

Schertz-Cibolo-Universal City I.S.D.



Junior High School Course Selection Handbook 2020 – 2021



J. FRANK DOBIE
JUNIOR HIGH SCHOOL

**395 Borgfeld Road
Cibolo, Texas 78108**



RAY D. CORBETT
JUNIOR HIGH SCHOOL

**12000 Ray Corbett Drive
Schertz, Texas 78154**

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General Information

This handbook is designed to provide course selection information for the 2018-2019 school year. One of the most critical functions performed by a school is the pre-registration of students. Based on information obtained during pre-registration, courses are scheduled and teachers employed for the next school year. Schertz-Cibolo-Universal City I.S.D. reserves the right to cancel courses with insufficient enrollment. It is important that course selection be given serious consideration. After school begins, changes are only to correct scheduling errors or to equalize class enrollments.

Information in this publication is subject to changes by action of the Board of Trustees of the SCUC ISD or the Texas Education Agency. District and state policy supersedes any information listed in this booklet. Schertz-Cibolo-Universal City I.S.D. reserves the right to add courses not described herein and to delete courses if minimum enrollment criteria are not met or if certified teachers are not available.

For more information about your rights or grievance procedures contact the Title IX Coordinator and Section 504 Coordinator at 1060 Elbel Road, Schertz, Texas 78154 or (210) 945-6200.

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**SCHERTZ-CIBOLO-UNIVERSAL CITY I.S.D.
Junior High School Administrative and
Counseling Staff**

Dobie Junior High School

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Vernon Simmons

Vice-Principals:

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Rene Altamirano

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Catherine Glunt A-L

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Counselors:

Jennifer Guastella A-Gk

Yvette Arredondo G1-Pd

Andy Villarreal Pe-Z

Raquel Rodriguez

Communities in Schools:

Hariet Jackson

Principal's Secretary

Amber Aguilar

Counselors' Secretary:

Tressa Trayhan

This guide contains an overview of several SCUC ISD Junior High School policies. For complete information, please refer to the SCUC ISD Student-Parent Handbook at <https://www.scuc.txed.net/Domain/2596>

Attendance

School Hours/Closed Campus

School hours for 7th and 8th grade are from 8:10 A.M. to 3:20 P.M. All students have schedules consisting of seven classes. Students will not be permitted to leave the campus at lunch unless approved by an administrator and properly checked out through the attendance office.

Compulsory Attendance

The District shall notify a student's parent in writing at the beginning of the school year that, if the student is absent from school on ten or more days or parts of days within a six-month period in the same school year or on three or more days or parts of days within a four-week period, the student's parent is subject to prosecution under Education Code 25.093, and the student is subject to prosecution under Education Code 25.094 or to referral to a juvenile court in a county with a population less than 100,000.

Absence from School

Absence from school is a serious detriment to academic success. Administrators and teachers will make every effort to encourage regular attendance and to solicit assistance in accomplishing this objective. An absence is defined as nonattendance in a regularly scheduled class or activity, regardless of the reason for such nonattendance.

Absence Procedures

When students are absent and return to school, they must report to the Attendance Office prior to first period. Students must bring a note within three days from the parent/guardian indicating the date(s) and reason for the absence and parent/guardian signature and telephone number to call in case of questions (Texas Education Code 25.087); otherwise, the absence(s) will be considered unexcused. Notes may also be submitted electronically via the Attendance page on the campus website.

In case of a long period of absence (3 days or more) due to extended illness or injury, the Counselor and the Attendance Office should be contacted by the parent/guardian in order that arrangements can be made for continuance of academic work.

Absences for Extracurricular and Other Activities

School districts shall not schedule, nor permit students to participate in, any school related or sanctioned activities on or off campus that would require, permit, or allow students to be absent from class in any one course per semester that would cause them to be unable to meet the 90% attendance requirement for award of credit. A student may participate in extracurricular or other activities on or off campus that requires absence from one or more classes only if that student does not miss any class in which the student does not have and maintain at least a 70 average.

