



TEXAS MIDDLE SCHOOL

2022-2023

PROGRAM
of
STUDIES

& Course Description Guide

Texarkana Independent School District



Texas Middle School

2022-2023
Program of Studies
&
Course Description Guide

TISD Mission Statement:

The mission of Texarkana Independent School District, an innovative learning community strengthened by its diversity, is to provide a superior education in a caring environment that inspires, challenges and engages each student through a wide range of opportunities.

Texas Middle School Vision Statement:

Our vision at Texas Middle School is to be the school of choice, a school where staff and community members work together to prepare all students intellectually, physically, and emotionally to function successfully in an ever-changing and diverse society.

Texas Middle School Mission Statement:

At Texas Middle School, we have as our mission the education of the whole child. We believe all students can learn and can be productive citizens. We will strive to teach each pupil Personal Responsibility in Daily Effort (PRIDE).

The Texas Middle School Course Description Guide is an annual publication developed to assist all students and their parents regarding information critical to academic success in the Texarkana Independent School District. Academic programs, graduation requirements, and course selections and descriptions are included in this guidebook. Although this is a primary tool for student registration, we strongly encourage that you refer to it throughout the school year as a resource for questions that you may have concerning instructional programs and courses in TISD. Academic advisors, teachers, and principals also are available to answer questions or to explain information.



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COURSE SELECTIONS

Career Academies at Texas Middle School

Texas Middle School offers students the opportunity to explore, to investigate, and to pursue their interests and aptitudes through the following career academies:

- **Innovation, Design, and Exploration of the Arts Academy (IDEAs)**
- **Science, Technology, Engineering & Math Academy (STEM)**

In the academies, the state standards or objectives are the foundation for each course. Those objectives are taught through the lens of occupations that would fit under that academy. For example, one state standard that appears in math and social studies is for students to interpret graphs and tables. In both academies, students will learn this skill; however, the approach or information in the graphs and tables will differ depending on the academy. In the IDEAs Academy, the focus might be on the uses of art materials and concepts in the creation of visual information. In STEM, a graph might contain comparisons of the design, construction, and science of aircraft and spacecraft.

When choosing a career academy, students should consider not only their current interests, but also the profession they might want to pursue. A list of sample careers in each category is provided on the following page.

Career Academy Sample Occupations

TEXAS MIDDLE SCHOOL

Innovation, Design, and Exploration of the Arts Academy (IDEAs)		Science, Technology, Engineering & Mathematics Academy (STEM)	
Actor	Painter	Aerospace Engineer	Industrial Engineer
Animator	Pattern Maker	Agricultural Engineer	Manufacturing Engineer
Announcer	Photographer	Aircraft Mechanic	Marine Engineer
Art Director	Photojournalist	Aircraft Pilot	Mathematician
Artist	Printing/Graphics	Anesthesiologist and Nurse	Mechanic
Audio Engineer	Technologist	Anesthetist	Mechanical Engineer
Band/Choral Director	Product Developer	Anthropologist	Medical Scientist
Buyer	Production Designer	Archeologist	Microbiologist
Camera Operator	Public Relations	Architect	Nanosystems Engineer
Cartographer	Specialist	Astronaut	Naval Architect
Cartoonist	Radio Director	Astronomer	Nuclear Engineer
Choreographer	Sculpture	Athletic Trainer	Oceanographer
Comedian	Screen Writer	Automotive Engineer	Paramedic
Commercial Artist	Set Designer	Biochemical Engineer	Pediatrician
Commercial Designer	Stage Manager	Biomedical Engineer	Petroleum Engineer
Computer Graphics Specialist	Teacher	Biologist	Pharmacist
Copy Writer	Technical Designer	Carpenter	Physical Therapist
Costume Designer	Technical Writer	Chemical Engineer	Physicist
Dancer	Telecommunications	Chemist	Radiologist
Disc Jockey	Technologist	Civil Drafter	Robot Technician
Editor	Television Director	Civil Engineer	Scientist
Event Planner	Theatre Director	Computer Programmer	Software Engineer
Fashion Coordinator	Urban Planner	Computer Security Engineer	Space Scientist
Fashion Designer	Video Game Designer	Computer Service Engineer	Structural Drafter
Film Critic	Video Producer	Computer Software Engineer	Teacher
Film Director	Visual Artist	Dentist and Dental Assistant	Technical Illustrator
Film Producer	Web	Doctor	Tool Designer
Floral Designer	Designer/Developer	Electrical Engineer	Transportation Engineer
Graphic Designer	Writer	Electronics Engineer	Veterinarian
Illustrator		Energy Engineer	Zoologist
Interior Designer		Environmental Engineer	
Interpreter and Translator		Epidemiologist	
Journalist		Fiber Optics Technician	
Landscape Architect		Forensic Scientist	
Lighting Designer		Geneticist	
Market Researcher		Geographer	
Mobile Designer		Geologist	
Multimedia Producer		Geoscientist	
Museum Curator		Health & Safety Engineer	
Music Composer and Arranger		Health & Safety Manager	
Musician and Singer		HVAC Technician	

Texas Middle School

Course Selection Sheet—Grade 6

2022-2023

Student Name:	
ID #:	
Parent Name:	
Address:	
Home Phone:	
Work/Cell Phone:	

Step 1: Choose your Career Academy. Every effort will be made to enroll you in your first choice of academy; however, this may not always be possible because of schedule conflicts. Mark your first choice of academy by placing a check (✓) on the appropriate line.

◆ Innovative Design & Exploration of the Arts Academy (IDEAs)	_____
◆ Science, Technology, Engineering & Math Academy (STEM)	_____

Step 2: Choose your core courses. All 6th grade students will take four core courses in English language arts, math, science, and social studies. In these areas, students have a choice between levels of courses (for example, ELA 6 or ELA 6 Pre-AP). Locate your first choice of academy from the list below, then indicate your choices of courses for that academy by placing a check (✓) on the appropriate line. Please consult the course description section of this guide for descriptions of each course.

Innovative Design & Exploration of the Arts Academy (IDEAs)	Science, Technology, Engineering & Math Academy (STEM)
_____ 076011 English LA 6 for IDEAs or _____ 076071 English LA 6 Pre-AP for IDEAs _____ 106011 Math 6 or _____ 106091 Math 6 Pre-AP or _____ 106080 Math 6 Accelerated* _____ 126011 Science 6 for IDEAs or _____ 126091 Science 6 Honors for IDEAs _____ 136011 Social Studies 6 for IDEAs or _____ 136021 Social Studies 6 Honors for IDEAs	_____ 076014 English LA 6 for STEM or _____ 076074 English LA 6 Pre-AP for STEM _____ 106011 Math 6 or _____ 106091 Math 6 Pre-AP or _____ 106080 Math 6 Accelerated* _____ 126014 Science 6 for STEM or _____ 126094 Science 6 Honors for STEM _____ 136014 Social Studies 6 for STEM or _____ 136024 Social Studies 6 Honors for STEM
In addition, students in the IDEAs Academy will be enrolled in the following course:	In addition, students in the STEM Academy will be enrolled in one of the following courses alphabetically by last name. Students will have one course in 6th grade and will be enrolled in the other course in 7th grade. 146084 Synergistic Technology /146081 Intro to Robotics Programming

*To enroll in this course, students must have completed accelerated math in grade 5, and they must successfully complete a math readiness assessment. Students enrolled in Math 6 Pre-AP Accelerated will take Math 7 State of Texas Assessment of Academic Readiness (See pg. 13 in Course Guide for Requirements.)

Texas Middle School Course Selection Sheet ~ continued

Grade 6 ~ 2022-2023

Step 3: Choose your electives. Each elective has been assigned a point value, depending on how often the class meets. (See the listing below.) Students must choose electives for a total of 7 points. Mark your choices by placing the point value in the column marked "1st Choices," then total your choice points. Remember, your total must equal 7. Next, choose your alternate electives. Every effort will be made to enroll you in your first choice electives; however, this may not always be possible because of schedule conflicts. Please select three alternate electives in the order of your preference. In the "Alternate Choices" column, list your first alternate choice as "1," your second alternate choice as "2," and your third alternate choice as "3." Based on STAAR scores, a student may be placed in the STAAR Academy for accelerated instruction.

Category 1: Physical Education Electives			
All 6th grade students must take at least two semesters of a physical activity course. Choose at least one course from the list below.			
Courses	Point Value	1st Choices	Alternate Choices
116170	2		
116410	2		
116350	2		
116175	2		
116010	2		
116040	2		
116050	2		
116380	2		
116140	4b		
116150	2		
116147	4b		
Number of Points Selected			

Category 3: General Electives			
6th grade students may choose courses below to complete the required 7 points worth of electives.			
Courses	Point Value	1st Choices	Alternate Choices
066020	1		
016170	2		
096010	1		
016112	2		
016220	1		
016221	2		
Number of Points Selected			

***Requires an application and teacher recommendation at the end of 5th Grade.

Category 2: Fine Arts Electives			
All 6th grade students must take at least one semester of a fine arts course. Choose at least one course from the list below.			
Courses	Point Value	1st Choices	Alternate Choices
026010	1		
026060	1		
026030	1		
046043	4a		
046180	4a		
056010	1		
046070	2		
046100	1		
Number of Points Selected			

Step 4: Total your points. Enter the number of points you selected as 1st choices in each category. Add these points to get your total. Remember, your total must equal 7 points.

Category 1: Physical Education Electives	
Category 2: Fine Arts Electives	
Category 3: General Electives	
Total Number of Points Selected	

Texarkana Independent School District does not discriminate in its educational programs and services on the basis of sex, race, religion, color, national origin, or disability. The District complies with Title IX of the Education Amendments of 1972 and with Section 504 of the Rehabilitation Act of 1973. Any questions or concerns about the District's compliance with these federal programs should be brought to the attention of the Title IX Coordinator (Autumn Thomas, 903-794-3651) or the Section 504 Coordinator (Sherry Nelson, 903-793-7561).

Step 5: Sign your choice sheet. Make sure you have carefully reviewed your choices before you and your parent or guardian sign below.

Student Signature/Date _____

Parent/Guardian Signature/Date _____

Point Values and Meeting Times

1 point =

1 period, every other day, one semester

2 points =

1 period, every other day, two semesters

4a points =

1 period, every day, two semesters

4b points =

2 periods, every other day, two semesters

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086010 Ind. Reading 6 _____

016020 STAAR Academy 6 _____

046042 Band 6 Section _____

046043 Band 6 Section _____

156300 Specialized ELA _____

156500 Specialized Math _____

Texas Middle School

Course Selection Sheet—Grade 7

2022-2023

Student Name:	
ID #:	
Parent Name:	
Address:	
Home Phone:	
Work/Cell Phone:	

Step 1: **Choose your Career Academy.** Every effort will be made to enroll you in your first choice of academy; however, this may not always be possible because of schedule conflicts. Mark your first choice of academy by placing a check (✓) on the appropriate line.

