities, student recognitions, assemblies, silent sustained reading, homework support, whole class tutorial support, test review sessions, student/teacher conferencing, and character education activities. The time also allows time for teacher to assist students who were absent or require extended time.

### **Academic Teaming**

Each student is assigned to an interdisciplinary academic team which consists of four content area teachers along with various specialists who work together with a shared group of students to ensure success for each student. Team teachers plan, coordinate and evaluate curriculum and instruction across academic areas and cultivate meaningful and regular communication with parents regarding student progress. All academic teams within LTISD include Regular and Pre-AP teachers, students and classes.

### **Athletic Programs**

Both boys' and girls' athletic programs meet the state requirements for at least one year of physical education in 7<sup>th</sup> or 8<sup>th</sup> grade. Practice time for all sports will be during the athletic period and either before or after school. Many games are out of town. Students should be prepared for a significant time commitment to sports. An annual U.I.L. physical form must be completed and on file in the coaches office prior to any student participation in athletics. If the physical is not on file within the first two weeks of school, the counselors will initiate a schedule change.

The following sports are offered within the Athletic period:

7th and 8th Boys: Football, Basketball, Track

7th and 8th Girls: Volleyball, Basketball, Track

The following sports are offered outside of the school day:

7th and 8th Boys: Golf, Tennis and Cross Country

7th and 8th Girls: Golf, Tennis and Cross Country

Athletics is a year-long program for all participants. Students who participate in a fall-only or spring-only sport will participate in an "off season" conditioning program during other points of the year. Schedule changes will not be permitted at the end of a particular sport.

**Computer Literacy**

Computer literacy has been integrated into all basic curricula; therefore, students will have essential elements delivered in their core subject classes. In addition, an elective of Technology Applications will be available to students to focus on skills such as: computer basics, keyboarding skills, word processing, desktop publishing, multimedia, electronic research, spreadsheets, databases, interactive environments and technology in society.

**Credit by Exam (CBE)**

Students can gain credit for a class that they took and failed by taking the University of Texas Credit by Exam (CBE) and passing it at 70%. The counselors will arrange for the assessments. The student must pay for these exams. Fees can be waived for economically disadvantaged students. Students should contact the counselor for additional information including test dates, registration and fees.

**Exam for Acceleration (EA)**

Exam for acceleration allows students who have not had formal instruction but have already mastered content and skills in a particular course to advance by scoring a 90% or higher for credit. These tests are developed by the University of Texas Extension, Instruction, and Materials (EIM) Center. To be eligible, performance and test records must indicate a high probability for success. Students should contact the counselor for additional information including test dates, registration and fees.

**Testing Dates for 2012: June 7, 8, 9 and July 26, 27 and 28**

For more information on both Exam for Acceleration (EA) and Credit by Exam (CBE), please visit:

<http://www.utexas.edu/ce/k16/cbe-ea/about/>

**Dyslexia**

Dyslexia classes provide the components of reading dyslexia instruction that include the following: phonemic awareness instruction; graphophonemic knowledge (phonics) instruction; language structure instruction; linguistic instruction; strategy oriented instruction; and explicit, direct instruction that is systematic (structured), sequential, and cumulative. This instruction is centered on a structured, multisensory approach of teaching reading. Reading – Dyslexia 1 and 2 will also include instruction in decoding, vocabulary, fluency, reading comprehension skills and practices, and STAAR skills and practices.

**Electives**

Each year students have a choice of various electives they may take. These electives include courses in fine arts, technology, gifted & talented, engineering, yearbook production, video broadcasting and production, creative writing, teen leadership and more. It is critical that students make thoughtful decisions when choosing electives as once the master schedule is developed, schedule changes will not be permitted.

**Fine Arts**

Lake Travis ISD offers a robust selection of fine arts courses throughout middle school. Extensive programming is available in Art, Band, Choir, Dance, Orchestra, and Theatre. All 6<sup>th</sup> grade students are required to take one year of a state-required fine arts course (Art, Band, Choir, Orchestra or Theatre).

### **Gifted and Talented**

The gifted and talented program seeks to identify students who possess high general intellectual ability and are creative problem solvers. Students are screened for admittance to the program after being nominated by a parent, teacher, student, administrator, or self. After nomination, students are tested and data is gathered and reviewed by a campus G/T committee. Nomination forms are available in the office and further information about the program can be obtained from the counselors. A student who has been identified as a G/T student in a previous school district will be screened for possible admittance into the HBMS or LTMS G/T Program.

Students who are in the Gifted and Talented program at middle school are primarily served through the Pre-AP coursework offered in each of the four core areas. In addition, students have the opportunity to take a GT Discovery elective which allows further opportunities for collaborative and independent learning. Teachers who teach both the GT Discovery elective as well as the Pre-AP courses have 30 hours of training in Gifted and Talented education and an annual 6 hours of GT training.

Gifted and Talented course options include an inquiry, project based course that makes connections across the disciplines that is modeled after the LTHS Institutes of Study curriculum offerings. Please refer to the course description found for GT Discovery in the electives section of this Course Guide.

### **Grade Level Advancement**

To be promoted from one grade level to the next, a student must have:

- earned a final grade of 70 or above in both language arts and mathematics;
- an overall average of 70 or above as determined by averaging final grades for language arts, mathematics, social studies, and science;
- not failed either social studies or science for two consecutive years; and
- met the state attendance requirements for the school year

Additionally, eighth graders must pass the Reading and Mathematics STAAR Assessment.

Students who fail to meet the advancement requirements above must successfully complete the LTISD Summer School Program. Information regarding Summer School can be found in the Counseling Office.

### **Grading System**

The primary purpose for grading is communication. Every effort will be made to grade in a manner that will assist the student and his/her parents in understanding the progress in a course. The achievement grades will be recorded as a numerical average on all records and report cards. The grade system as required by House Bill 72 is as follows:

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

### **High School Credit in Middle School**

Students have several opportunities to earn high school credit throughout middle school. Grades earned from high school courses taken in middle school will not be included in the high school GPA but the credits and grades will appear on the official high school transcript. The following courses earn high school credit:

- Algebra 1
- Geometry
- Spanish 1
- Gateway to Technology Engineering (0.5 -1.0 credits)
- Teen Leadership (earns a 0.5 credit in Communication Applications)

### **P.E. Waivers for Seventh and Eighth Graders**

Physical Education Waivers may be requested to waive P.E. during 7<sup>th</sup> and 8<sup>th</sup> grade if they are involved in a private or commercially sponsored physical activity program that leads to Olympic level competition. These programs typically involve a minimum of 15 hours per week of highly intense, professionally supervised training. 7<sup>th</sup> and 8<sup>th</sup> grade students may submit a request for a P.E. waiver under the following conditions:

- The student trains in a high-level individual athletic, dance, or equestrian program through an outside provider that is above and beyond local youth sports activities and competes at a regional, national, and/or international level.
- Completed paperwork must be submitted **by the first Monday in August**. Waivers will not be approved after the first Monday in August. Paperwork requesting a P.E. waiver can be obtained from the counseling office and can also be found within Appendix A of this Course Guide.
- Students must be enrolled in the program for the entire school year. The waiver will occur during the last period of the day.
- Progress reports must be returned by the trainer/coach every 9 weeks so that credit can be awarded.