Registration

Before a minor student (under eighteen years of age) can be officially admitted to district schools, appropriate registration forms must be completed and signed by the student's parent or legal guardian. Proof of residency is required for all students who are new to the district. A current gas, water or electric bill, or lease agreement must be provided to the campus. All Powers of Attorney must be updated annually. For additional admissions and enrollment clarification or requirements, contact the Counseling Office.

Student Withdrawal

The parent/guardian must give the Counseling Office a statement of the reason for withdrawal. It is necessary to notify the office at least two days before the last full day of attendance, or grades may not be posted on the withdrawal form. Books and other school-owned materials must be returned before the withdrawal is complete. A copy of the withdrawal form is to be taken to the school in which the student enrolls. Other records will be sent at the request of the receiving school. For additional withdrawal information, contact the Counseling Office.

Textbooks

All textbooks are the property of the State of Texas. The use of state-owned textbooks is a right of every child. This right carries with it the basic responsibilities of proper use and good care. Students are responsible for keeping all textbooks covered at all times. Each pupil, or his parent or guardian, shall be responsible to the school for all books not returned by the pupil, and any pupil failing to return all books shall forfeit his right for free textbooks until the books previously issued, but not returned, are paid for by the parent or guardian.

Identification Cards

Student ID cards will be provided at no charge on a one-time basis when the student first arrives at school. Lost or stolen cards will be replaced at a charge of \$3.00 for each I.D. card replacement. See the Librarian for replacement cards.

Students must wear their ID cards at all times. ID cards must be presented when requested by any school staff member. ID cards must be presented when participating in school activities, such as school dance, lunch lines, athletic events, riding the bus, and when checking out library books. Students not wearing their ID card at all times may be subject to disciplinary actions.

Library

The library is a media center or learning resource center composed of books, periodicals, audio-visual materials, and equipment for reading, viewing, and listening. Only the general books are intended for home use and may be checked out. Books may be checked out for two weeks and may be renewed at or before the end of the two weeks.

Ten cents a day is charged for overdue books with the exception of weekends and holidays. Three dollars per book is the maximum charge for fines. Students who owe fines or have overdue books may not check out books until the fine is paid. Replacement cost of lost books must be paid by the student who checked out the book.

Credit by Examination

With Prior Instruction

A student who has received prior instruction in a course or subject but failed the course or subject with a grade of no less than 60 may be permitted by the District to earn credit by passing an examination on the essential knowledge and skills defined for the course or subject. To receive credit, a student must score at least 70 on the examination.

The Attendance Review Committee may also allow a student with excessive absences to receive credit for a course by passing an examination. A student may not use this examination to regain eligibility to participate in extracurricular activities, however.

Without Prior Instruction

Credit by Examination (without prior instruction) policy requires school districts to offer currently enrolled students the opportunity to test for acceleration. The District shall give a student in the grades 1-8 credit for an academic subject in which the student has received no prior instruction if the student scores 80% or above on a criterion-referenced test for acceleration for the applicable course. Tests are developed by a university and are aligned with the TEKS.

Report Cards

Report cards are sent to the parents or guardians four (4) times a year. The grade cards will be mailed during the week following the end of each nine-week grade reporting period.

Report to Parents/Progress Reports

The student's progress is reported to parents periodically throughout the year. The evaluation criteria outlined on the report forms are to be observed literally. Supplementary notes of commendation, suggestions for improvement, parental conferences, classroom visits, and similar means of keeping in touch with parents are encouraged.

Teachers are required to send a written progress report to parents of pupils doing unsatisfactory work. These reports will be most effective every three (3) weeks. Cooperation can often be obtained by this means so that later misunderstandings can be avoided. Even though a progress report has not been issued, a student may still receive a failing grade during a grading period. Usually failing notices do precede a failing grade, but occasionally a poor exam grade or incomplete work at the end of a grading period can produce a failing grade. A noncustodial parent may request in writing that the district provide them with a copy of any written notification relating to student misconduct that is generally provided by the district to a student's parent/guardian.