◆	Innovative Design & Exploration of the Arts Academy (IDEAs)	_____
◆	Science, Technology, Engineering & Math Academy (STEM)	_____

Step 2: **Choose your core courses.** All 7th grade students will take four core courses in English language arts, math, science, and social studies. In these areas, students have a choice between levels of courses (for example, ELA 7 or ELA 7 Pre-AP). Locate your first choice of academy from the list below, then indicate your choices of courses for that academy by placing a check (✓) on the appropriate line. **Please consult the course description section of this guide for descriptions of each course.**

Innovative Design & Exploration of the Arts Academy (IDEAs)	Science, Technology, Engineering & Math Academy (STEM)
<p>_____ 077021 English LA 7 for IDEAs or</p> <p>_____ 077041 English LA 7 Pre-AP for IDEAs</p> <p>_____ 107021 Math 7 or</p> <p>_____ 107035 Math 7 Pre-AP or</p> <p>_____ 107040 Algebra I Accelerated*</p> <p>_____ 127021 Science 7 for IDEAs or</p> <p>_____ 127061 Science 7 Honors for IDEAs</p> <p>_____ 137031 Social Studies 7 for IDEAs or</p> <p>_____ 137041 Social Studies 7 Honors for IDEAs</p>	<p>_____ 077024 English LA 7 for STEM or</p> <p>_____ 077044 English LA 7 Pre-AP for STEM</p> <p>_____ 107021 Math 7 or</p> <p>_____ 107035 Math 7 Pre-AP or</p> <p>_____ 107040 Algebra I Accelerated*</p> <p>_____ 127024 Science 7 for STEM or</p> <p>_____ 127064 Science 7 Honors for STEM</p> <p>_____ 137034 Social Studies 7 for STEM or</p> <p>_____ 137044 Social Studies 7 Honors for STEM</p>
<p><i>In addition, students in the IDEAs Academy will be enrolled in the following course:</i></p> <p>147000 Introduction to Mobile Application Development</p>	<p><i>In addition, students in the STEM Academy will be enrolled in one of the following courses alphabetically by last name. Students will have one course in 6th grade and will be enrolled in the other course in 7th grade</i></p> <p>147094 Synergistic Technology /147010 Intro to Robotics Programming</p>

*This course is offered for unweighted high school credit. (See pg. 13 in Course Guide)

Step 3: Choose your electives. Each elective has been assigned a point value, depending on how often the class meets. (See the listing below.) Students must choose electives for a total of 7 points. Mark your choices by placing the point value in the column marked "1st Choices," then total your choice points. Remember, your total must equal 7. Next, choose your alternate electives. Every effort will be made to enroll you in your first choice electives; however, this may not always be possible because of schedule conflicts. Please select three alternate electives in the order of your preference. In the "Alternate Choices" column, list your first alternate choice as "1," your second alternate choice as "2," and your third alternate choice as "3." Based on STAAR scores, a student may be placed in the STAAR Academy for accelerated instruction.

Category 1: General Electives			
Courses	Point Value	1st Choices	Alternate Choices
027020	1		
027070	1		
027030	1		
047050	4a		
047140	4a		
047180	4a		
047051	1		
016231	2		
047110	1		
017160	2		
097020	1		
047190	4a		
017230	1		
057025	1		
057020	1		
047082	2		
047081	2		
Number of Points Selected			

*Prerequisite: Must have taken beginning or fundamental class in 6th grade.
 **Requires an application and teacher recommendation at the end of 6th Grade.

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Category 2: Physical Education Electives				
All 7th grade students must take two semesters of a physical activity course. Choose at least one course from the list below.				
Courses	Point Value	1st Choices	Alternate Choices	
117070	4b			
117060	4b			
117170	2			
117420	2			
117440	4b			
117110	4b			
117360	2			
117175	2			
117020	2			
117210	2			
117390	2			
117100	4b			
117147	4b			
Number of Points Selected				

Step 4: Total your points. Enter the number of points you selected as 1st choices in each category. Add these points to get your total. Remember, your total must equal 7 points.

Category 1: General Electives	
Category 2: Physical Education Electives	
Total Number of Points Selected	

Step 5: Sign your choice sheet. Make sure you have carefully reviewed your choices before you and your parent or guardian sign below.

Student Signature/Date _____
 Parent/Guardian Signature/Date _____

Point Values and Meeting Times

- 1 point = 1 period, every other day, one semester
- 2 points = 1 period, every other day, two semesters
- 4a points = 1 period, every day, two semesters
- 4b points = 2 periods, every other day, two semesters

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 _____ 087020 Individualized Reading 7
 _____ 017010 STAAR Academy 7
 _____ 157310 Specialized ELA
 _____ 157510 Specialized Math

Texas Middle School

Course Selection Sheet—Grade 8

2022-2023

Student Name:	
ID #:	
Parent Name:	
Address:	
Home Phone:	
Work/Cell Phone:	

Step 1: Choose your Career Academy. Every effort will be made to enroll you in your first choice of academy; however, this may not always be possible because of schedule conflicts. Mark your first choice of academy by placing a check (✓) on the appropriate line.

◆ Innovative Design & Exploration of the Arts Academy (IDEAs)	_____
◆ Science, Technology, Engineering & Math Academy (STEM)	_____

Step 2: Choose your core courses. All 8th grade students will take five core courses in English language arts, math, science, social studies, and technology. In these areas, students have a choice between levels of courses (for example, ELA 8 or ELA 8 Pre-AP). Locate your first choice of academy from the list below, then indicate your choices of courses for that academy by placing a check (✓) on the appropriate line. **Please consult the course description section of this guide for descriptions of each course.**

Step 3:
Choose your technology course.
 All 8th grade students must take one technology course. From the list below, please select your first, second, and third choices of courses. List your first choice as “1,” your second choice as “2,” and your third choice as “3.”

Innovative Design & Exploration of the Arts Academy (IDEAs)	Science, Technology, Engineering & Math Academy (STEM)
_____ 078051 English LA 8 for IDEAs or _____ 078061 English LA 8 Pre-AP for IDEAs _____ 108044 Math 8 or _____ 108045 Math 8 Pre-AP _____ 108051 Algebra I ^{1,2} _____ 108100 Geometry Accelerated Pre-AP ^{1,3} _____ 128031 Science 8 for IDEAs or _____ 128181 Science 8 Honors for IDEAs _____ 138051 Social Studies 8 for IDEAs or _____ 138061 Social Studies 8 Honors for IDEAs	_____ 078054 English LA 8 for STEM or _____ 078064 English LA 8 Pre-AP for STEM _____ 108044 Math 8 or _____ 108045 Math 8 Pre-AP _____ 108051 Algebra I ^{1,2} _____ 108100 Geometry Accelerated Pre-AP ^{1,3} _____ 128034 Science 8 for STEM or _____ 128184 Science 8 Honors for STEM _____ 138054 Social Studies 8 for STEM or _____ 138064 Social Studies 8 Honors for STEM

Technology Courses
_____ 148030 Technology Applications 8
_____ 148050 Digital Art & Animation ¹
_____ 148060 Digital Video and Audio Design ¹
_____ 148070 Web Design ¹
_____ 188000 Concepts of Engineering ¹

¹ These courses are offered for unweighted high school credit.
² To enroll in this course, see page 11 in the Course Guide.
³ To enroll in this course, see page 13 in the Course Guide

Step 4: Choose your electives. Each elective has been assigned a point value, depending on how often the class meets. (See the listing below.) Students must choose electives for a total of 8 points. Mark your choices by placing the point value in the column marked "1st Choice," then total your choice points. Remember, your total must equal 8. Next, choose your alternate electives. Every effort will be made to enroll you in your 1st choice electives; however, this may not always be possible because of schedule conflicts. Please select three alternate electives in the order of your preference. In the "Alternate Choices" column, list your first alternate choice as "1," your second alternate choice as "2," and your third alternate choice as "3." Based on STAAR scores, a student may be placed in the STAAR Academy for accelerated instruction. Courses marked with an asterisk (*) are offered for high school credit.

Fine Arts			
Courses	1st Choice	Alternate Choices	
028030 Art & Design III—a	1		
028050 Art & Design III—b	1		
028000 Art I Pre-AP*	4		
048060 Band 8	4		
048180 Guitar 8	2		
048160 Jazz Band 8	4		
048120 Piano 8	2		
048190 String Orchestra 8 ++	4		
058035 Advanced Theatre Arts	4		
058030 Theatre Arts 8	1		
048090 TMS Voices 8	2		

+ Application/Tryout required at the end of 7th grade year.
 ++ Prerequisite: Must have taken Violin in a previous year.
 **Requires an application and teacher recommendation at the end of 7th Grade

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018010 STAAR Academy 8—1 _____ **158320 Specialized ELA**
 018013 STAAR Academy 8—7 _____ **158520 Specialized Math**
 018011 Intervention Math _____ 088030 Ind. Reading 8
 108043 Intervention Math _____ 078052 Intervention ELA

Physical Education			
Courses	1st Choice	Alternate Choices	
118090 Athletics 8 Boys	4		
118080 Athletics 8 Girls	4		
118170 Bowling 8	2		
118450 Competitive Cheer 8 +	4		
118370 Golf 8	2		
118175 Outdoor Education	2		
118030 Physical Education 8	2		
118400 Soccer 8	2		
118250 Swimming 8	4		
118260 Tennis 8 +	4		

Languages Other Than English			
Courses	1st Choice	Alternate Choices	
098045 Conversational Spanish	2		
098030 French I*	4		
098040 Spanish I*	4		

Other Electives			
Courses	1st Choice	Alternate Choices	
148080 Coding 8	2		
088110 Journalism 8 +	4		
018150 Reach 8	2		
018240 Teen Leadership 8	1		
016241 Student Lighthouse 8**	2		
018140 Drones +	2		
148040 SWAT +	4		
148094 Synergistic Tech 8	1		

Total Number of Points Selected

Step 5: Sign your choice sheet. Make sure you have carefully reviewed your choices before you and your parent or guardian sign below.

Student Signature/Date _____

Parent/Guardian Signature/Date _____

Point Values and Meeting Times

- 1 point = 1 period, every other day, one semester
- 2 points = 1 period, every other day, two semesters
- 4 points = 1 period, every day, two semesters



TMS

ACADEMIC INFORMATION

State Testing Requirements for Middle School Students

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students over the student's current grade level, in order for the student to be promoted to the next grade level.

STAAR Alternate 2, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee.