***Complete information regarding PE Waivers, including the actual application, can be found in Appendix A.***

### **Schedule Change Policy**

From the course tallies obtained from the students' choice sheets, a master schedule of course offerings will be designed in order to accommodate a maximum number of students' choices with a minimum number of conflicts. Personnel assignments will be made based on the students' choices. Therefore, it is imperative that the students give careful consideration to their selections. Students will receive verification of their course selections in April and their upcoming year schedules at the beginning of the new school year. They will be expected to follow these schedules for the entire year. **Schedule changes will be considered only in the event of inappropriate placement, movement between regular and Pre-AP classes, lack of prerequisites, an error in enrollment, or a scheduling conflict.** Because there are no single-semester courses in Middle School, no mid-year schedule changes will be allowed.

**Schedule change requests for the reasons above are initiated through the counselor's offices, require parental approval, and will only be made the first week of school.\* Requests for elective changes will not be honored.**

*\*Pre-AP changes may be made later in the semester following the Pre-AP Guidelines noted in the Pre-AP section of this Course Guide.*

### **Special Education**

Students are admitted to the special education program through the Admission, Review, and Dismissal (ARD) process as required by federal and state laws. The student's Individual Education Plan (I.E.P.) specifies the modifications and/or accommodations necessary for the student to access the LTISD curriculum. Special education classes are staffed by certified special education personnel and are designed to meet the individual needs of students. Further information about the special education may be obtained from the counselor.

Student placement in an AP or Pre-AP class is optional and above the required curriculum. Therefore, instructional accommodations in these courses are limited. These accommodations would be limited to those concerning environmental issues (i.e., using the computer or taping a lecture). Any modification to the curriculum or to the rigor or scope of the course is not allowed.

### **State Assessment**

Beginning in the spring of 2012, all students will be assessed through the STAAR test (State of Texas Assessments of Academic Readiness). These assessments replace the TAKS assessment system which had been in place since 2003. STAAR will assess the following subject areas:

- Reading (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Grade)
- Writing (7<sup>th</sup> Grade)
- Mathematics (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Grade)
- Science (8<sup>th</sup> Grade)
- Social Studies (8<sup>th</sup> Grade)

Students will have four hours to complete each assessment.

Beginning in 2012, all students entering 9<sup>th</sup> grade in 2011 or after must take 15 STAAR End of Course (EOC) assessments in order to graduate high school. The EOC courses are noted below:

- English 1, 2, 3
- Algebra 1, Geometry, Algebra 2
- Biology, Chemistry, Physics
- World Geography, World History, U.S. History

Students must pass Algebra 2 and English III and must earn a passing cumulative average amongst all of the exams in each of the content areas in order to graduate. Middle school students taking any of these high school courses will take the corresponding STAAR EOC assessment as well as their enrolled grade assessment for STAAR.



**State of Texas Assessments  
of Academic Readiness**

## Middle School Pre-AP Program

Pre-AP courses are on-grade level academically advanced courses designed to challenge motivated students to understand rigorous content. The coursework requires students to engage in independent and analytical assignments and to complete a substantial amount of work outside of class. The curricula for the courses are built on the core academic curriculum following the Texas Essential Knowledge and Skills (TEKS) expectations for each course. Pre-AP middle school courses are designed to prepare students for high school Pre-AP and Advanced Placement (AP) courses. AP courses are college-level courses taught in a high school setting. At the end of each AP course an AP Exam is given. Qualifying scores on the AP exams can enable students to receive college credit and/or advanced standing at a university or college. The following Pre-AP Courses are offered at LTISD Middle Schools:

- |                                           |                                           |                                           |
|-------------------------------------------|-------------------------------------------|-------------------------------------------|
| ✓ 6 <sup>th</sup> Gr Pre-AP Language Arts | ✓ 7 <sup>th</sup> Gr Pre-AP Language Arts | ✓ 8 <sup>th</sup> Gr Pre-AP Language Arts |
| ✓ 6 <sup>th</sup> Gr Pre-AP Math          | ✓ 7 <sup>th</sup> Gr Pre-AP Math          | ✓ Algebra 1                               |
|                                           | ✓ 7 <sup>th</sup> Gr Pre-AP Science       | ✓ Pre-AP Geometry                         |
|                                           | ✓ 7 <sup>th</sup> Gr Pre-AP Texas History | ✓ 8 <sup>th</sup> Gr Pre-AP Science       |
|                                           |                                           | ✓ 8 <sup>th</sup> Gr Pre-AP U.S. History  |
|                                           |                                           | ✓ Spanish 1                               |

Enrollment into Pre-Advanced Placement (Pre-AP) coursework is open to any student interested in a challenging and rigorous curriculum. Recommended guidelines have been included under each Pre-AP Course to note suggested performance levels to ensure student success. Students who experience success in Pre-AP courses typically exhibit the following personal and academic characteristics:

### Personal Characteristics:

- ✓ Excellent study and organizational skills
- ✓ Ability to work well with others
- ✓ Persistence in pursuing goals
- ✓ A strong sense of responsibility
- ✓ Ability to become an independent learner
- ✓ A desire to be academically successful
- ✓ Reading on or above grade level
- ✓ Proficient oral and written communication skills

### Academic Characteristics:

- ✓ Grade of 85 or higher in a related academic content area course
- ✓ Scores at the Advanced Academic Achievement level on the most recent STAAR test closely related to the Pre-AP course being considered

Students are encouraged to take Pre-AP courses that are appropriate to their interests and academic strengths. The number of Pre-AP courses also varies with students' motivation, self-discipline, and available time outside of class. Students are not expected to enroll in Pre-AP courses in all core subject areas.

The homework load for Pre-AP Courses is intensive and requires academic discipline. Students must maintain a passing average in order to remain in a Pre-AP course. Students who are failing after 6 weeks will be placed on a probationary contract and parent contact will be made. Student performance will be reassessed at the first 9 week grading period and those students still failing may be removed from the course.

Pre-AP Teachers have received subject-specific training to provide strategies and tools to engage their students in high-level learning. All teachers who teach Pre-AP courses have received an initial 30 hours of intensive training in gifted and talented education as well as an annual 6 hours of training.

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## Language Arts

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### Language Arts 6

The regular language arts course is an integrated approach to the study of English. This course is paced to suit the ability level of the students. Materials used in reading instruction include selections from the state adopted basal, supplementary reading across all disciplines, selected short stories, poetry, and novels. An emphasis is placed on reading from various genres of literature for exposure and enjoyment. The vocabulary includes context words taken from reading selections and SAT vocabulary. The writing program allows students to apply their integrated knowledge in a variety of guided experiences. The students are given opportunities for both creative and expository writings. Capitalization, grammar, punctuation, and usage are taught as editing skills in the context of the student's own writing. The use of technology is incorporated throughout the year.