Communication-Parental Conferences

Informal conferences with teachers are encouraged. Parents are encouraged to visit the school and classes by appointment. Contact the Counselors' secretary to arrange a parent/teacher conference.

Procedure for obtaining additional information or discussing problems:

1. Schedule an appointment to discuss the matter with the teacher. Recognize that the teacher has the most direct contact with the child and is a professional educator with the child's progress as a priority.
2. An appointment may be made with the counselor or vice principal if questions remain unanswered after discussion with the teacher.
3. If questions remain after following the first two steps, an appointment may be made to discuss the matter further with the principal and finally, the superintendent of schools.

Tutoring

Teachers provide tutoring in all subjects. Students are encouraged to schedule tutorials with their teachers before and after school and/or at lunch according to their individual teachers. Teachers' required hours are from 7:45 A.M. to 3:45 p.m. Students should have hall passes issued by their teachers in order to attend tutoring sessions.

STAAR Classes

A STAAR (State of Texas Assessment of Academic Readiness) test in Math, Reading, Writing, Science, and/or Social Studies will be administered in the spring for grades 7th and 8th. Students who fail to master the Math or Reading test may be placed in remedial classes at grades 7th and 8th for these two subjects.

STAAR Testing

STAAR (State of Texas Assessment of Academic Readiness) is required by the Texas legislature and is administered at both the 7th and 8th grades. 8th grade students must attain a satisfactory score on the Math and Reading STAAR tests as part of the requirements for promotion to 9th grade. 8th grade students will be allowed 3 attempts to attain a satisfactory score. Students will receive academic interventions between each test administration.

Grade Level	Tests Taken
8 th	Mathematics, Reading, Social Studies, Science
7 th	Writing (Day 1), Writing (Day 2), Mathematics, Reading

Schedule Changes

All classes are created on the basis of the student requests made during the spring pre-registration. Pre-registration determines class seats available, textbooks, supplies, teachers, and room assignments. Therefore, schedule changes must be strictly limited and controlled by the counselors and administration. Any requests for a schedule change must be made in writing **no later than the tenth day of the school year**, and **no change is guaranteed**. These written requests for changes must be submitted to the appropriate counselor. Changes will be approved **ONLY** at the discretion of the student's counselor and the school principal.

Advanced Academic Courses

Honors – Honors courses are advanced-level courses that prepare students for higher intellectual engagement by starting the development of skills as early as possible. Honors classes are designed to prepare these students for Advanced Placement (AP), Dual Credit, and/or Dual Enrollment classes in high school in which they have the potential to earn college credit.

AP (Advanced Placement) – AP courses are college-level courses students may take beginning in the 9th grade. The AP program allows students to take these college-level courses and exams to potentially earn college credit while still in high school. **For more information about AP courses, please visit www.collegeboard.org.**

Teachers of Honors Language Arts, Math, Science, and Social Studies will start to prepare students for the rigors of advanced academics in high school. Students will not receive additional points added to their grade. If a student in an Honors course fails during an eligibility check, he/she may qualify for a participation waiver. Algebra I, Geometry, Spanish I, and IPC students may receive high school credit upon successful completion of these courses. However, they will not receive points on their course grade. The weighted points (10 points each semester) will be used in determining the grade point average only.

Extracurricular Activities, Clubs, and Organizations

Participation in school and school-related activities is an excellent way for a student to develop talents, receive individual recognition, and forge strong friendships with other students. We encourage students to become very active in all parts of their school life. Although we cannot measure the exact gain, we know students enjoy school life more because of school organizations. Members must meet specific entrance qualifications and maintain required qualifications of each organization.

Students who participate in academic, athletic, and music competitions or contests, must follow the guidelines U.I.L., the University Interscholastic League. The U.I.L. was created in 1910 as an organization that creates and monitors rules for public school competitions in academic, athletic, and music contests in the state of Texas. For more information about U.I.L., please visit www.uiltexas.org.