Alternative Methods for Earning Credit

TISD students have the opportunity to earn credit beyond enrollment in the traditional classroom setting. Specific requirements must be met in using the following alternative methods for earning credit.

CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

TISD students have the option of accelerating coursework without prior instruction and earning course credit by examination (CBE). Students must follow the district procedures and schedule for taking a CBE and must score “80” or above to receive credit. The district will offer four testing dates in the calendar year. Students may choose from one of these dates and must submit a written request to the campus principal. Students in grades K-7 must successfully complete CBEs in all four core areas in order to earn promotion. Students in grades 8-12 must successfully complete the CBE in a specific course in order to earn credit for that course. Texas State Board of Education rules put a cap on the number of times a student may attempt to earn CBE for a course. Students who are unsuccessful may retest during one additional administration in the same school year; however, students will not be eligible to take a CBE for a particular course more than two times. If a student fails to earn credit before the beginning of the school year in which the student would be required to enroll in the course, then the student would need to complete the course instead of taking a CBE. Courses completed through CBEs are unweighted.

CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION

TISD students have the option of recovering credit after failing a course with a grade between “50” and “69.” A student whose average is lower than “50” is not eligible for credit by examination. Students must follow the district procedures and schedule for taking a CBE and must score “70” or above to receive credit. The district will offer four testing dates in the calendar year. Students may choose from one of these dates and must submit a written request to the campus principal. If a student is awarded credit by examination, the score attained on the exam is recorded on the student’s Academic Achievement Record. For students in grades 9-12, this score is unweighted for class rank.

SUMMER SCHOOL

The purpose of the TISD Summer School Program is credit recovery. Courses taught during summer school are not eligible for acceleration or for first time enrollment. These courses supplement instruction in courses that students did not successfully complete during the regular school year. Summer school courses have a course weight of 1.1.

Pre-Advanced Placement Program and Honors Courses

What are the Pre-AP Program and Honors courses?

Preparing and motivating middle school and high school students for AP classes and college-level work must begin before they reach eleventh or twelfth grade. The earlier students acquire analytical thinking and communication skills, the more likely they are to succeed in academically challenging courses such as AP. Therefore, TISD offers a Pre-AP program by College Board and Honors courses beginning with grade 6. Although these classes are not prerequisites for AP courses, they are highly recommended.

What background is needed for students to succeed in the Pre-AP Program and Honors Courses?

Students must be dedicated to complete a more rigorous course of study. The keys to success are maturity, motivation, self-discipline, and academic preparation. In the Pre-AP program and Honors classes, students are encouraged to ask good questions, to acquire deep understandings, to apply comprehensive analytical techniques, and to construct good written and verbal arguments.

ENTRANCE REQUIREMENTS FOR ALL PRE-AP AND HONORS COURSES EXCEPT PRE-AP ACCELERATED MATH PROGRAM

- 1) Successful completion of coursework
Must have achieved a final course grade of "70" or higher in the previous year in that subject (Regular or Pre AP)
Note: For students entering 6th grade, the 5th grade reading grade will be used for ELA placement.
- 2) Successful performance on the state assessment
Students must have successfully met the passing standards on the State of Texas Assessment of Academic Readiness. The assessments used for eligibility are listed below.

Subject Area	STAAR Requirements for Pre-AP Courses		
	Entering Grade 6	Entering Grade 7	Entering Grade 8
English Language Arts	Grade 5 STAAR Reading	Grade 6 STAAR Reading	Grade 7 STAAR Reading
Mathematics	Grade 5 STAAR Math	Grade 6 STAAR Math	Grade 7 STAAR Math
Science	Grade 5 STAAR Science	Grade 6 STAAR Reading	Grade 7 STAAR Reading
Social Studies	Grade 5 STAAR Reading	Grade 6 STAAR Reading	Grade 7 STAAR Reading

Note: A student enrolling from a private school, homeschool, or out of state school, will be required to pass a locally developed exam.

- 3) Additional requirements for students enrolling in Algebra I (8th):
 - All students must successfully complete a local readiness assessment
 - Must have achieved a final course grade in Math (7) Pre-AP of 70 or above

PARENT OVERRIDE

In an effort to place students in appropriate level classes, admission criteria have been established for Pre-AP and Honors courses. If your child does not meet these requirements, as a parent you may request that admission requirements be waived for your child by completing the *Parent Override Form* for Admissions to Pre-Advanced Placement courses. This form must be submitted prior to the first grading period.

When you submit the *Parent Override Form*, you must understand that your child must remain in the course for the first grading period. **A schedule change will not be made until the end of the first six weeks.** Schedule changes will only be made with the approval of the principal, counselor, teacher, and parent. The grade earned will appear on the report card and transcript.

Students who enter a Pre-AP or Honors class based on a parent override will be placed on academic probation for the first six week grading period. At the end of the grading period, the student's performance will be evaluated based on the maintenance requirements listed below.

MAINTENANCE REQUIREMENTS

To remain in these courses, students must maintain certain academic standards:

- A student who earns a 69 or below in a six week grading period will be placed on academic probation.
- If a student earns 69 or below in any two six weeks during the first semester, the student will be placed into the corresponding regular level class. Under extenuating circumstances, the probationary period may be extended if the teacher, parent, and principal are in consensus.

- Students enrolled in these courses should expect high standards and an additional time requirement.

HONOR CODE

The following honor code will be placed in all Pre-AP and Honors course syllabi:

This class will be conducted under an honor code. All students will be expected to do their own work. Occasionally, students will be given projects or exams that must be completed outside of class. If a student breaks this code, the student may be removed from the course.

Student & Parent Responsibilities:

STUDENT: I understand the expectations laid out in this contract and agree to organize my time and effort to successfully complete my Pre-AP and Honors course(s). I will notify the teacher immediately if I fall behind in class readings or assignments.

PARENT: I agree to be familiar with the Pre-AP and Honors course requirements and to help my son/daughter organize study time in support of class assignments. I will notify the instructor(s) immediately of any concerns that I have relating to the Pre-AP class or my child's progress.

Student Signature: _____
Parent Signature: _____
Date: _____

Accelerated Math Program

What is the Accelerated Math Program?

Algebra I is the foundation for all high school and college mathematics. In addition, significant portions of both the ACT and SAT college entrance exams assess the foundational concepts of Algebra. It is our goal to build the accelerated math curriculum in such a way that students have the foundation to be successful in advanced math. We have carefully designed the accelerated math curriculum with these goals in mind:

- Students will have the foundation they need to be successful in Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), and dual credit (DC) math courses at the high school level.
- Students will master Algebra I knowledge and skills at the required level of rigor to be successful on the State of Texas End-of-Course Exam.
- Course curriculum and instructional strategies will equip students with 21st century knowledge and skills to pursue a rigorous STEM education at Texas High School.
- Students will acquire algebraic knowledge and skills essential for success on college entrance exams.
- Students will have the opportunity to advance their math knowledge and skills in the area of geometry.

ENTRANCE REQUIREMENTS FOR THE PRE-AP ACCELERATED MATH PROGRAM

Along with the entrance requirements listed for the Pre-AP program, eligibility for the accelerated math program will be based on additional requirements.

Math 6 Pre-AP Accelerated

1. ***All students must successfully complete a local required readiness assessment.*** In addition, students must meet both of the following two requirements.
2. Must have achieved a final mathematics course grade of “85” or above in the previous year and
3. Must have met passing standard on the state assessment

Algebra I Pre-AP Accelerated (Grade 7)

1. ***All students must successfully complete a local required readiness assessment.*** In addition, students must meet both of the following two requirements
2. Must have achieved a final course grade of “85” or above in the Math 6 Pre-AP Accelerated course during the previous year
3. Must have met passing standard on the state assessment from the previous year

Geometry Pre-AP Accelerated (Grade 8)

1. Must have successfully completed Algebra I for high school credit.
2. Must have met the passing standard on Algebra I (EOC) exam.

MAINTENANCE REQUIREMENTS

To remain in these courses, students must maintain certain academic standards:

- A student who earns a 69 or below in a six week grading period will be placed on academic probation.
- If a student earns 69 or below in any two six weeks during the first semester, the student will be placed into the corresponding regular Pre-AP level class. Under extenuating circumstances, the probationary period may be extended if the teacher, parent, and principal are in consensus.
- Students enrolled in these courses should expect high standards and an additional time requirement.

PARENT OVERRIDE

A Parent Override will not be accepted for the accelerated math courses.

HIGH SCHOOL COURSES TAKEN BEFORE HIGH SCHOOL ENROLLMENT

Texas Middle School offers several courses in which students may earn high school credit, including courses in the accelerated math program. Students who wish to accelerate in math courses may enroll in these high school courses or may apply for credit by examination (CBE). Courses taken before students enroll in high school are unweighted. If students have completed the prerequisite courses and are otherwise eligible to take a course on the high school campus, the parents must provide transportation.

Gifted/Talented Program

Gifted students perform at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. Texarkana ISD gifted students may receive services through Independent Research, as well as Pre-AP and AP courses.

Special Education

Special education and related services are a part of a free, appropriate public education designed to meet the unique needs of students with disabilities. The mission of special education in TISD is to create a learning environment through a unified educational system which respects and values all students. The primary focus of TISD special education programs is first and foremost the provision of services that will ensure each student's success.

Special education students are those whose identified disabilities are so limiting as to require the provision of special services in addition to, or in place of, instruction in the regular classroom. Students with disabilities have equal access to compensatory, remedial, tutorial, and other appropriate programs available to students without disabilities. Students are identified and served by special education through the utilization of the child-centered process and are educated with their peers (as appropriate) who do not have disabilities.

Special education provides all students with disabilities full educational opportunity through the utilization of a wide range of instructional arrangements and programs. Services are provided to students who are disabled beginning on their 3rd birthday and who have not reached their 22nd birthday by September 1 of the current scholastic year. Students who are identified as having a visual or auditory impairment may begin services at birth.

Instruction is designed to help the student most effectively develop those skills and concepts necessary for independent functioning. Emphasis is placed upon determining first the academic and affective strengths and deficits, then prescribing those learning activities which foster the development of those skills and concepts. Because students differ both in the preferred modality of learning and in levels of functioning, a variety of methods, materials, and techniques are utilized, with the Admission, Review, and Dismissal Committee determining which are most beneficial for the individual student's growth in mastery of skills and in acquisition of compensatory behaviors.

Limited English Proficiency

Students who have been identified as limited English proficient may participate in a special language program that is an integral part of the total school program. The program emphasizes the mastery of basic English language skills so that students will be able to participate effectively in the regular school program as soon as practical.