### Pre-Advanced Placement Language Arts 6

As a preparation for Advanced Placement English courses in high school, this curriculum adds a focus on literary analysis in reading, writing, and speaking in addition to the required work of a regular Language Arts class. Pre-AP classes will also be exposed to analytical reading of literature, writing and speaking focusing on tone and style, and using analytical literary terms in both writing and speaking which are key facets to this program. The combination of the above mentioned aspects prepare students for success on the Advanced Placement exams in high school. The content of this course will be organized to include elaborate, complex and in-depth study of major ideas, problems, and themes that integrate knowledge with learning skills. Activities which allow for the development and application of productive thinking skills enabling students to re-conceptualize existing knowledge and/or generate new knowledge will be stressed. An essential part of the program will allow for the integration of multiple disciplines as they relate to analyzing and writing about literature. The use of technology is incorporated throughout the year. The homework load for this class is intensive. Students should be prepared to invest additional time and effort as the curriculum demands. It is **STRONGLY** advised that students have the following prerequisites to enter this class:

- ✓ 90 or above grade average in 5<sup>th</sup> grade language arts
- ✓ Aptitude for and genuine interest in both reading and writing.

**Successful students are task-oriented, proficient readers, able to prioritize their time and produce quality work. Parental support is necessary.**

### Language Arts 7

The regular language arts course is an integrated approach to the study of English, incorporating reading and writing skills. Vocabulary enrichment, word attack skills, prefixes, suffixes, and etymology, as well as word usage, grammar and editing practice are studied in a process writing / response-based reading approach. The writing program allows students to apply their integrated knowledge in a variety of guided experiences. Opportunities to publish their work in a variety of ways gives students the chance to vary their audience and point of view. Reading comprehension and analysis are developed through reading response, novel and poetry projects, and short story study. The use of technology is incorporated throughout the year.

**Pre-Advanced Placement Language Arts 7**

As a preparation for Advanced Placement English courses in high school, this curriculum focuses on literary analysis in reading, writing, speaking and listening. *In addition* to what is expected in a regular language arts class, Pre-AP classes will also be exposed to analytical reading of literature, analytical writing and speaking focusing on tone and style, and using analytical literary vocabulary in both writing and speaking which are key facets to this program that aid in preparing students for success on the Advanced Placement exams in high school. The content of this course will be organized to include the in-depth study of major ideas, problems, and themes that integrate knowledge and systems of thought. The development and application of productive thinking skills through Socratic methods will enable students to reformulate existing knowledge and/or generate new knowledge. Part of the program will allow for the integration of multiple disciplines as they relate to literature. The use of technology is incorporated throughout the year. The homework load for this class is intensive. Students should be prepared to invest additional time and effort as the curriculum demands. It is **STRONGLY** advised that students have the following prerequisites to enter this class:

- ✓ 90 or above grade average in 6th grade language arts OR
- ✓ 80 or above grade average in 6th grade Pre-AP language arts
- ✓ Aptitude for and genuine interest in both reading and writing

**Successful students are task-oriented, proficient readers, able to prioritize their time and produce quality work. Parental support is necessary.**

**Language Arts 8**

The regular language arts course is an integrated approach to the study of English, incorporating both reading and writing skills. A literature-based reading program is fused with a process-oriented writing program to provide a well-rounded language arts curriculum. Different genres of literature are read for enjoyment, exposure to different people and ideas, enhancement of reading comprehension, and access to meaningful writing topics. The writing program allows students to apply their integrated knowledge in a variety of guided experiences. Important components of the integrated program include exercises in spelling, vocabulary, punctuation, capitalization, usage, and grammar as each applies to the reading/writing process. The use of technology is incorporated throughout the year.

**Pre-Advanced Placement Language Arts 8**

As preparation for Advanced Placement English courses in high school, this curriculum focuses on literary analysis in reading, writing, speaking and listening. *In addition* to what is expected in a regular language arts class, Pre-AP classes will also be exposed to analytical reading of literature focusing on tone and style, and using literary vocabulary in both writing and speaking which are key facets to this program. The content of this course will be organized to include elaborate, complex and in-depth study of major ideas, problems and themes. Activities that allow for the development and application of productive thinking skills enabling students to reconceptualize existing knowledge and /or generate new knowledge will be stressed. An essential part of the program will allow for the integration of multiple disciplines as they relate to literature. The use of technology is incorporated throughout the year. The homework load for this class is intensive. Students should be prepared to invest additional time and effort as the curriculum demands. It is **STRONGLY** advised that students have the following prerequisites to enter this class:

- ✓ 90 or above grade average in 7th grade language arts **OR**
- ✓ 80 or above grade average in 7<sup>th</sup> grade Pre-AP language arts

- ✓ Aptitude for and genuine interest in both reading and writing

**Successful students are task-oriented, proficient readers, able to prioritize their time and produce quality work. Parental support is necessary.**

**ESL (English as a Second Language)**

**Grade Level: 6, 7, and 8**

**Prerequisite: LPAC Recommendation**

ESL is offered to students who are native speakers of a language other than English based on language assessment criteria. Comprehension of listening, speaking, reading, and writing skills are addressed at the appropriate level for each individual student.

**Reading – Dyslexia 1**

**Prerequisite: Committee Decision**

Reading - Dyslexia 1 provides the components of reading dyslexia instruction that include the following: phonemic awareness instruction; graphophonemic knowledge (phonics) instruction; language structure instruction; linguistic instruction; strategy oriented instruction; and explicit, direct instruction that is systematic (structured), sequential, and cumulative. This instruction is centered on a structured, multisensory approach of teaching reading. Reading – Dyslexia 1 will also include instruction in decoding, vocabulary, fluency, reading comprehension skills and practices, and STAAR skills and practices.

**Reading –Dyslexia 2**

**Prerequisite: Committee Decision**

Reading - Dyslexia 2 provides the components of reading dyslexia instruction that include the following: phonemic awareness instruction; graphophonemic knowledge (phonics) instruction; language structure instruction; linguistic instruction; strategy oriented instruction; and explicit, direct instruction that is systematic (structured), sequential, and cumulative. This instruction is centered on a structured, multisensory approach of teaching reading. Reading – Dyslexia 2 will also include instruction in decoding, vocabulary, fluency, reading comprehension skills and practices, and STAAR skills and practices.