Junior High Courses Taken for High School Credit

Beginning in the school year 2014-2015, core courses and languages other than English courses taken by junior high students for high school credit shall be factored into a student's high school GPA. Students may earn additional high school credits in junior high, but those course grades will not be factored in the GPA.

Special Programs

Gifted and Talented (GT) Services

Services for GT students are provided in the four core content areas: language arts, mathematics, science, and social studies. To qualify for services, students must complete the nomination and screening process and meet specific criteria for identification. GT services are provided through differentiated instruction. Campuses may choose to enhance the model with additional opportunities for GT students.

Homebound Program

The Homebound Program provides home-based instructional services for students confined to home or a hospital for medical reasons. A student qualifies for Homebound services if for medical reasons he/she is expected to be confined at home or hospital bedside for a minimum of 4 weeks and has a medical condition documented by a physician licensed to practice in the United States.

English as a Second Language (ESL)

The High School language arts curriculum provides English I and II for Speakers of Other Languages (ESOL I and ESOL II) to recent immigrant students. A Reading class is recommended for English Language Learners who may not be reading on grade level to further develop comprehensive English skills. The English as a Second Language (ESL) teacher provides English instruction to meet the needs of students at the beginning, intermediate, and advanced levels of proficiency.

Special Education

Special education and related services are specifically designed instructional services developed to support students with disabilities within the general curriculum. The intent of the support services is to enable all students with disabilities to make progress in the general curriculum, to participate in extracurricular and non-academic activities, and to be educated and participate with non-disabled peers in the public school system. SCUC ISD is committed to meeting the needs of students who have cognitive, physical, emotional, and/or learning differences. Students who are referred for special education support and services must participate in an evaluation process with formal notice and consent of parents. If evaluation information shows eligibility for special education support and services, an Admission, Review and Dismissal (ARD) Committee develops an appropriate educational program for each student.

Section 504

The Rehabilitation Act of 1973, commonly referred to as "Section 504," is a non-discrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to ensure that students with disabilities have educational opportunities and benefits equal to those provided to other students. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits them in a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and/or performing manual tasks.

COURSE DESCRIPTIONS

Counselors make every attempt to schedule students into their first elective choice. However, if a student is unable to receive his/her first choice, counselors will refer to the student's choice sheet for the second and/or third elective course preferences. Students are encouraged to list at least two alternative course choices in TX MyZone during registration.

The following courses are offered on grade level and Honors level:

- Language Arts
- Math
- Science
- Social Studies
- Spanish

Honors courses are designed for students who have demonstrated ability and interest in certain areas above and beyond that which is offered in on-level 7th and 8th grade courses. They are designed to prepare students for the rigor and depth of advanced academic programs in high school.

Summer reading requirement: Some Honors courses may require a summer reading assignment. Please consult your school's website and/or the department webpage for summer reading requirements and due dates.

Language Arts

7TH GRADE LANGUAGE ARTS

In seventh grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write a variety of genres on a daily basis, and a strong emphasis will be placed on applying grammar and mechanics skills to student's written responses. In addition to their daily work, students will be expected to complete reading and writing assignments outside of class.

HONORS LANGUAGE ARTS 7 English is an intensive study of grammar, writing, and reading. Students learn to use complex grammatical structures necessary in developing their writing skills. Writing emphasis is placed on developing well elaborated multi-paragraph compositions. Students will engage in analyzing a variety of texts from different genres. Students will be expected to engage in reading outside of class throughout the year, and may be expected to complete a summer reading assignment prior to the beginning of school.

8TH GRADE LANGUAGE ARTS

In eighth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will analyze a multitude of texts from varying genres, and they will engage in reading and writing on a daily basis. In addition to their daily work, students will be expected to complete reading and writing assignments outside of class.

HONORS LANGUAGE ARTS 8

Eighth grade Honors English further develops critical reading and writing skills in order to prepare students for advanced literacy coursework at the high school level. Students will engage in analyzing a variety of texts from different genres. Writing emphasis is placed on further developing well elaborated multi-paragraph compositions. Students will be expected to engage in reading outside of class throughout the year, and they may be expected to complete a summer reading assignment prior to the beginning of school.