Dyslexia Program

The Dyslexia Program offers instruction in a small class setting that includes reading, writing, and spelling as appropriate. The major instructional strategies utilize individualized, intensive, and multisensory methods. The program emphasizes the mastery of basic English language skills so students will be able to participate effectively in the regular school program.

Textbooks

Textbooks are state-owned and are issued to students free of charge. Each student is responsible for paying for lost or damaged books.

Nondiscrimination Policy

The policy of the Texarkana Independent School District is to comply fully with the nondiscrimination provisions of all state and federal laws and regulations by assuring that students are afforded equal access to regular, vocational, special education programs, and activities without regard to race, religion, color, national origin, sex, or handicapping conditions as provided in these laws and regulations.

Reading List of Major Literary Selections

TMS English Language Arts

The following novels, plays, poems, films, and non-fiction pieces are the major literary selections taught in the English Language Arts Department. Assignment of these selections may vary by teacher.

ENGLISH 6

Egypt Game, The
From the Mixed-Up Files of Mrs. Basil E. Frankweiler
Hoot
Island of the Blue Dolphins
Lion, the Witch and the Wardrobe, The
Missing May
Mrs. Frisby and the Rats of Nimh
Number the Stars
Roll of Thunder, Hear My Cry
Shiloh
Sounder
Tiger Eyes
Westing Game, The
Whipping Boy, The
Wrinkle in Time

Zilpha Keatley Snyder
E.L. Konigsburg
Carl Hiaasen
Scott O'Dell
C. S. Lewis
Cynthia Rylant
Robert C. O'Brien
Lois Lowry
Mildred Delois Taylor
Phyllis Reynolds Naylor
William H. Armstrong
Judy Blume
Ellen Raskin
Sid Fleischman
Madeleine L'Engle

ENGLISH 7

Across Five Aprils
Bridge to Terabithia
Christmas Carol, A
Dogsong
Face on the Milk Carton, The
Freak the Mighty
Girl Named Disaster, A
Great Gilly Hopkins, The
Holes
How to Eat Fried Worms
Jacob Have I Loved
Johnny Tremain
Maniac Magee
No More Dead Dogs
There's a Girl in My Hammerlock
True Confessions of Charlotte Doyle, The
View from Saturday, The
Walk Two Moons

Irene Hunt
Katherine Paterson
Charles Dickens
Gary Paulsen
Caroline B. Cooney
Rodman Philbrick
Nancy Farmer
Katherine Paterson
Louis Sachar
Thomas Rockwell
Katherine Paterson
Esther Forbes
Jerry Spinelli
Gordon Korman
Jerry Spinelli
Avi
E. L. Konigsburg
Sharon Creech

ENGLISH 8

Adventures of Tom Sawyer, The
Chocolate War, The
Day No Pigs Would Die, A
Diary of Ann Frank, The
Don't You Dare Read This, Mrs. Dunphery
Giver, The
Hatchet
Homecoming, The
House of Dies Drear, The
My Brother Sam is Dead
On My Honor
Outsiders, The
Red Badge of Courage, The
Summer of My German Soldier

Mark Twain
Robert Cormier
Robert Newton Peck
Ann Frank
Margaret Peterson Haddix
Lois Lowry
Gary Paulsen
Cynthia Voigt
Virginia Hamilton
James Lincoln Collier
Marion Dane Bauer
S. E. Hinton
Stephen Crane
Bette Greene

101 Great Books

Recommended for College-Bound Readers by the College Board

- Beowulf*
Things Fall Apart (Chinua Achebe)
A Death in the Family (James Agee)
Pride and Prejudice (Jane Austen)
Go Tell It on the Mountain (James Baldwin)
Waiting for Godot (Samuel Beckett)
The Adventures of Augie March (Saul Bellow)
Jane Eyre (Charlotte Bronte)
Wuthering Heights (Emily Bronte)
The Stranger (Albert Camus)
Death Comes for the Archbishop (Willa Cather)
The Canterbury Tales (Geoffrey Chaucer)
The Cherry Orchard (Anton Chekov)
The Awakening (Kate Chopin)
Heart of Darkness (Joseph Conrad)
The Last of the Mohicans (James Fenimore Cooper)
The Red Badge of Courage (Stephen Crane)
Inferno (Dante)
Don Quixote (Miguel de Cervantes)
Robinson Crusoe (Daniel Defoe)
A Tale of Two Cities (Charles Dickens)
Crime and Punishment (Fyodor Dostoyevsky)
Narrative of the Life of Frederick Douglass (Frederick Douglass)
An American Tragedy (Theodore Dreiser)
The Three Musketeers (Alexandre Dumas)
The Mill on the Floss (George Eliot)
Invisible Man (Ralph Ellison)
Selected Essays (Ralph Waldo Emerson)
As I Lay Dying (William Faulkner)
The Sound and the Fury (William Faulkner)
Tom Jones (Henry Fielding)
The Great Gatsby (F. Scott Fitzgerald)
Madame Bovary (Gustave Flaubert)
The Good Soldier (Ford Madox Ford)
Faust (Johann Wolfgang von Goethe)
Lord of the Flies (William Golding)
Tess of the D'Urbervilles (Thomas Hardy)
The Scarlet Letter (Nathaniel Hawthorne)
Catch 22 (Joseph Heller)
A Farewell to Arms (Ernest Hemingway)
The Iliad (Homer)
The Odyssey (Homer)
The Hunchback of Notre Dame (Victor Hugo)
Their Eyes Were Watching God (Nora Neale Hurston)
Brave New World (Aldous Huxley)
A Doll's House (Henrik Ibsen)
The Portrait of a Lady (Henry James)
The Turn of the Screw (Henry James)
A Portrait of the Artist as a Young Man (James Joyce)
The Metamorphosis (Franz Kafka)
The Woman Warrior (Maxine Hong Kingston)
To Kill a Mockingbird (Harper Lee)
Babbitt (Sinclair Lewis)
The Call of the Wild (Jack London)
The Magic Mountain (Thomas Mann)
One Hundred Years of Solitude (Gabriel Garcia Marquez)
Bartleby the Scrivener (Herman Melville)
Moby Dick (Herman Melville)
The Crucible (Arthur Miller)
Beloved (Toni Morrison)
A Good Man is Hard to Find (Flannery O'Connor)
Long Day's Journey into Night (Eugene O'Neill)
Animal Farm (George Orwell)
Doctor Zhivago (Boris Pasternak)
The Bell Jar (Sylvia Plath)
Selected Tales (Edgar Allan Poe)
Swann's Way (Marcel Proust)
The Crying of Lot 49 (Thomas Pynchon)
All Quiet on the Western Front (Erich Maria Remarque)
Cyrano de Bergerac (Edmond Rostand)
Call It Sleep (Henry Roth)
The Catcher in the Rye (J.D. Salinger)
Hamlet (William Shakespeare)
Macbeth (William Shakespeare)
A Midsummer Night's Dream (William Shakespeare)
Romeo and Juliet (William Shakespeare)
Pygmalion (George Bernard Shaw)
Frankenstein (Mary Shelley)
Ceremony (Leslie Marmon Silko)
One Day in the Life of Ivan Denisovich (Alexander Solzhenitsyn)
Antigone (Sophocles)
Oedipus Rex (Sophocles)
The Grapes of Wrath (John Steinbeck)
Treasure Island (Robert Louis Stevenson)
Uncle Tom's Cabin (Harriet Beecher Stowe)
Gulliver's Travels (Jonathan Swift)
Vanity Fair (William Thackeray)
Walden (Henry David Thoreau)
War and Peace (Leo Tolstoy)
Fathers and Sons (Ivan Turgenev)
The Adventures of Huckleberry Finn (Mark Twain)
Candide (Voltaire)
Slaughterhouse-Five (Kurt Vonnegut, Jr.)
The Color Purple (Alice Walker)
The House of Mirth (Edith Wharton)
Collected Stories (Eudora Welty)
Leaves of Grass (Walt Whitman)
The Picture of Dorian Gray (Oscar Wilde)
The Glass Menagerie (Tennessee Williams)
To the Lighthouse (Virginia Woolf)
Native Son (Richard Wright)



PLANNING FOR

HIGH SCHOOL & COLLEGE

Earning College Credit in High School

Earning College Credit

Students at Texas High School have the opportunity to earn college credit while in high school in a variety of ways:

- ❖ Advanced Placement Program
- ❖ Dual Credit Program

Advanced Placement and Dual Credit programs can be used in a variety of combinations based on student preferences to meet graduation requirements. Students are responsible for ensuring that the college that they are planning to attend will accept or will award credit for the college-level courses.

Students who participate in college-level courses will be expected to:

- Work independently
- Commit to reading, research, and hard work
- Demonstrate above average ability in oral and written expression
- Deal with sophisticated concepts maturely
- Think critically and creatively
- Respond positively to challenging situations
- Prioritize activities and set personal deadlines
- Manage study time and complete assignments
- Deal personally and directly with the instructor to discuss problems and questions

Earning an Associate's Degree in High School

Texas High School allows students to earn both a high school diploma and a college associate's degree simultaneously, through partnership with Texarkana College and completion of dual credit courses that count toward both. Students may begin earning college credit for some courses as early as their freshman year. Students may transfer credits from the associate's degree toward a bachelor's degree at a four-year institution. The goal of this initiative is to increase college access and completion by strengthening the link between secondary and post-secondary institutions. For information about the degree course requirements, see the Degree Planning section of this guide and/or contact your academic advisor.

Earning a Post Secondary Certificate in High School

Texas High School students can also work towards earning a Level One Certificate from Texarkana College in a post-secondary workforce educational field. Similar to an associate's degree, students can start many of these courses during their freshman year. The goal of this initiative is to increase workforce readiness and establish a bridge between high school and post-secondary school for these programs. The following are the Level One Certificates available for Texas High School students through Texarkana College:

- Level One Certificates:
 - Autobody Technology
 - Automotive Technology
 - Construction Technology
 - HVAC Technician Assistant
 - Welding Technology
- Industry-Based Certificates:
 - HVAC EPA 608
 - NCCER Core
 - NCCER Carpentry, level one
 - OSHA
 - Certified Nursing Assistant
 - ServSafe Food Handler
 - ServSafe Managers
 - Managefirst: Hospitality Human Resources Management

Advanced Placement Program

What is the Pre-AP Program?

Preparing and motivating middle school and high school students for AP classes and college-level work must begin before they reach eleventh or twelfth grade. The earlier students acquire analytical thinking and communication skills, the more likely they are to succeed in academically challenging courses such as AP. Therefore, TISD offers the Pre-AP program by College Board. Although Pre-AP courses are not prerequisites for AP courses, they are highly recommended.

What background is needed for students to succeed in the Pre-AP Program?