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**Academic Enrichment Class**  
**Failing STAAR Reading score will result in mandatory placement**

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**Reading Enrichment**

**Grade Level: 6, 7, and 8 (by placement only)**

Reading enrichment provides a structured, multi-sensory approach to teaching decoding skills, spelling skills, handwriting skills, and verbal expression skills to students. This course will present the different kinds of syllables, the division of longer words, the reliable spelling patterns, frequently misspelled words, word origins, and the rules for adding affixes. Reading Enrichment will include reading comprehension skills and practices, as well as STAAR skills and practices. **Students who do not meet the passing standard on the reading STAAR assessment will automatically be placed in this year-long class.**

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## Mathematics

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**NOTE:** Mathematics courses are sequential in nature and thus it is critical that students carefully select the mathematics strand that is appropriate. A student who enrolls in Pre-AP Math in 6<sup>th</sup> gr will progress to Pre-AP Math in 7<sup>th</sup> gr and Algebra 1 in 8<sup>th</sup> gr. A student who enrolls in regular math in 6<sup>th</sup> gr will progress to regular 7<sup>th</sup> gr and 8<sup>th</sup> gr and would take Algebra 1 in HS.

### **Math 6**

The sixth grade mathematics curriculum is designed to expand students' knowledge of numbers, number theory, computation, estimation, measurement, geometry, statistics, probability, patterns and functions, and the fundamental concepts of algebra through a problem solving approach. The course prepares the beginning middle school student for the rigor required in higher math courses through sustained mathematics practice and problem solving. Pre-algebra is introduced in concrete ways through which students are taught that the process in mathematics is as important as the answer. Classroom activities provide students the opportunity to work both individually and in small groups. Manipulatives are used to introduce concepts in a concrete format. Students progress from the concrete, to the pictorial, to the abstract thus preparing them for a better understanding of Algebra 1 and Geometry at the high school level. Technology, including calculators, computers and videos, is used when appropriate.

### **Pre-AP Math 6**

The 6th grade mathematics Pre-AP curriculum is designed to expand students' knowledge of numbers, number theory, computation, estimation, measurement, geometry, statistics, probability, patterns, and functions. Emphasis will be placed on in-depth problem solving and application of mathematics. Students with strong computation and problem-solving skills will enjoy the challenge this course provides. The Pre-AP designation indicates a more rigorous curriculum. It is **STRONGLY** advised that students have the following prerequisites:

- ✓ 90 or above grade average in 5th grade math
- ✓ Aptitude for and genuine interest in math.

**Successful students are problem solvers, able to prioritize their time and produce quality work. Parental support is necessary.**

### **Math 7**

The seventh grade students will further review, develop, and enrich their proportional thinking, algebraic reasoning, operations with rational numbers, geometry and spatial reasoning, statistical analysis, and problem solving. With an emphasis on process and justification, students learn to evaluate their answers for reasonableness. Throughout the year, students maintain basic computation skills through the computation test and applications. Other concepts are taught through conceptual learning, beginning with concrete examples, which eventually lead to the abstract level.

### **Pre-AP Math 7 (Pre-Algebra)**

***Prerequisite:*** Students who completed Pre-AP Math 6 will automatically be enrolled in Pre-AP Math 7. Due to the accelerated content that was covered in Pre-AP Math 6, students who took Regular Math 6 and would like to enroll in Pre-AP Math 7 need a 90% or higher in Regular 6<sup>th</sup> Grade Math and have a teacher recommendation.

The seventh grade Pre-AP mathematics curriculum is designed to continue expanding the students' knowledge of number theory, measurement, geometry, proportional reasoning, probability, statistics, pre-algebra, and

other advanced mathematics topics. Emphasis will be on problem solving, technology, and independent student discovery. Students will explore the Pre-AP strands on accumulation, functions, and rate.

### **Math 8**

This course enables students to use mathematics skills learned in previous grades to begin the study of introductory algebra with an emphasis on problem solving and applications. Topics covered include measurement, geometry terms and formulas, number theory, probability, statistics, proportions, percents, graphing, computation, and use of calculators. Projects and problem solving will be an integral part of assessment. Enrichment activities will be provided.

### **Algebra 1 (1.0 High School Credit)**

***Prerequisite:** Students who completed Pre-AP Math 7 will automatically be enrolled in Algebra 1. Students who took Regular Math 7 and would like to enroll in Algebra 1 need to score a 90% or higher on the 8<sup>th</sup> Grade Math Exam for Acceleration. Please see your Counselor for further information.*

Algebra 1 is the study of mathematical relationships. It covers topics such as algebraic properties, solving equations and inequalities (linear, absolute value, radical, and quadratic), and applying equations and inequalities. Operations involving polynomials and exponents, rational algebraic expressions, and functions are also covered. These topics are studied algebraically (abstractly), graphically, and analytically. Students can expect to use graphing calculators frequently in the course. Students who take Algebra 1 are preparing to enter a sequence of courses including Pre-AP Geometry, Pre-AP Algebra 2, Pre-AP Pre-Calculus, and AP Calculus. The curriculum of this course is designed to prepare eighth grade students for these rigorous courses. Students in Algebra 1 will be administered a comprehensive midterm and final examination that parallels the High School exams.

### **Pre-AP Geometry (1.0 High School Credit)**

***Prerequisite:** Algebra 1*

Pre-AP Geometry emphasizes the connection between Geometry and Algebra, strengthens the student's ability to formulate and analyze problems, and stresses connections among the various approaches within geometry: synthetic, coordinate, and transformational. Topics include axiomatic systems, lines, angles, triangles, circles, other polygons, solid geometry and measurement. It is differentiated from the core curriculum in geometry through pacing, a greater emphasis on formal proof, and enrichment activities.

### **Academic Enrichment Class**

**Failing STAAR Math score will result in mandatory placement**

### **Math Enrichment**

#### **Grade Level: 6, 7, 8 (by placement only)**

The math enrichment curriculum is designed to expand the student's knowledge of numbers, computation, estimation, measurement, geometry, statistics, probability, patterns, and fundamental concepts of algebra through a problem solving approach. Classroom activities provide students the opportunity to develop concrete understanding of concepts before moving to the abstract. **Students who do not meet the passing standard on the math STAAR assessment will automatically be placed in this year-long class.**

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## Science

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### **Science 6**

Students explore concepts found in physical, earth, and life sciences. Topics discussed include the scientific method, structure and properties of matter, organization of living systems, interdependence of organisms and the environment, energy resources, weather systems and earth science, including the changing Earth and components of the solar system. A substantial amount of student's class time is involved with laboratory experiences to further develop concepts, critical thinking skills, and scientific process skills.

### **Science 7**

The study of science includes conducting field and laboratory investigations using scientific methods, critical-thinking, problem-solving, and using tools such as weather instruments and calculators to collect and analyze information to explain a phenomenon. Students also use computers and information technology tools to support scientific investigations. Units of study include solar system, force and motion, simple machines, body systems, chemistry, genetics, energy, cycles and systems. Student research and projects will include research and experimentation.

### **Pre-AP Science 7**

The study of science includes conducting field and laboratory investigations using scientific methods, critical-thinking, problem-solving, scientific instruments to collect and analyze information to explain a phenomenon. Students also use computers and information technology tools to support scientific investigations. Units of study include aspects of the solar system, force and motion, simple machines, body systems, chemistry, genetics, energy, cycles and systems. Much of the course involves laboratory skills in which students draw logical inferences, predict outcomes, test their ideas, and formulate conclusions. The emphasis is on lab work and application. To excel in this class, students must display initiative and willingness to work independently, show ability to complete project assignments and verify laboratory experiments. It is **STRONGLY** advised that students have the following prerequisites:

- ✓ 90 or above grade average in 6<sup>th</sup> grade science
- ✓ Aptitude for and genuine interest in science.