Mathematics
SCUC Math Course Flow Chart

Grade Level	Pathway A	Pathway B	Pathway C
7	Math 7	Math 7	Honors Math 7
8	Math 8	Math 8	Honors Algebra 1
9	Algebra 1	Algebra 1	Honors/IB Geometry
10	Geometry	Geometry	Honors/IB Algebra 2
11	Algebra 2	Algebraic Reasoning	Honors/DC Pre-calculus Or IB Math SL*
12	Math Reasoning Or Pre-calculus Or AP Computer Science Or AP Statistics Or Engineering Mathematics (CTE) Or IB Math Studies* Or Statistics Or Financial Mathematics (CTE) Or Math College Preparatory**	Algebra 2	AP Calculus AB Or AP Calculus BC Or AP Statistics Or AP Computer Science

*Must be part of the IB program to enroll.

Please note that students will not be allowed to enroll in a math course until the pre-requisite has been met.

7th GRADE MATH

The primary focal areas in Grade 7 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

7th GRADE HONORS MATH

This course covers mathematical knowledge and skills leading to 8th grade algebra and subsequent advanced mathematics courses at the high school. This course reviews arithmetic procedure and begins a student's investigation of algebraic concepts. Students will use linear equations to represent real-world situations, and develop an understanding of slope as rate of change. They will increase fluency in number, operation and quantitative reasoning; analyze 2- and 3-dimensional space and uses of statistical data; and develop and describe geometric and mathematical patterns all leading to sustainable algebraic thinking. Prerequisite: 6th grade Honors math or the equivalent

8th GRADE MATH

The primary focal areas in Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

HONORS ALGEBRA 1

Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. This course is designed to include all the Algebra I TEKS with an emphasis on complex problem solving. This will build a foundation for success in AP Calculus and AP Statistics.

Prerequisite: 8th grade math or the equivalent (Honors 7th grade math)
Credit: 1 high school credit

GEOMETRY

This course develops a structured mathematical system employing both deductive and inductive reasoning. Students study properties and relationships having to do with size, shape, location, direction and orientation of figures. Geometry students solve meaningful problems using geometric ideas, relationships and properties. Topics include plane, coordinate and transformational geometry, as well as reasoning, justification and probability.

Prerequisite: Algebra 1 in 7th Grade
Credit: 1 high school credit

This course may require the student to travel to their high school for instruction.

HONORS GEOMETRY

This course provides an enriched geometry program with a greater emphasis on logical reasoning, higher order thinking skills, and problem solving. All topics and credits given for Geometry above apply to this course.

Prerequisite: Algebra 1 in 7th Grade
Credit: 1 high school credit

This course may require the student to travel to their high school for instruction.

Science

7th GRADE SCIENCE or 7th GRADE *HONORS SCIENCE

In Grade 7, students focus on building strong science foundations in preparation for eighth grade and beyond. Concepts emphasized are environmental interactions, energy, force, motion, cellular structure and function, living systems and an introduction to genetics and adaptations. This course will provide relevance in regard to student learning and understanding of science in the world around them.

8TH GRADE SCIENCE or 8th GRADE *HONORS SCIENCE

In Grade 8, students continue to refine their skills and knowledge in science, preparing them for the rigor of high school. Concepts emphasized are Newton's Laws, climates and cycles on Earth, forces, the Universe, ecosystems and introductory concepts in Chemistry. This course will provide relevance in regard to student learning and understanding of science in the world around them.

*Honors science courses follow similar state mandated curriculum as on-level (non-Honors) courses, yet lessons are facilitated at a faster pace and an increased level of rigor with elevated expectations for student inquiry and problem solving. Honors science courses are designed to prepare students for advanced courses in high school and college sciences.

Social Studies

7th GRADE SOCIAL STUDIES or 7th GRADE *HONORS - TEXAS HISTORY

In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, 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.

8TH GRADE SOCIAL STUDIES or 8th GRADE *HONORS - US HISTORY BEGINNINGS TO 1877

In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. 8th grade US History is the first part of a two-year study of U.S. history. The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction.