Students must be dedicated to complete a more rigorous course of study. The keys to success are maturity, motivation, self-discipline, and academic preparation. In the Pre-AP program, students are encouraged to ask good questions, to acquire deep understandings, to apply comprehensive analytical techniques, and to construct good written and verbal arguments.

TISD encourages students to pursue a course of study in the area of Advanced Placement. Both students and parents are encouraged to consult with teachers, academic advisors, and principals if they need assistance with any concerns. Generally, TISD recommends that students and parents consider the following criteria for enrollment in a Pre-AP course:

- 1) the grade the student received in that subject area during the preceding year (preferably an average of "85" or above); and
- 2) the score the student received on the State of Texas Assessment of Academic Readiness (STAAR), End of Course exam (EOC) or the TISD Benchmark Assessment for the appropriate subject area during the preceding year (preferably a score of "85" or above).

What is the Advanced Placement Program?

The Advanced Placement Program allows high school students the opportunity to enroll in a college-level course and to possibly earn college credit for that course while still in high school. Although the program is administered by the College Board of New York, secondary schools have the flexibility to establish the curriculum, to select materials and resources, and to determine the instructional methods. Students may show mastery in these courses by taking the AP exams that are administered in May of each school year.

Students will not be able to move into an Advanced Placement class after the 3rd week of school.

What are the advantages of taking an AP course?

Enrollment in an AP course may benefit students in several ways. The main advantage is in providing an academic background that will better prepare students for college. Successful completion of an AP exam can also fulfill one of the requirements of the Texas Distinguished Achievement Program graduation plan. Of course, another benefit is the award of college credit during students' high school years.

How is college credit awarded?

High School students must successfully complete the AP exam in order to receive college credit for the course. Tests are scored with grades from 1-5. The College Board then reports the scores to colleges with the following recommendations:

- 1--no recommendation
- 2--may be qualified
- 3--qualified
- 4--well-qualified
- 5--extremely qualified

Each college sets its own policy for the award of AP credit, determining which score is successful and how much college credit will be awarded. Generally, colleges accept a score of "3" with credit ranging from three to six semester college hours per test. Students should contact the college directly to find out about the AP policy for that institution.

What background is needed to succeed in an AP course?

The College Board offers the following recommendations to ensure success in the AP program:

Students should have had practice in analyzing content, drawing comparisons, and reasoning through problems. They must be able to read perceptively and independently. Additionally, students will need to be proficient in writing clear, concise essays. Students who are not skilled in these areas must be even more highly motivated to make up deficiencies at the same time they are taking more rigorous courses. The earlier students prepare for AP or college courses by taking the most rigorous classes available, the more likely will be their success. The keys to success are motivation, self-discipline, and academic preparation.

What are the costs involved in taking a course?

Since the AP courses are a part of the Texas High curriculum, there is no charge for taking an AP course. A fee of approximately \$95 is required by the College Board if a student chooses to take the exam to earn college credit for a subject. Eligible students with financial need may receive reduced fees, depending on federal and state funding.

How are Pre-AP, Honors and AP courses weighted?

Because of the advanced level of Pre-AP, Honors and AP courses, TISD assigns a course weight of 1.70 to Pre-AP and Honors classes and a weight of 1.80 to AP classes.

What Pre-AP, Honors and AP courses are available?

TISD provides courses in both Pre-AP and AP. The following courses are currently available:

AREA OF STUDY	PRE-AP & HONORS COURSES	AP COURSES
<i>English</i>	Pre-AP English I Pre-AP English II	AP English Language and Composition (Level III) AP English Literature and Composition (Level IV)
<i>Fine Arts</i>	Pre-AP Theatre I Art II Honors – Drawing Art II Honors – Painting Art II Honors – Sculpture	AP Drawing Portfolio AP Two-Dimensional Art and Design Portfolio AP Three-Dimensional Art and Design Portfolio AP Art History AP Music Theory
<i>Languages Other Than English</i>	French II Honors French III Honors Spanish II Honors Spanish III Honors Latin I Honors Latin II Honors Computer Science III Honors	AP French Language and Culture AP Spanish Language and Culture AP Latin AP Computer Science A AP Computer Science Principles
<i>Math</i>	Pre-AP Algebra I Algebra II Honors Pre-AP Geometry with Statistics Pre-Calculus Honors	AP Calculus AB AP Calculus BC AP Statistics AP Computer Science A
<i>Science</i>	Pre-AP Biology I Pre-AP Chemistry I Forensic Science Honors Conceptual Physics Honors	AP Biology II AP Chemistry II AP Environmental Science AP Physics I: Algebra-Based AP Physics II: Algebra-Based AP Physics C: Mechanics AP Physics C: Electricity and Magnetism
<i>Social Studies</i>	Pre-AP World History and World Geography World History Studies Honors (2021-2022)	AP U.S. History AP Macroeconomics AP Microeconomics AP Government and Politics: United States AP Government and Politics: Comparative AP Psychology AP World History: Modern AP Human Geography AP European History
<i>Other Electives</i>		AP Seminar AP Research

Pre-AP Program by College Board

The Pre-AP Program is a program offered to high schools by College Board. As a participating school, Texas High School has received an official Pre-AP designation for each Pre-AP course. Pre-AP courses offer engaging, meaningful, foundational coursework to our students across varying levels of ability. This designation signals consistent, high standards in focused courses that help build, strengthen, and reinforce students' content knowledge and critical thinking skills.

All Pre-AP teachers will complete required professional development to learn the design and pedagogy of the Pre-AP program prior to teaching the courses as is also required by the Advanced Placement (AP) program. By choosing to offer designated Pre-AP courses, Texas High School is continuing our commitment to prepare all students for success in high school and beyond.

Texas High School will be offering the following designated Pre-AP courses beginning with the 2020-21 school year: Pre-AP English I, Pre-AP English II, Pre-AP Algebra I, Pre-AP Geometry with Statistics, Pre-AP Biology, Pre-AP Chemistry, Pre-AP World History and Geography, and Pre-AP Theatre.

Dual Credit Program

What is the Dual Credit Program?

The Dual Credit Program allows high school students the opportunity to enroll in college-level courses and to earn high school as well as college credit for the completed coursework. The program provides a continuum of learning from high school to college for those students who choose to pursue a post-secondary degree or certificate after high school graduation. This continuum will increase opportunities for students to progress through their programs of study at an accelerated pace.

What are the advantages of taking a dual credit course?

The Dual Credit Program allows students to shorten the time required to complete an undergraduate degree. It also eliminates the duplication of courses taken in high school and in college. The advanced curriculum provides a background for students that will sharpen their academic preparedness for college. At the same time, the program expands the options available for college-bound students.

How is credit awarded?

Credit may be given in a content area or as an elective to fulfill graduation requirements and to gain college credit. Credit for successfully completed college courses (a minimum of "C") will be earned in one-half or one-unit increments. Students taking dual credit courses on the Texas High campus will receive the actual numerical score as weighted high school credit (1.75 course weight). Students taking dual credit courses on the college campus will receive an unweighted grade. The student will receive the actual numerical score, if such a score is awarded by the college instructor, or a numerical grade equivalency as follows: A - 95, B - 85, C - 75. All dual credit grades between the Texas High School and the Texarkana College campuses will align except for the following dual credit THS courses: business information management, marketing, journalism and criminal justice classes. Dual credit course grades/credit will be assigned via the grade scales of both campuses and may result in different final averages on the respective campuses.

How are dual credit courses transferred for college credit?

When choosing which courses to take as dual credit, the best option for students is to choose courses that fit into the core curriculum of the college or university offering the dual credit program. Courses that fulfill the core curriculum of a public college or university are guaranteed to transfer to any other public college or university in Texas by state law. Only 9 hours of WECM can count towards associate's degrees. WECM courses may not earn credit towards a degree at some post-secondary institutions. For additional dual credit courses, students should contact the college or university that they plan to attend to determine how that institution will grant credit for the course.

What are the costs involved in taking a course?

Students pay some expenses associated with taking college courses. These costs may include tuition and fees and will be in accordance with the cost-per-hour charges assessed by the college. Some courses have additional costs due to certifications, supplies, materials, uniforms, online access, etc. Eligible students may apply for financial assistance via the need-based scholarship application at the start of each semester. The district strives to offset some of the extra fees of selected Workforce Education Course Material (*WECM) courses to bring costs closer to those related to academic courses. Students living out of the college's district may be assessed additional charges per course. Fees and supplies are estimated and subject to change.

DUAL CREDIT ELIGIBILITY REQUIREMENTS

Students enrolling in a dual credit course must meet the following entrance requirements:

- 1) completion of prerequisite courses,
- 2) a qualifying score on a specified assessment for college readiness if applicable.

ASSESSMENT REQUIREMENTS HIGH SCHOOL STUDENTS

College entrance requirements are based on these three classifications of college courses: *Restricted*, *WECM*, or *Non-restricted*. Restricted classes must have eligibility test scores based on the chart below. WECM and non-restricted classes do not require test scores.

RESTRICTED COURSES

ASSESSMENT	REQUIREMENTS
TSIA	Reading – 351; Math – 350; Writing – 340 AND 4 on essay OR 5 on essay
TSIA2	ELAR - 945 CRC & 5 on essay or 910-944 CRC & Diagnostic 5-6 & 5 on essay; Math – 950 CRC or 910-949 CRC & Diagnostic 6
ACT	19 on reading or math (relevant to the DC course taken) with a composite score of 23
SAT	Reading – 480; Math – 530
PSAT/NMSQT*	500 on reading or math (relevant to the DC course taken) with a composite score of 1070
STAAR EOC*	4000 on English II or 4000 on Algebra I & passing grade in Algebra II course

*Note: The PSAT and STAAR EOC English II waivers are valid only until the student is in the 12th grade. At that point, the student's enrollment status will be re-evaluated through completed coursework or other test scores.

MENINGITIS VACCINATION

Students attending dual credit courses on the Texarkana College campus are required to provide a proof of Meningitis vaccination with the last 5 years prior to the first day of classes.