**Students will be involved in a minimum of 2 projects a year that will include research and experimentation.**

### **Science 8**

In Grade 8, the study of science includes planning and conducting field and laboratory investigations using scientific methods, analyzing data, critical-thinking, scientific problem-solving and technology tools to support scientific investigations. Students will identify the roles of both human activities and natural events of Earth systems and those of the universe. Students will engage in an understanding of the periodic table including the groups and families. Students will acquire an understanding of chemical reactions and their relationship to matter and energy. Genetic combinations and Darwin's theory of survival is explored.

**Pre-AP Science 8**

This study of science includes planning and conducting field and laboratory investigations, maintaining a scientific journal, using the scientific method, analyzing data, critical thinking, scientific problem solving and using various tools and equipment to collect and analyze information. Students will identify with and understand the roles of both human activities and natural events that impact Earth systems. There will be an exploration of scientific theories relating to the origin of the universe; studies of events beyond our solar system, which will include stars, galaxies, the concept of light year travel and its relationship to time and distance and details of the universe. Earth system cycles will be explored to understand the rock cycle, the carbon cycle, the lunar cycle, and their relationship to events that occur on the Earth and in the universe. Chemistry elements will be examined to assist in the comprehension of: the periodic table, element groups and families, the study of energy loss and/or gain as it is expressed in exothermic and endothermic terms, and the study of matter and energy and how their interactions affect the universe as a single unit. Genetic combinations and Darwin's theory of survival are also explored. It is **STRONGLY** advised that students have the following prerequisites:

- ✓ 90 or above grade average in 7th grade science OR
- ✓ 80 or above grade average in 7th grade Pre-AP science
- ✓ Aptitude for and genuine interest in science.

**Students will be involved in a minimum of 2 projects a year that will include research and experimentation.**

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## Social Studies

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### **World Civilization 6**

Students study selected contemporary world cultures chosen from these culture realms: Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Course content will enable students to understand civic ideals, citizenship practices, and the basis of the U.S. constitutional republic; economic systems, including the benefits of the U.S. free enterprise system; geographic relationships; the purposes, structures, and functions of political systems; ways individuals and societies have interacted over time; the similarities and differences among people; and the relationships among science, technology, and society. Social studies skills enable students to acquire, organize, and use information for problem solving and decision-making.

### **Texas History 7**

Texas History provides a variety of opportunities for each student to explore our state. State government, geography, the justice system, and general history are studied. Higher-level thinking skills are practiced in cooperative learning groups and through individual performance. Thematic units, interdisciplinary studies, and reinforcement of language arts, math, science, and computer/technology resources are used to study Texas from the period of discovery to the 21<sup>st</sup> Century.

### **Pre-AP Texas History 7**

This course includes material studied in Texas History through a more in-depth study. Units of study include the study of the discipline of history, extended reading, research and writing, and interdisciplinary aspects of art, music, literature, and science appropriate to the subject. It is **STRONGLY** advised that students have the following prerequisites:

- ✓ 90 or above grade average in 6th grade history
- ✓ Aptitude for and genuine interest in both reading social studies material and writing about social studies topics.

**Successful students are task-oriented, proficient readers, able to prioritize their time and produce quality work. Parental support is necessary.**

### **United States History 8**

Students study the history of the United States from the early colonial period through Reconstruction. Students will understand civic ideals, citizenship practices, and the basis of the U.S. constitutional republic; economic systems, including the benefits of the U.S. free enterprise system; geographic relationships; the purposes, structures, and functions of political systems; ways individuals and societies have interacted over time; the similarities and differences among people; and the relationships among science, technology, and society. Social studies skills enable students to acquire, organize, and use information for problem solving and decision-making.

**Pre-AP United States History 8**

This course includes the study of US History 8 presented in greater depth through extended reading, research and writing with interdisciplinary application to include art, literature, science, and economics. It is **STRONGLY** advised that students have the following prerequisites:

- ✓ 90 or above grade average in 7th grade Texas history OR
- ✓ 80 or above grade average in 7th grade Pre-AP Texas history
- ✓ Aptitude for and genuine interest in social studies.

**Successful students are task-oriented, proficient readers, able to prioritize their time and produce quality work. Parental support is necessary.**

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## Languages Other than English

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**Spanish 1****Grade Level: 8 (1 High School Credit)**

Spanish 1 introduces the basic language skills of showing, viewing, listening, reading, speaking and writing in Spanish. Students will learn vocabulary and grammatical structures necessary to communicate in everyday situations. A variety of videos, student presentations, projects, and dramatizations will be used to reinforce language skills and introduce various aspects of Hispanic culture. The homework load for this class is intensive. As this is a high school level course, students should be prepared to invest additional time and effort as the curriculum demands. It is **STRONGLY** advised that students have the following prerequisites:

- ✓ 85 or above overall average
- ✓ Met Standard in all STAAR Assessments
- ✓ Aptitude for and genuine interest in Spanish culture and language

**Successful students are task-oriented, proficient readers, able to prioritize their time and produce quality work. Parental support is necessary.**

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## Fine Arts

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### **Art 6**

Students will explore and study four areas of visual arts. These include *perception*: where students develop and organize ideas from their environment, *creative expression*: where students express ideas through original artworks, *cultural and historical heritage*: where students learn about the world through art history and cultural movements, and *evaluation and critique*: where students learn to evaluate and analyze works of art. Students work in various mediums and explore various techniques. Students will create original works of art that communicate and foster self-expression.

### **Art 7**

In this intermediate course, students will continue or begin exploring various art processes and development of skills. Students will explore and study four areas of visual arts. These include *perception*: where students develop and organize ideas from their environment, *creative expression*: where students express ideas through original artworks, *cultural and historical heritage*: where students learn about the world through art history and cultural movements, and *evaluation and critique*: where students learn to evaluate and analyze works of art. Students work in various mediums and explore various techniques. Students will create original works of art that communicate and foster self-expression. (no previous course work is required)

### **Art 8**

In this intermediate course, students will continue or begin exploring various art processes and development of skills. Students will explore and study four areas of visual arts. These include *perception*: where students develop and organize ideas from their environment, *creative expression*: where students express ideas through original artworks, *cultural and historical heritage*: where students learn about the world through art history and cultural movements, and *evaluation and critique*: where students learn to evaluate and analyze works of art. Students work in various mediums and explore various techniques. Students will create original works of art that communicate and foster self-expression. (no previous course work is required)

### **Band 6**

Band 6 is open to students with either no previous or limited experience on a woodwind, brass or percussion instrument. A variety of performances throughout the year allows for meaningful musical experiences. Students will learn the basics of good tone production, rhythm, and melodic notation. Teamwork, problem solving, and working toward a common goal are also emphasized. Some instruments are provided by the school district for a nominal usage fee. **Instrument selection will occur in the spring of 5<sup>th</sup> grade.**

### **Concert Band**

**Grade Level: 7 and 8**

**Prerequisite: Director Approval or Band 6**

This course is designed for the intermediate band student. Meaningful musical experiences are offered through a variety of performances and competitions. Festival, contest, and travel opportunities are provided throughout the year. Teamwork, problem solving, and working toward a common goal are strongly emphasized. **Performances and some before or after school rehearsals are required.**

### **Symphonic Band**

**Grade Level: 7 and 8**

**Prerequisite: Director Approval or Concert Band**

This course is designed for the advanced band student. Meaningful musical experiences are offered through a variety of performances and competitions. Festival, contest, and travel opportunities are provided throughout the year. Teamwork, problem solving, and working toward a common goal are strongly emphasized.