* Honors social studies courses follow similar state mandated curriculum as on-level (non-Honors) courses, yet lessons are facilitated at a faster pace and an increased level of rigor with elevated expectations for student inquiry and problem solving. Honors social studies courses are designed to prepare students for advanced courses in high school and college history courses.

ELECTIVES

ART 1 SURVEY

Art Students are introduced to the Elements and Principles of Design vocabulary. Students will apply knowledge of the Elements and Principles to studio projects throughout the year. Students are provided with the opportunity to work in areas of design, including perspective concepts, drawing types and techniques, color studies, painting, ceramics, and more. Art History and Appreciation are included as they apply to visual design. Emphasis is placed on general terms in each area studied and students are tested on those terms as well as problems related to their usage.

Prerequisite: None
Credit: 1 high school credit

ART 7th GRADE

An introduction to art processes with a variety of activities including drawing, painting, printmaking, sculpture, electronic media and collage. A study of art vocabulary, artistic techniques, historical artists & cultures correlates with individual projects. Students will keep a portfolio for notes and 2D assignments. Vocabulary notes will be a part of their learning for semester assessments. Teachers will give the students a list of supplies required for the course, but all students should have a pencil and eraser daily.

Prerequisite: None
Course Length: 2 semesters

BAND

Students will be selected for their appropriate band class based on skill level, attitude/discipline, past grade performance (eligibility), and balanced instrumentation (proper ratio of instruments in each section to establish a correct band ensemble sound). Participation at all band functions is required and is a part of the final grade of each grading period.

Intermediate /Band is for students who either have had no band experience, in need of reinforcement of fundamental skills, or are changing from one instrument to another.

Concert Band is for students who have had a least one year of instruction with a band instrument.

Symphonic Band is a continuation of Concert Band.

Honor Band is a continuation of Symphonic Band.

Course Length: 2 semesters

CHOIR

Choir includes the study of singing, both individually and as a member of the choir. Sight reading skills will be taught as well as basic music theory. Several concerts will take place throughout the school year. Students may also elect to participate in UIL competitions.

Prerequisite: None
Course Length: 2 semesters

STRING ORCHESTRA

Students will be in small group lessons/sectionals as well as large ensemble to learn and perform string orchestra music. Choose from: string bass, cello, violin, or viola. No previous experience is necessary.

Prerequisite: None
Course Length: 2 semesters

JUNIOR HIGH THEATRE I

This class is for 7th and 8th grade students who have an interest in learning about all aspects of the theatre, from the basics to technical theatre. Students will have the opportunity to participate in various class activities while learning about various acting styles and methods of production associated with the theatre.

Prerequisite: None
Course Length: 2 semester

JUNIOR HIGH THEATRE II

This class builds on the aspects of theatre studied in Junior High Theatre I.

Prerequisite: Junior High Theatre I
Course Length: 2 semester

THEATRE PRODUCTION

This full-year class is intended for students who have a serious interest in studying theatre. The goal for the course is to provide students a variety of performance and production experiences from acting to design. This involves lines, following directions, and working with a group. Some after school rehearsals may be required.

Prerequisite: Junior High Theatre I and theatre teacher recommendation
Course Length: 2 semester

EXPLORATORY SPANISH

This course offers students an introduction to the Spanish language. The curriculum will cover everyday vocabulary, grammar, and cultural exploration. Students will gain a foundation in speaking, reading, and writing the language to aid in their success for Spanish I. **This course is not a prerequisite for Spanish I.**

Prerequisite: None
Course Length: 2 semesters

HONORS SPANISH 1

This accelerated course gives a firm linguistic foundation for the dedicated student who will eventually take the respective AP exam in his/her senior year, with emphasis to develop receptive (listening, reading) and productive (speaking, writing) skills, as well as gain insight into Hispanic cultures through classroom activities and exercises that emphasize proficiency. Supplementary audiovisual materials enhance the program and reinforce grammatical concepts. Cultural and geographical lessons acquaint students with the diversity of people who speak Spanish. (Text/workbook) This course is only offered to 8th grade students or 7th grade dual language students.