Dual Credit Courses

THS Course Number	THS Course Name	Credit	College	College Course Number	College Course Name	Hours	Entrance Testing Requirements	Estimated In-District Fees
English Language Arts								
133110	Communication Applications DC (1 semester course)	1/2	TC	SPCH 1315	Public Speaking	3	Restricted (Reading)	\$100.00
144080	English IV DC (1st semester)	1/2	TC	ENGL 1301	Comp and Rhetoric I	3	Restricted (Reading, Writing)	\$100.00
144080	English IV DC (2nd semester)	1/2	TC	ENGL 1302	Comp and Rhetoric II	3	Restricted (Reading, Writing)	\$100.00
132030	Advanced Journalism: Newspaper I DC (extended)	1	TC	COMM 1307	Introduction to Mass Communications	3	Non-restricted	\$100.00
133040	Advanced Journalism: Newspaper II DC (extended)	1	TC	COMM 1335	Introduction to Electronic Media	3	Non-restricted	\$250.00
134050	Advanced Journalism: Newspaper III DC (extended)	1	TC	COMM 2311	Media Writing	3	Prerequisite: COMM 2311	\$250.00
132020	Advanced Journalism: Yearbook I DC (extended)	1	TC	COMM 1307	Introduction to Mass Communications	3	Non-restricted	\$100.00
133030	Advanced Journalism: Yearbook II DC (extended)	1	TC	COMM 1335	Introduction to Electronic Media	3	Non-restricted	\$250.00
134040	Advanced Journalism: Yearbook III DC (extended)	1	TC	COMM 2311	Media Writing	3	Non-restricted	\$250.00
132050	ISJ: Newspaper Editors I DC (extended)	1	TC	COMM 2305	Editing and Layout	3	Non-restricted	\$250.00
133070	ISJ: Newspaper Editors II DC (extended)	1	TC	COMM 2315	News Reporting	3	Non-restricted	\$250.00

132060	ISJ: Yearbook Editors I DC (extended)	1	TC	COMM 2305	Editing and Layout	3	Non-restricted	\$250.00
133080	ISJ: Yearbook Editors II DC (extended)	1	TC	COMM 2315	News Reporting	3	Non-restricted	\$250.00
Mathematics								
173160	Pre-Calculus DC (College Algebra) (1st semester)	1/2	TC	MATH 1314	College Algebra	3	Restricted (Math)	\$100.00
173160	Pre-Calculus DC (Trigonometry) (2nd semester)	1/2	TC	MATH 1316	Trigonometry	3	Restricted (Math)	\$100.00
171190	ISM: College Algebra DC (extended)	1	TC	MATH 1314	College Algebra	3	Restricted (Math)	\$100.00
173210	Statistics DC (extended)	1	TC	MATH 1442	Elementary Statistical Methods	4	Restricted (Math)	\$100.00
173010	Applied Mathematics for Technical Professionals (extended)	1	TC	MATH 1332	Contemporary Math	3	Restricted (Math)	\$100.00

THS Course Number	THS Course Name	Credit	College	College Course Number	College Course Name	Hours	Entrance Testing Requirements	Estimated In-District Fees
Science								
443080	SRD: Biology II DC (1st semester)	1/2	TC	BIOL 1308 BIOL 1108	Concepts of Biology I Biology for Non Science Majors I	4	Non-restricted	\$100.00
443080	SRD: Biology II DC (2nd semester)	1/2	TC	BIOL 1309 BIOL 1109	Concepts of Biology II Biology for Non Science Majors II	4	Prerequisite: BIOL 1408	\$100.00
443090	SRD: Chemistry II DC (extended)	1	TC	CHEM 1311 CHEM 1111	General Chemistry	4	Prerequisite: Completed or concurrent enrollment MATH 1314	\$100.00
203020	SRD: Physics I DC (extended)	1	TC	PHYS 1301 PHYS 1101	College Physics I	4	Prerequisite: Completed MATH 1314 & MATH 1316 OR Completed MATH 1314 & concurrently enrolled in MATH 1316	\$100.00
Social Studies								
213060(5)	U.S. History DC (1st semester)	1/2	TC	HIST 1301	History of the United States	3	Restricted (Reading)	\$100.00
213060(5)	U.S. History DC (2nd semester)	1/2	TC	HIST 1302	History of the United States	3	Restricted (Reading)	\$100.00
214100	Government DC (1 semester course)	1/2	TC	GOVT 2305	Federal Government	3	Restricted (Reading)	\$100.00
213360	Social Studies Adv. Studies: Texas State and Local Government (1 semester course)	1/2	TC	GOVT 2306	Texas Government	3	Restricted (Reading)	\$100.00
214320	Economics DC (1 semester course)	1/2	TC	ECON 2301	Principles of Economics I	3	Restricted (Reading)	\$100.00
214150	Psychology DC (1 semester course)	1/2	TC	PSYC 2301	Introduction to Psychology	3	Restricted (Reading)	\$100.00
214170	Sociology DC (1 semester course)	1/2	TC	SOCI 1301	Introduction to Sociology	3	Restricted (Reading)	\$100.00
213340	Social Studies Advanced Studies: World Civilizations I DC (1st semester)	1/2	TC	HIST 2321	World Civilizations I	3	Restricted (Reading)	\$100.00
213350	Social Studies Advanced Studies: World Civilizations II DC (2nd semester)	1/2	TC	HIST 2322	World Civilizations II	3	Restricted (Reading)	\$100.00
Fine Arts								
073280	Art Appreciation DC (extended)	1	TC	ARTS 1301	Art Appreciation	3	Non-restricted	\$100.00
093010	Instrumental Music III DC (extended)	1	TC	MUEN 2122	Band III – Major Ins. Ensemble	1	Non-restricted	\$100.00
094010	Instrumental Music IV DC (extended)	1	TC	MUEN 2123	Band IV – Major Ins. Ensemble	1	Non-restricted	\$100.00
091080	Music Appreciation DC (extended)	1	TC	MUSI 1306	Music Appreciation	3	Non-restricted	\$100.00
101020	Technical Theatre I DC (extended)	1	TC	DRAM 1330	Stagecraft I	3	Non-restricted	\$250.00
103030	Technical Theatre II DC (extended)	1	TC	DRAM 2331	Stagecraft II	3	Non-restricted	\$250.00
101200	Theater I DC (extended)	1	TC	DRAM 1310	Theater Arts I	3	Non-restricted	\$100.00
102030	Theater II DC (extended)	1	TC	DRAM 1351	Theater Arts II	3	Non-restricted	\$250.00
103060	Theater III DC (extended)	1	TC	DRAM 1352	Theater Arts III	3	Non-restricted	\$250.00
104070	Theater IV DC (extended)	1	TC	DRAM 2351	Theater Arts IV	3	Non-restricted	\$250.00

THS Course Number	THS Course Name	Credit	College	College Course Number	College Course Name	Hours	Entrance Testing Requirements	Estimated In-District Fees
Languages Other Than English								
154180	Spanish Language DC (1st semester)	1/2	TC	SPAN 1411	Beginning Spanish I	4	Non-restricted	\$100.00
154180	Spanish Language DC (2nd semester)	1/2	TC	SPAN 1412	Beginning Spanish II	4	Non-restricted	\$100.00
153220	French Language DC (1st semester)	1/2	TC	FREN 1411	Beginning French I	4	Non-restricted	\$100.00
153220	French Language DC (2nd semester)	1/2	TC	FREN 1412	Beginning French II	4	Non-restricted	\$100.00
Career and Technology Education – Agriculture, Food, and Natural Resources								
303080	Livestock Productions DC (extended)	1	TC	AGAH 1447	Animal Reproduction	4	WECM	\$125.00
302210	Equine Science DC (1st semester)	½	TC	AGEQ 1411	Equine Science	3	WECM	\$125.00
302070	Small Animal Management DC (2nd semester)	½	TC	HALT 2321	Small Farming	3	WECM	\$125.00
Career and Technology Education – Architecture & Construction								
311150	Principles of Construction DC (1st semester) [TC year 1]	1/2	TC	CRPT 1329	Intro to Carpentry	3	WECM	\$300.00
311150	Principles of Construction DC (2nd semester) [TC year 1]	1/2	TC	CNBT 1311	Intro to Carpentry Methods & Materials I	3	WECM	\$300.00 (+ \$30 NCCER Core Cert @ end of year)
312160	Construction Technology I DC (1st semester) [TC year 2]	1	TC	CNBT 1318 CNBT 1346	Const Tools & Techniques Const Estimating I	6	WECM	\$300.00 (+ \$25 OSHA Certification 1st sem., 2nd year)
312160	Construction Technology I DC (2nd semester) [TC year 2]	1	TC	CNBT 1316	Construction Technology I	3	WECM	\$300.00 (+ \$30 Level 1 NCCER Certificate end of second year)
313090	Construction Technology II DC (1st semester) [TC year 3]	1	TC	CNBT 1302	Mech, Plumb & Electrical	3	WECM	\$300.00
313090	Construction Technology II DC (2nd semester) [TC year 3]	1	TC	CNBT 1350	Construction Technology II	3	WECM	\$300.00
443200	Electrical Technology I DC (1st semester)	1/2	TC	CETT 1409	AC/DC Circuits	4	WECM	\$300.00+TI-83 calculator
443200	Electrical Technology I DC (2nd semester)	1/2	TC	ELPT 1321	Intro to Electrical Safety & Tools	3	WECM	\$300.00+TI-83 calculator (+ \$25 OSHA Cert. end of first year)
313130	HVAC & Refrigeration Technology I DC (1st semester)	1/2	TC	HART 1401	HVAC I: Basic Electricity for HVAC	4	WECM	\$300.00 (+\$25 EPA 608 Exam)
313130	HVAC & Refrigeration Technology I DC (2nd semester)	1/2	TC	HART 1356	EPA Recovery Certification Preparation	4	WECM	\$300.00 (+ \$25 OSHA Certification end of first year)
314140	HVAC & Refrigeration Technology II DC (1st semester)	1	TC	HART 1410	HVAC Shop Practices and Tools	4	WECM	\$300.00
314140	HVAC & Refrigeration Technology II DC (2nd semester)	1	TC	HART 1407	Refrigeration Principles	3	WECM	\$300.00
313150	Industrial Maintenance DC (1st semester)	1/2	TC	CETT 1409	DC/AC Circuits	4	WECM	\$300.00+TI-83 calculator
313150	Industrial Maintenance DC (2nd semester)	1/2	TC	ELPT 1321	Intro to Safety & Tools	3	WECM	\$300.00+TI-83 calculator (+ \$25 OSHA cert end of first year)