**Performances and some before or after school rehearsals are required.**

### **Choir 6**

Students develop singing technique by singing and learning about many genres of music. Students will improve music-reading skills, and are offered many opportunities to perform in choir, as well as small group, or solo/duet settings. In addition to 4 required concerts, students will have the opportunity to participate in the talent show, and potential competitions.

### **Choir 7**

Students will continue developing good vocal technique singing and learning about many genres of music. Students will gain more vocal independence singing in smaller groups or performing solos/duets. Sight-reading will be incorporated in order to prepare students for UIL competition. **Students will participate in 4 required concerts**, and have the opportunity to perform in the talent show.

**A uniform rental fee is required for this class.**

### **Choir 8**

This choir is for the more advanced, experienced singer who is dedicated and ready for a challenge. Much focus will be placed on developing each student's talents and potential. Students participating in this group will enjoy several opportunities for on and off campus performances as well as an opportunity to perform in the talent show and UIL competition. **Certain performances will be required. A uniform rental fee is required for this class.**

### **Dance 8**

**Prerequisite: Rhythm & Movement 6 or 7**

This advanced level course explores characteristics and movements of various dance techniques including ballet, jazz, modern, and theatrical dance. Emphasis is placed on performance, technique and characterization while stressing the importance of warm-up, correct body mechanics and injury prevention. Fall and spring performances are required.

**A dance uniform is required and may be purchased from the dance teacher. Payment must be made when placing your dance uniform order. The approximate cost of the uniform is \$80.00.**

- To those who qualify, financial assistance is available through the counseling office.

### **Orchestra 6**

This course is designed for the beginning string player. It will cover the basics of playing the violin, viola, cello, or bass in a group setting. Students will play a variety of music from classical to popular. Students perform as a group in both formal and informal concerts throughout the year. Other competitions and performances will also be offered for students to perform as soloists or with small ensembles. Opportunities for field trips to

concerts and other musical events will also be provided.

### **Orchestra 7**

#### **Prerequisite: Orchestra 6 or Director Approval**

Orchestra 7 is designed for the second-year string player. More advanced techniques will be learned. Students will also be given more opportunities to perform in the community and UIL competition in addition to orchestra concerts. There will be continued opportunities for field trips to concerts and other musical events.

### **Orchestra 8**

#### **Prerequisite: Orchestra 7 or Director Approval**

This course is designed for the third-year string player. More complex string techniques and music will be learned. There will be continued opportunities for solo and small group performances, UIL competitions, community performances and other musical events.

### **Theatre Arts 6**

This course is designed as an introduction to Theatre Arts. Theatre students develop confidence and stage presence through training in acting techniques. Areas of study may include improvisation, pantomime, scene writing, monologue, directing, theatre history and playwriting, as well as technical skills such as lighting and sound.

### **Theatre Arts 7**

Students will experience scene design, costume design, and other design units. There will also be an opportunity for a stage performance. This class moves at a faster pace than Theatre Arts 6, and students should be prepared to learn more about theatre during the year. Areas of study may include improvisation, pantomime, scene writing, monologue, directing, theatre history, playwriting, and technical skills such as lighting and sound.

### **Theatre Arts 8**

This is a full year course that is designed for the advanced theatre student. Theatre students develop confidence and stage presence through training in acting techniques. Areas of study may include improvisation, pantomime, scene writing, monologue, directing, theatre history, playwriting, and technical skills such as lighting and sound. Students are offered opportunities for performances both in and out of the classroom setting.

### **Yearbook**

#### **Grade 8 Only**

The focus of this course is the publication of the campus yearbook. Students will work primarily with computers and other technology (i.e. scanners, digital cameras, laser color printers, and appropriate software) to electronically produce the yearbook.

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## Health

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**Health****Grade: 6**

Health is designed to provide sixth grade students with information about themselves physically, mentally and socially. The content explores relationships with self, peers, and family members. Specific units of study include information on puberty, nutrition, fitness, safety and first aid, diseases, grooming and hygiene, and drugs/alcohol. This class will be taught in conjunction with 6<sup>th</sup> grade physical education or dance-based PE course.

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## Physical Education

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According to Senate Bill 530: Physical Activity Requirements for Public School Students, "...students in grades six through eight will be required to participate in daily physical activity for at least 30 minutes for at least four semesters during those grade levels."

**Physical Education****Grades: 6, 7, 8**

The physical education program will involve team sports, lifetime sports, and fitness workouts. Activities will include basketball, cardiovascular conditioning, disc golf, dodge ball, fitness testing, kickball, muscular fitness, orienteering, soccer, softball, tennis, touch football, track and field, and volleyball. The students will be evaluated using the Fitnessgram test to help them take ownership of their individual fitness levels. The class will help student learn goal setting and the importance of good sportsmanship. All instruction will be given in a co-educational setting. Students will be required to suit up every day in proper attire and participate to the best of their abilities.

**A P.E. uniform is required and can be purchased from the P.E. teacher. The approximate cost of the uniform is \$15.**

- To those who qualify, financial assistance is available through the counseling office.

**Rhythm & Movement (Dance-Based P.E. Course)****Grades: 6, 7** *\*Students in Grade 8 may take Dance 8 as a Fine Arts Elective*

Rhythm and movement offers the opportunity to develop basic movement skills and proficiency in locomotor skills and specialized movement forms and their concepts while participating in PE and dance activities. Students will be able to understand the basic components of health and fitness while living a healthy lifestyle. Students will also explore rhythmical and creative movement with performance opportunities. This class will fulfill the physical education requirements for both 6<sup>th</sup> and 7<sup>th</sup> grade.

**A dance uniform is required and may be purchased through the teacher. The approximate cost of the uniform is \$75.00.**

- To those who qualify, financial assistance is available through the counseling office.