Prerequisite: None
Credit: 1 high school credit

HONORS SPANISH 2

This course expands the fluency and spontaneity of the dedicated student who will eventually take the respective AP exam in his/her senior year with emphasis to build upon their receptive and productive skills while emphasizing certain fundamentals: communicating in the target language, comparing different Spanish-speaking cultures to each student's own, and making interdisciplinary connections. (Text/workbook)

Prerequisite: Spanish 1 in 7th Grade
Credit: 1 high school credit

This course may require the student to travel to their high school for instruction and will require two class periods.

HONORS IPC (INTEGRATED PHYSICS AND CHEMISTRY)

Honors Integrated Physics and Chemistry is an advanced course which covers topics of Chemistry and Physics at an increased level of depth and rigor where students collaborate with peers on concepts of motion, energy, force, electricity, chemical properties and reactions. This course integrates critical thinking skills and problem solving to prepare students for the rigor of subsequent Chemistry and Physics courses. Honors IPC is a high school credit course.

Prerequisite: Concurrent enrollment in Algebra I or higher
Credit: 1 high school credit

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance. This course is a high school credit course.

Prerequisite: 8th Grade

Credit: 1 high school credit

INVESTIGATING CAREERS

The goal of this course is to create a culture of high expectations and continuous improvement that provides junior high students with a foundation for success in high school, future studies, and careers. Students explore college and career planning within the Architecture and Construction Career Cluster. The students research labor market information, learn job-seeking skills, and create documents required for employment. Students use self-knowledge to explore and set realistic goals and have the ability to practice hands-on application of knowledge and skills.

Prerequisite: None

Course Length: 2 semesters

INVESTIGATING CAREERS IN HUMAN SERVICES

The goal of this course is to create a culture of high expectations and a solid character education that provides junior high students with a foundation for success in high school, future studies, and careers. The students will have extensive review and training of the six pillars of character education that will teach them to be trustworthy, respectful, caring, responsible, fair, and good citizens. Not only will this course prepare them for high school, but it will help them work toward individual, school, district, and community goals. Students will also explore college and career planning within the 16 career clusters. The students will research high school classes and clubs, learn job-seeking skills, and create documents required for employment. The students will have the opportunity to practice hand-on application of knowledge and skills.

Prerequisite: None

Course Length: 2 semester

COLLEGE AND CAREER READINESS

The goal of this course is to create a culture of high expectations and continuous improvement that provides junior high students with a foundation for success in school, future studies, and careers. The career development process is unique to every person and evolves throughout one's life. Students will use decisions-making and problem-solving skills for college and career planning. Students will explore valid, reliable educations, and career information to learn more about themselves and their interests and abilities. This course is designed to guide students through the process of investigation and in the development of a college and career achievement plan. Students will use this information to explore educational requirements for a variety of chosen career paths. Study skills, organizational skills, and goal setting will also be focal points.

"Students in this course will complete a variety of assessments including Aptitude, Ability, and Interest assessments. These assessment results will be available for the student, parents, and counselors in order to assist in developing a personal plan for future studies and careers."

Prerequisite: None

Course Length: 2 semesters

ROBOTICS

Students enrolled in this course will demonstrate knowledge and skills necessary for the robotic and automation industry. Through implementation of the design process, students will transfer advanced academic skills to component designs in a project-based environment.

Prerequisite: None

Course Length: 2 semesters

CODING

Students enrolled in this course will focus on computer coding, programming, and information technology to build the foundation for fields of computer programming, visualization, and computer science.

Prerequisite: None

Course Length: 1 semester

STEM EXPLORATIONS

Science, Technology, Engineering, and Math – Students are immersed in hands-on, problem-based learning while they create, invent, and solve challenging real-world problems in science and mathematics using engineering and technological tools in the process.