THS Course Number	THS Course Name	Credit	College	College Course Number	College Course Name	Hours	Entrance Testing Requirements	Estimated In-District Fees
Career and Technology Education – Arts, Audio Visual Technology & Communications								
323130	Professional Communications DC (1 semester)	1/2	TC	SPCH 1315	Public Speaking	3	Restricted (Reading)	\$100.00
322130(1)	Audio/Video Production I DC (extended)	1	TC	RTVB 1321	TV Field Production	3	WECM	\$275.00
323140(1) 322220(1)	Audio/Video Production II & Lab DC (1st semester)	1	TC	RTVB 1305 ARTV 2341	Team Program Production I Advanced Digital Video	6	WECM	\$275.00
323140(1) 322220(1)	Audio/Video Production II & Lab DC (2nd semester)	1	TC	ARTV 1351 FLMC 2344	Team Program Production II Advanced Film & Video Ed	6	WECM	\$275.00
324150(1)	Practicum in Audio/ Video Production DC (1st semester)	1	TC	RTVB 2335 RTVB 2337	Television Production TV Prod Workshop I	6	WECM	\$275.00
324150(1)	Practicum in Audio/ Video Production DC (2nd semester)	1	TC	RTVB 2355 FLMC 2334	TV Prod Workshop II Directing for Film or Video	6	WECM	\$275.00
324090 324210	Commercial Photography II & Lab DC (extended)	2	TC	COMM 1318	Photography I	3	WECM	\$100.00
324130	Practicum in Commercial Photography DC (extended)	2	TC	COMM 1319	Photography II	3	Prerequisite: COMM 1318	\$100.00
Career and Technology Education – Business, Marketing & Finance								
333030	Business Information Management 1 DC (extended)	1	TC	BCIS 1305	Business Computer Applications	3	Non-restricted	\$100.00
353040	Statistics and Business Decision Making DC (Finite Math) (1st semester)	1/2	TC	MATH 1324	Math for Business and Social Sciences	3	Restricted (Math)	\$100.00
353040	Statistics and Business Decision Making DC (Business Calculus) (2nd semester)	1/2	TC	MATH 1325	Calculus for Business & Social Sciences	3	Prerequisite: MATH 1324	\$100.00
352050	Accounting I DC (extended)	1	TC	ACNT 1303	Intro to Accounting I	3	WECM	\$125.00
353060	Accounting II DC (extended)	1	TC	ACNT 1304	Intro to Accounting II	3	WECM	\$125.00
433020	Practicum Marketing DC, year 1 (1st semester)	1	TC	MRKG 1311 MRKG 1380	Prin of Marketing Coop Ed Bus	6	WECM	\$125.00
433020	Practicum Marketing DC, year 1 (2nd semester)	1	TC	MRKG 1302 MRKG 1381	Prin of Retailing Coop Ed Bus	6	WECM	\$125.00
434030	Practicum Marketing DC, year 2 (1st semester)	1	TC	MRKG 2348 MRKG 2380	Marketing R & S Coop Ed Bus	6	WECM	\$125.00
434030	Practicum Marketing DC, year 2 (2nd semester)	1	TC	MRKG 2349 MRKG 2381	Ad & Sales Promo Coop Ed Bus	6	WECM	\$125.00
463020	Career Prep I DC (extended)	2	TC	LEAD 1100	Bring Your "A" Game to Work	1	WECM	\$125
464020	Career Prep II DC (extended)	3	TC	HRPO 1280	Human Resources / Management Personnel Administration	2	WECM	\$125

THS Course Number	THS Course Name	Credit	College	College Course Number	College Course Name	Hours	Entrance Testing Requirements	Estimated In-District Fees
Career and Technology Education – Education & Training								
343200	Human Growth & Development DC (extended)	1	TC	PSYC 2314	Lifespan Growth & Development	3	Restricted (Reading)	\$100.00
252500	General Employability Skills DC (1 semester)	1/2	TC	PSYC 1300	Learning Frameworks	3	Non-restricted	\$100.00
344040	Practicum in Education and Training DC (1st semester)	1	TC	EDUC 1301	Introduction to Teaching	3	Non-restricted	\$250.00
344040	Practicum in Education and Training DC (2nd semester)	1	TC	EDUC 2301	Introduction to Sp Pops	3	Non-restricted	\$250.00
Career and Technology Education – Health Science								
374050	Practicum in Health Science I DC - CNA (1st semester)	1	TC	NURA 1301	Nurse Aide for Health Care	3	Prerequisite: high school biology Note: must maintain a C average to remain in the program	\$300 + \$54 background ck + \$30 drug screen, \$30 physical + \$106 scrubs/shoes
374050	Practicum in Health Science I DC - CNA (2nd semester)	1	TC	NURA 1160	Clinical Nurse Aide Assistant	1	Prerequisite: high school biology Note: must maintain a C average to remain in the program	\$300 + \$20 liability ins + \$106 cert exam
282020	Sports Medicine I DC (1st semester)	1/2	TC	PHED 1306	First Aid	3	Non-restricted	\$250.00
282020	Sports Medicine I DC (2nd semester)	1/2	TC	PHED 2356	Care and Prevention of Athletic Injuries	3	Non-restricted	\$250.00
Career and Technology Education – Hospitality & Tourism								
383070	Culinary Arts DC (1st semester)	1	TC	CHEF 1305	Sanitation and Safety	2	WECM	\$125 + \$30 kit (ServSafe Food Protection Manager cert.)
383070	Culinary Arts DC (2nd semester)	1	TC	RSTO 1313 RSTO 1325	Hospitality Supervision Purchasing for Hospitality Operations	6	WECM	\$125 (+\$30 kit if lab coat soiled) (Manage First Hospitality HR Mgt & Supervision cert.)
384080	Advanced Culinary Arts DC (extended)	2	TC	CHEF 1401 HAMG 1221	Basic Food Prep Intro. to Hospitality Industry	6	WECM	\$125 (+\$30 kit if lab coat soiled)
384090	Practicum in Culinary Arts DC (1st semester)	1	TC	CHEF 2301	Intermediate Cooking	3	WECM	\$125 (+\$30 kit if lab coat soiled) (multiple cert. available)
384090	Practicum in Culinary Arts DC (2nd semester)	1	TC	PSTR 1301	Baking	3	WECM	\$125 (+\$30 kit if lab coat soiled) (multiple cert. available)
Career and Technology Education – Human Services								
393030	Child Development DC (extended)	1	TC	PSYC 2308	Child Psychology	3	Restricted (Reading)	\$100.00
393050	Intro to Cosmetology DC (1st semester)	1	TC	CSME 1401	Orientation to Cosmetology	4	WECM	\$300 + \$25 permit + appx. \$102.88 kit
393100	Cosmetology I DC (2nd semester)	2	TC	CSME 1310	Intro to Haircutting & Related Theory	4	WECM	\$300.00
394110	Cosmetology II DC (1st semester)	2	TC	CSME 1453	Intro to Chemical Reformation	4	WECM	\$300 + appx. \$83.25 kit
393060	Principles of Cosmetology Design & Color Theory DC (2nd semester)	1	TC	CSME 2310	Advanced Haircutting & Related Theory	3	WECM	\$300.00

THS Course Number	THS Course Name	Credit	College	College Course Number	College Course Name	Hours	Entrance Testing Requirements	Estimated In-District Fees
Career and Technology Education – Information Technology								
403030	Internetworking Technologies I DC (extended)	1	TC	ITCC 1314	CCNA1: Introduction to Computer Maintenance	4	WECM	\$125.00
404010	Internetworking Technologies II DC (extended)	1	TC	ITCC 1344	CISCO 2: Switching, Routing & Wireless Essentials	4	WECM	\$125.00
041210	Introduction to C# Programming Applications DC (extended)	1	TC	ITSC 1329 COSC 1336	Programming Logic & Design / Programing Fundamentals I	6	Non-restricted	\$125.00
Career and Technology Education – Law & Public Services								
411050	Principles of Law, Public Safety, Corrections, & Security DC (extended)	1	TC	CRIJ 1301	Intro to Criminal Justice	3	WECM	\$100.00
412010	Correctional Services DC (extended)	1	TC	CRIJ 2313	Correctional Systems and Practices	3	WECM	\$100.00
413100	Law Enforcement I DC (extended)	1	TC	TBD	TBD	TBD	WECM	n/a
414040	Law Enforcement II DC (extended)	1	TC	TBD	TBD	TBD	WECM	n/a
Career and Technology Education – Manufacturing								
423000	Welding I DC (1st semester)	1	TC	WLDG 1337	Intro to Welding Metallurgy	3	WECM	\$300.00 + \$30 course fee (non-synthetic boots, jeans & T-shirt required)
423000	Welding I DC (2nd semester)	1	TC	WLDG 1421	Welding Fundamentals	4	WECM	\$300.00 + \$30 course fee (+\$25 OSHA 10 certification fee)
424010	Welding II DC (1st semester)	1	TC	WLDG 1428	Intro to Shield Metal Arc	4	WECM	\$300.00 + \$30 course fee non-synthetic boots, jeans & T-shirt required)
424010	Welding II DC (2nd semester)	1	TC	WLDG 2443	Adv Shield Metal Arc	4	WECM	\$300.00 + \$30 course fee
Career and Technology Education – Science, Technology, Engineering & Mathematics								
443030	AC/DC Electronics DC (1st semester)	1/2	TC	CETT 1409	DC/AC Circuits	4	WECM	\$300.00+TI-83 calculator
443030	AC/DC Electronics DC (2nd semester)	1/2	TC	ELPT 1321	Intro. to Electrical Safety & Tools	3	WECM	\$300.00 +TI-83 calculator (+ \$25 OSHA Cert end of first year)
401060	Computer Science I DC (extended)	1	TC	ITSC 1329 ITSC 1391	Programming Logic & Design / Python	6	WECM	\$125.00
444040	Solid State Electronics DC (1st semester)	1/2	TC	ELPT 1325	National Electric Code I	3	WECM	\$300.00
444040	Solid State Electronics DC (2nd semester)	1/2	TC	DFTG 1329	Electro-Mechanical Drafting	3	WECM	\$300.00
444050	Practicum in STEM DC	2	TBD	TBD	TBD	TBD	TBD	n/a