**Girls Athletics****Grade: 7 and 8**

Athletics is a year-round competitive program in which team members compete against other schools for district titles. Team members must participate in class daily as well as additional practices. During the first semester, UIL volleyball and basketball will be offered. During the second semester, UIL basketball, track, golf, and tennis will be offered. Golf and tennis will be held after school and do not necessarily require enrollment in Girls Athletics 7. Those students not participating in an in-season sport will be required to participate in a rigorous off-season conditioning program that involves weight training, agility drills, and cardiovascular work (running). A yearly U.I.L. physical form must be completed and on file in the coaches office prior to any student participation in athletics.

**Practice uniform is required and must be purchased from the athletic office. The approximate cost of the uniform is \$25.**

- To those who qualify, financial assistance is available, through the counseling office.

**Boys Athletics****Grade: 7 and 8**

Athletics is a year-round competitive program in which team members compete against other schools for district titles. Team members must participate in class daily as well as additional practices. During the first semester, UIL football and basketball will be offered. During the second semester, UIL basketball, track, golf, and tennis will be offered. Golf and tennis will be held after school and do not necessarily require enrollment in Boys Athletics 7. Those students not participating in an in-season sport will be required to participate in a rigorous off-season conditioning program that involves weight training, agility drills, and cardiovascular work (running). A yearly U.I.L. physical form must be completed and on file in the coaches office prior to any student participation in athletics.

**Practice uniform is required and must be purchased from the athletic office. The approximate cost of the uniform is \$35.**

- To those who qualify, financial assistance is available through the counseling office.

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## Advanced Dance, Cheer & Pom

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### **Advanced Dance (Jazz Co.) – LTMS ONLY**

**Prerequisite: Spring Audition and Director Approval**

**Grade Level: 7/8th**

Jazz Company is an advanced performing group made up of 7th and 8th graders who audition in the spring. This course provides students the opportunity to further their knowledge and experience of dance (jazz, ballet, contemporary and theatrical); creative/expressive dance; dance history; and dance composition. Emphasis will be placed on technical and performance skills. Required performance opportunities include community events, pep rallies, LTMS basketball games and two spring concerts. This course will fulfill the Physical Education requirement.

**Note: Mandatory expenses occur for summer camp, practice uniform, warm-up jacket, tote, t-shirt, and tank top. (Total expenses approximately \$250).**

### **LTMS Cheer – LTMS ONLY**

**Prerequisite: Spring Audition and Director Approval**

**Grade Level: 7/8th**

This cheerleading course trains participants in most aspects of cheerleading and prepares the squad to cheer and support a multitude of LTMS events such as girl's and boy's athletics, pep rallies, and other activities. Emphasis is placed on promoting positive school spirit, strong leadership skills, safety, flexibility, as well as proper cheer techniques such as motions, voice projection, rhythm, and stunting. Participation at outside of school events (i.e. football, basketball, volleyball) is required.

**A cheer uniform is required. Payment must be made when placing your cheer uniform order. The *approximate* cost of uniform and other cheer gear is \$400.**

### **Pom Squad – HBMS ONLY**

**Prerequisite: Spring Audition and Director Approval**

**Grade Level: 7/8th**

Pom Squad is an advanced performing group made up of 7th and 8th Graders that are selected in a spring audition. Students will learn cheers, chants, and precision dance skills that require above average dance technique. Student will also expand their knowledge of ballet, jazz, hip hop, and contemporary dance with an emphasis on technical and performance skills. Students are required to attend summer camp, after school rehearsals, school performances at all HBMS athletic events/pep rallies, Spring Dance Concert, community events and participate in fundraising activities. This class will fulfill the Physical Education requirement.

**NOTE: Mandatory expenses occur for summer camp, practice clothes, warm-ups, tote bag, hair bow and cheer shoes. (Total expenses approximately \$450).**

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## Technology Electives

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### Technology Applications

#### **Grade Level: 6, 7**

This project-based course explores technical applications including multimedia and digital production. Students will use 21<sup>st</sup> Century technology, information and media literacy skills to foster innovative thinking, learning and communication. Activities include introductory audio and video editing, podcasting, wikis and desktop publishing. Activities also include Microsoft Office fundamentals and skills common to the LTISD network.

### Digital Graphics & Animation I

#### **Grade Level: 7, 8**

This computer-based course is designed to enhance technical skills and introduce students to careers of the 21st century. A strong emphasis is placed on using problem solving techniques in a variety of technical areas. Activities include learning how to create original graphics, design web pages, and original animation. Students will utilize professional software packages such as Adobe Photoshop, Adobe Image ready, Adobe Illustrator and Microsoft Front Page.

### Digital Graphics & Animation II

#### **Grade Level: 8 (LTMS Only for 2012-13, starting at HBMS in 2013-14)**



#### **Prerequisite: Digital Graphics I**

This computer course is designed for serious students to continue exploring computer graphics & animation at a greater depth and learn more complex skills. Students will explore multi-media and scripting. Activities will include individual development, group animation projects, group multi-media projects, CD design, and video production.

### Video Production

#### **Grade Level: 7, 8**

The members of the video production team learn how to produce digital video projects of various school activities or topics. They will work at organizing, planning, researching, interviewing, filming, editing and making DVD's. Students will work independently and in small groups to create digital video projects of school assemblies, ceremonies, documentaries of clubs and organizations, curriculum projects and competitions.

### Video Broadcasting

#### **Grade Level: 8**

The campus news team will produce a daily news segment that is broadcast throughout school. Through this hands-on broadcasting experience, students report on school events, sports, club activities and teacher announcements. This will include many factors of the video production class such as audio, lighting, directing, camera work, on-screen talent, writing and editing.

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## General Electives

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### Creative & Imaginative Writing



**Grade Level: 7, 8**

The study of creative and imaginative writing allows middle school students to earn one credit while developing versatility as a writer. Creative and Imaginative Writing, a new and exciting composition course, asks middle school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. Students will undergo an in depth study of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers.

### Gateway to Technology (GTT - MS Engineering)



**Grade Level: 7, 8**

Want the opportunity to earn HS credit while taking a hands-on, project-based class with assignments like programming robots, exploring nanotechnology and building 3D models? Gateway To Technology I offers a collaborative approach for students to learn foundation engineering concepts such as Design & Modeling, Automation & Robotics, and Energy & the Environment. With each project and activity, students will be on a pathway of imagination and innovation while learning more about STEM. After completing these first three foundation units, students will earn ½ credit for high school.

Coming in 2012-13 is Gateway To Technology II where students will earn the second ½ credit in a similar hands-on, project-based class while learning about Flight & Space, the Science of Technology and the Magic of Electrons. The completion of both Gateway To Technology I & II courses will better prepare students to be successful in the Project Lead The Way Engineering courses at Lake Travis HS.

### G.T. Discovery

**Grade Level: 6-8**

This year-long elective is an inquiry, project based course that makes connections across the disciplines and meets the state mandates for the Gifted and Talented. The Discovery course is modeled after the LTHS Institutes of Study curriculum offerings. **This course is only available to identified Gifted and Talented students.**

### Study Skills/Study Hall

**Grade Level: 6, 7, and 8**

In this class, you will learn ways to organize school work, manage time, read and think critically, and take effective notes. This option also allows students to build in a study period into their schedule as the majority of this period will be a structured study hall.