Prerequisite: None
Course Length: 1 semester

KEYBOARDING

Students will be provided instruction on how to create, format, and edit personal and business documents, including letters, reports, memos, and outlines. The course includes skill development in proofreading, spelling, and punctuation. Students will learn skills using software for word processing, visual presentation, and spreadsheet application while learning file management skills. By the end of the semester, all students are expected to key a minimum of 20 n/wpm with 80% accuracy.

Prerequisite: None
Course Length: 1 semester

TECHNOLOGY APPLICATIONS

This course is an introductory computer class for students who would like to learn keyboarding, word processing, and other software tools. Students will continue to expand their knowledge of technology using a variety of software tools related to spreadsheets and other related fields.

Prerequisite: None
Course Length: 2 semesters

JOURNALISM I

This course focuses on basic news writing skills. Students learn to write news stories, editing, copy reading, proofreading, and understand techniques of layout and design. Students will produce the school newspaper.

Prerequisite: None
Course Length: 2 semesters

JOURNALISM II

Journalism II is an extension of Journalism I. Design, interview, photography, marketing, and writing skills are applied to yearbook production. Journalism I is a pre-requisite.

Prerequisite: Journalism I
Course Length: 2 semesters

P.E.

This course is required for all students unless they are enrolled in athletics. By state law, all students must take either P.E. or Athletics in either 7th or 8th grade. Students who took P.E. may repeat the course in 8th grade. Physical Education is FUN. We teach sportsmanship, teamwork, and a variety of sports to include matball, badminton, kickball, tug of war, archery, bowling, adventure racing, etc.

Prerequisite: None
Course Length: 2 semesters

BOYS ATHLETICS

Only students who wish to play football should sign up for Boys Athletics. Due to a large number for football, football is practiced during the athletic period, as well as before or after school. If you participate in basketball/soccer/track only, you should not sign up for Boys Athletics. Physicals and medical history are required for enrollment and participation in class and tryouts. Athletics is an intensive skill developmental program focusing on team sports. Intense running, conditioning, agility, and weight training will be performed daily. Workouts performed are geared toward preparing students for the high school athletic programs. Grades are based on daily participation. You do not have to be in the athletics class to try out for basketball, cross country, soccer, tennis, or track. All sports have practice before or after school. Coaches will provide practice times and dates.

GIRLS ATHLETICS

Students interested in trying out for volleyball, basketball, soccer, and/or track should sign up for Girls Athletics. Athletics is an intensive developmental program focusing on building skills, strength, speed, and explosion. Intense running, conditioning, agilities, and weight training will be performed daily along with sport specific training. It is a challenging course designed for athletes who want to play competitive sports and continue in high school. Physicals and medical history are required for enrollment and participation in class and tryouts. Grades are based on daily participation. Workouts performed are geared toward preparing students for the high school athletic programs. Try-outs will be held for volleyball, basketball, and soccer to keep teams manageable. Not making a team does not mean that you are removed from the athletic period at the JH level. However, full participation is expected to remain in the athletic period. You do not have to be in the athletics class to try out for cross country or track, but it is preferred. **Participation in team sports requires students to be in an athletic period.** All sports have practice before or after school. Coaches will provide practice times and dates.

TENNIS ATHLETICS

Students who wish to play ONLY tennis should sign up for this class. Ability ranges from beginners to experienced are encouraged to sign up for the class. However, try-outs will be held in order to keep class sizes manageable. 35-40 students is the maximum allowed in the class due to court space limitations. 7th grade try-outs will be held in the first 3 weeks of school. 8th grade try-outs will be held in the Spring of a student's 7th grade year. New students will be tried out when they enroll in the tennis period. Students will learn all the basics of the game including strokes, scoring, rules, tennis etiquette, and footwork. The tennis class will include ball feeding drill, live-ball hitting with other classmates, and personal stroke instruction. Students will also be introduced to effective ways to practice, as well as fundamental singles and doubles positioning and play. Physicals and medical history are required for enrollment and participation in class and tryouts. Tennis will also be practiced before or after school. Coaches will provide practice times and dates.