**Teen Leadership (0.5 High School Credit in Communication Applications)**

**Grade Level: 8**

This course emphasizes leadership, personal responsibility, and business skills. Students will learn appropriate and effective techniques necessary to enhance self-concept and building healthy relationships. They will experience the opportunity of understanding emotional intelligence through self-awareness, self-control, self-motivation, and social skills. The course provides students with a forum for public speaking, communication, and personal image. Students will acquire an understanding of principle-based decision making and the effects of peer pressure. They will use problem-solving skills, principles of parenting, and goal-setting techniques to prepare them to be more productive and effective family members and citizens. Students will earn 0.5 credits of Communication Applications (speech) which is a required course for graduation.

**Student Aide Positions**

*Limited Space Available*

**Library Aide**

**Grade Level: 8**

A student library aide will perform such duties as shelving books, checking in/out books, filing, and creating displays. The student aide must be willing to responsibly perform any task that is assigned by the librarian. The student aide will be expected to learn the organization of the library in order to assist other students. A positive attitude is desired!

**Office Aide**

**Grade Level: 8**

A student office aide will perform such duties as filing, running errands, delivering student messages, assembling messages for the marquee, and other general office needs. Student must be willing to responsibly perform any task that is assigned by the office staff or administrator. A positive attitude and good behavior is required.

**Technology Aide**

**Grade Level: 8**

The student technology aide must be willing to responsibly perform any task that is assigned by the campus CT. Student must be willing to responsibly perform any task that is assigned by the office staff or administrator. A positive attitude and good behavior is required.

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## Appendix A: Middle School Off-Campus Physical Education Substitutions

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### Information Packet for Middle School Off-Campus Physical Education Substitutions 2012-2013 School Year

In order to honor your request for physical education substitution, comply with required curriculum standards, and maintain quality education for the whole child, Lake Travis ISD has provided guidelines and procedures to facilitate the physical education substitution process.

Facility must submit a letter on business letterhead which outlines:

1. Description of the training program offered. Only Category I programs will be approved at the middle school level.
2. Description of a typical weekly schedule for training and competition
3. Name, address and phone number of the trainer and training facility
4. Name and phone number of the contact person who will be responsible for completing the attendance reports to the schools

**CATEGORY I:** A waiver request considered under this category must be approved by the Lake Travis ISD Board of Trustees and submitted to the Texas Education Agency for final approval. Under this category, student must attend a private or commercially sponsored physical activity program that leads to Olympic level participation and/or competition. These programs typically involve a minimum of 15 hours per week of highly intense, professionally supervised training. The training facility, instructors and the activities involved in the program must be certified by the Superintendent or his designee to be of exceptional quality.

The student trains in a high-level individual athletic, dance, or equestrian program through an outside provider that is above and beyond local youth sports activities and competes at a regional, national, and/or international level.

Paperwork requesting a P.E./Athletic waiver at the middle school level must be submitted by **the first Monday in August**. Students must be enrolled in the program for the **entire** school year. Waivers will not be approved after the first Monday in August. The waiver will occur during the last period of the day. A student in athletics is not eligible for a P.E. waiver.

New state regulations require the P.E. provider to teach the health TEKS. Therefore, no P.E. waivers will be available to **sixth** graders.

Please review the LTISD guidelines below before applying for the program:

- Examples of physical activities include but are not limited to: Ice hockey, ice-skating, equestrian training, gymnastics, competitive dance and ballet.
- P.E. waivers are only allowed for 7<sup>th</sup> and 8<sup>th</sup> graders.
- The activity is based on the grade appropriate movement, physical activity and social development strands of the essential knowledge and skills for physical education.
- The physical activity program is conducted by a private or commercially sponsored center, which provides **both** instruction and physical application.
- Time on task equals no less than 15 hours per week under the **direct** supervision of a coach or professional trainer. **Travel time is NOT included as part of the time on task requirement.**

- Parents are responsible for providing transportation to and from the physical activity program. Students must be picked up at the **BEGINNING** of the student's off period.
- Only 6 hours of tournament play per week may be included in the 15 hours per week.
- Documentation by nine week period of attendance and assessment of achievement in the substituted activity is to be submitted on the ***Student Credit Information*** to the MS counseling department by the due dates noted on the ***Student Credit Information*** form.
  1. If the grade is not reported by the grade report deadline, the student will be given an "I" for incomplete work.
  2. If the grade is not reported in a timely manner, the student will be denied the opportunity to participate in the program.
- Applicant must resubmit an application ***each year*** to the counseling department. Packets are available from the counselors.

Included in this information packet:

1. For parents and private/commercial physical activity programs - *Information Packet for Middle School Off-Campus Physical Education Substitutions*
2. For private/commercial physical activity programs - *Student Credit Information*
3. For parents to complete – *P.E. Equivalency Request Application*

2012-2013 Lake Travis ISD Middle School P.E. Equivalency Request

APPLICATION SUBMISSION DEADLINE: First Monday in August

This application is to be completed by the parent or guardian on a yearly basis.

Student Name: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Phone Number \_\_\_\_\_ Email \_\_\_\_\_

Student / Parent / Guardian Address \_\_\_\_\_ Zip \_\_\_\_\_

School: \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Waiver request for: 2012-2013 School Year

Description of activity: \_\_\_\_\_

Agency responsible for activity: \_\_\_\_\_

Number of hours per week student will participate: \_\_\_\_\_

Signature of owner of agency indicating compliance with guidelines: \_\_\_\_\_

I, the parent, understand that if a grade (pass/fail) is not mailed to the counselor by the trainer/coach, my student may lose the opportunity to participate in this program: \_\_\_\_yes \_\_\_\_no

I, the parent, understand that I am responsible for transportation to and from the physical activity program and that the school district is not responsible for any contractual agreements with the trainer or coach: \_\_\_\_yes \_\_\_\_no

This application and the letter from the facility are to be submitted to the campus counselor. Upon review of the submitted information, approval will be requested from the building principal. The final approval is the decision of the Assistant Superintendent for Curriculum and Instruction (ASCI).

NOTE TO PARENTS:

A letter from the participating agency must be attached to this form documenting the above information.

My signature below signifies that I am agreeing to turn in the required documentation associated with the policies outlined by the LTISD P.E. Waiver. I understand that if the Student Credit Information is not received by the following deadline, credit will be denied. Deadline: June 1, 2013

Parent's Signature \_\_\_\_\_ Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

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OFFICE USE ONLY OFFICE USE ONLY OFFICE USE ONLY

Letter attached from participating agency: \_\_\_\_yes \_\_\_\_no
Counselor's signature \_\_\_\_\_ granted/denied \_\_\_\_\_ Date \_\_\_\_\_
Principal's signature \_\_\_\_\_ granted/denied \_\_\_\_\_ Date \_\_\_\_\_
ASCI signature \_\_\_\_\_ granted/denied \_\_\_\_\_ Date \_\_\_\_\_