THS Course Number	THS Course Name	Credit	College	College Course Number	College Course Name	Hours	Entrance Testing Requirements	Estimated In-District Fees
Career and Technology Education – Transportation, Distribution & Logistics								
453010	Automotive Technology I: Maintenance & Light Repair DC (1st semester)	1	TC	AUMT 1405	Intro to Auto Technology	4	WECM	\$300.00
453010	Automotive Technology I: Maintenance & Light Repair DC (2nd semester)	1	TC	AUMT 1312	Basic Automotive Service	3	WECM	\$300.00
454020	Automotive Technology II: Automotive Service DC (1st sem)	1	TC	AUMT 1257 AUMT 1310	Auto Brake Systems Theory Auto Brake Systems	5	WECM	\$300.00
454020	Automotive Technology II: Automotive Service DC (2nd sem)	1	TC	AUMT 1307	Automotive Electrical Systems	3	WECM	\$300.00
453100	Collision Repair DC (1st semester)	1	TC	ABDR 1307	Collision Repair Welding	3	WECM	\$300.00
453100	Collision Repair DC (2nd semester)	1	TC	ABDR 1203	Vehicle Design & Structural Analysis	2	WECM	\$300.00
454110	Painting & Refinishing DC (1st sem)	1	TC	ABDR 1201	Auto Body Repair & Repainting	2	WECM	\$300.00
454110	Painting & Refinishing DC (2nd semester)	1	TC	ABDR 1411	Vehicle Measurement & Damage Repair Procedures	4	WECM	\$300.00
452030	Aircraft Airframe Technology DC (1st semester)	1	SAU-T	AM 0301	Aviation Survey	3	Restricted (Reading)	SAU-Tech
452030	Aircraft Airframe Technology DC (2nd semester)	1	SAU-T	AM 1003	Fund of Math & Physics	3	Restricted (Reading)	SAU-Tech
453040	Advanced Powerplant Technology DC (1st semester)	1	SAU-T	AM 2104	Basic Electricity	4	Restricted (Reading)	SAU-Tech
453040	Advanced Powerplant Technology DC (2nd semester)	1	SAU-T	AM 1105	Aircraft Science	5	Restricted (Reading)	SAU-Tech
454050	Practicum in Transportation Systems DC (1st semester)	1	SAU-T	AM 1503	Aircraft Standards I	3	Restricted (Reading)	SAU-Tech
454050	Practicum in Transportation Systems DC (2nd semester)	1	SAU-T	AM 1603	Aircraft Standards II	3	Restricted (Reading)	SAU-Tech

Students with Disabilities

Texarkana College accepts students who have potential for academic success in a post-secondary educational institution. Texarkana College is committed to providing qualified students with disabilities equal access to its facilities, activities, and programs. Section 504 of the Federal Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA) requires public colleges and universities provide reasonable accommodations for qualified students with disabilities. Accommodations are provided on an individual basis following presentation of documentation that confirms the presence of a disability that results in a substantial limitation of a major life function as defined under Section 504 and the ADA. To request testing or course accommodations, a student with a disability should contact Student Retention Special Needs at 903-823-3349.

Industry Certifications

Texas High School encourages interested students to work toward a selected industry credential or state license while pursuing a high school diploma. Earning a certification or license provides the following benefits:

- added value to a transcript for higher education purposes or for obtaining an entry-level position in the technical job market,
- evidence that the student has completed advanced educational preparation and verification of CTE business and college and career readiness skills (CCRS),
- increased job opportunities for advancement in a chosen career path, and
- enhanced self-esteem for students through achieving national occupational competency standards recognized by business and industry.

The CTE program at Texas High School offers a variety of certifications in multiple career clusters. Specific certifications are listed in Career Connection section of the course guidebook.

In addition to making these certification opportunities available to THS students, Texas High School offers all eligible students the opportunity to have the registration fee for the certification exam funded by THS. The eligibility criteria are listed below.

Criteria for Certification Exam Funding Eligibility

- Student enrollment in the course for which the certification is offered
- Teacher recommendation based on course performance
- Minimum score of 75% on pre-certification assessment
- Ability to consistently demonstrate certification required skills
- No disciplinary placement in DAEP

Students who do not meet the criteria above may register with the course instructor for the certification exam at their own expense.

Alternative Methods for Earning Credit

TISD students have the opportunity to earn credit beyond enrollment in the traditional classroom setting. Specific requirements must be met in using the following alternative methods for earning credit.

TEXAS VIRTUAL SCHOOL NETWORK (TxVSN)

The 80th Texas Legislature passed Senate Bill 1788, authorizing the Texas Education Agency to establish and administer a state virtual school network to provide education to students through electronic means. An electronic course is defined as a course in which instruction and content are delivered primarily over the Internet; a student and teacher are in different locations for a majority of the student's instructional period; most instructional activities take place in an online environment; the online instructional activities are integral to the academic program; extensive communication between a student and a teacher and among students is emphasized; and a student is not required to be located on the physical premises of a school district or open-enrollment charter school.

The Texas Virtual School Network (TxVSN) provides opportunities and options for Texas students through online courses. Students who wish to enroll in a Texas Virtual School Network course must submit a written request to the principal on the campus in which they are enrolled and must receive approval prior to enrollment. Students will not be allowed to enroll in a TxVSN course if TISD offers the same or a similar course; however, students who have been approved for early graduation may apply for enrollment in English III. TxVSN courses that are not offered in TISD are eligible for application. TxVSN courses are available only to enrolled high school students, and course costs must be assumed by the student. All TxVSN courses are unweighted.

CORRESPONDENCE COURSES

Students in grades 9-12 may earn a maximum of two units of credit by correspondence. Credit toward state or local graduation requirements may be granted for correspondence courses only under the following conditions:

- *Prior to enrolling in the correspondence course(s), a student must make a written request to the principal or designee for approval to enroll in a course.*
- Courses are offered through the University of Texas at Austin, Texas Tech University, or other public institutions of higher education as approved by the Commissioner of Education.
- The correspondence course includes the state-required TEKS for such a course (19 TAC 74.23).
- The student earns a grade of 70 or higher in the approved course.

CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

TISD students have the option of accelerating coursework without prior instruction and earning course credit by examination (CBE). Courses that have an EOC (End-of-Course) state assessment assigned are not available for acceleration. These courses include English I, English II, Algebra I, Biology, and US History. Students must follow the district procedures and schedule for taking a CBE and must score "80" or above to receive credit. The district will offer four testing dates in the calendar year. Students may choose from one of these dates and must submit a written request to the campus principal. Students in grades K-7 must successfully complete CBEs in all four core areas in order to earn promotion. Students in grades 8-12 must successfully complete the CBE in a specific course in order to earn credit for that course. Texas State Board of Education rules put a cap on the number of times a student may attempt to earn CBE for a course. Students who are unsuccessful may retest during one additional administration in the same school year; however, students will not be eligible to take a CBE for a particular course more than two times. If a student fails to earn credit before the beginning of the school year in which the student would be required to enroll in the course, then the student would need to complete the course instead of taking a CBE. Courses completed through CBEs are unweighted.

CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION

TISD students have the option of recovering credit after failing a course with a grade between "50" and "69." A student whose average is lower than "50" is not eligible for credit by examination. Students must follow the district procedures and schedule for taking a CBE and must score "70" or above to receive credit. The district will offer four testing dates in the calendar year. Students may choose from one of these dates and must submit a written request to the campus principal. If a student is awarded credit by examination, the score attained on the exam is recorded on the student's Academic Achievement Record. For students in grades 9-12, this score is unweighted for class rank.

SUMMER SCHOOL

The purpose of the TISD Summer School Program is credit recovery. Courses taught during summer school are not eligible for acceleration or for first time enrollment. These courses supplement instruction in courses that students did not successfully complete during the regular school year. Summer school courses have a course weight of 1.1.

EARLY GRADUATION

Students who wish to graduate after completing three years of high school must submit a written request to the campus principal as early as possible, preferably no later than the end of the first semester of the 10th grade year. Approved students will have the opportunity to earn credit for English III through the successful completion of credit by examination (CBE) or the Texas Virtual School Network (TxVSN) course. Courses completed through CBE or TxVSN are unweighted.

“ON TIME” GRADUATION

Once a student enters high school, graduation generally occurs after a four-year course of study. Students who fail a course and do not recover credit for the course during the following summer session or through Credit by Examination will find it difficult to graduate within this timeframe. The principal may make an exception, allowing a student to enroll in summer school for acceleration, so that the student can graduate at the end of the fourth year in high school.

HIGH SCHOOL COURSES TAKEN BEFORE HIGH SCHOOL ENROLLMENT

Texas Middle School offers several courses in which students may earn high school credit, including courses in the accelerated math program. Students who wish to accelerate in math courses may enroll in these high school courses or may apply for credit by examination (CBE). Middle school students are not eligible for courses under the TxVSN. Courses taken before students enroll in high school are unweighted. If students have completed the prerequisite courses and are otherwise eligible to take a course on the high school campus, the parents must provide transportation.

PARTIAL CREDIT

Effective with the 2016–17 school year, when a student earns a passing grade in only one semester of a two-semester course and the combined (average) grade for the two semesters is at least a 70 on a scale of 100, the District shall award credit for the course. However, the student must have earned at least a 60 in order for the District to average the semester grades. The District shall also not average the semester grades when a student fails to earn credit due to excessive absences [see FEC].

If the combined grade for the two semesters is lower than 70, when the student’s grade for a semester is lower than 60, or when the student has failed to earn credit due to excessive absences, the District shall award the student credit for the semester with the passing grade as long as the student has also met the attendance requirements. The student shall be required to retake only the semester in which he or she earned the failing grade or failed to earn credit. For more information, see Board Policy EI (Local).

Retaking Courses

Students who have successfully completed a course for state graduation credit may retake that course for local credit. This local credit course must be taken the year following the successful completion of the course. Any exceptions to the time limit must be authorized by a Student Intervention Team (SIT committee).

Independent Research

The Independent Research course is an individualized study supervised by an instructor in a specific area as an extension of regular classroom curriculum. This course is designed for eleventh and twelfth grade students who are enrolled in a class which is not offered for Pre-AP or AP level credit. The student may complete Independent Research and receive 1.80 weighting for that class. The maximum Independent Research course weight allowed per course per semester is $\frac{1}{2}$ credit, even in a one credit per semester course.

In the course, the student will complete the regular course curriculum but will also move beyond that course curriculum. The classroom teacher still controls the curriculum by designing the umbrella or parameters that the product choices support; however, the student will take an active role in determining the focus of the Interdisciplinary Studies course by choosing the field of study and by determining the methods of study. In Independent Research, the student becomes responsible for his or her own learning. The scope and complexity of the student's work will clearly demonstrate a level of performance beyond high school standards.

During the semester of study, the student will complete three components:

- a **portfolio**, which serves as a record of the course;
- a **product**, which is a demonstration of what the student has learned during the semester of study;
- a **presentation**, during which the student stands in defense of the work before an academic committee.

To participate in Independent Research, students must follow specific procedures and timelines. Information may be obtained by contacting the Coordinator of Independent Research, the classroom teacher, or the academic advisor. Students must be enrolled in the Independent Research enrichment course.

Physical Education Graduation Requirement

Students are required to satisfy a 1 credit graduation requirement for physical education. Students may earn up to 4 full state credits in physical education. Students may satisfy the physical education graduation requirement in several ways.

1) ***By taking a physical education course***

Students should take *Foundations of Personal Fitness* first. The other PE requirements could be fulfilled with courses located under the physical education page in this guide.

2) ***By taking a physical education equivalent activity***

For these courses, students receive PE credit for the experience. For a list of these activities, see the physical education equivalent page in this guide.

3) ***By taking a course which counts as a physical education waiver***

For these courses, students do NOT receive PE credit on their transcripts. Their PE obligation is reduced one-half credit each time they complete a semester's work in the PE waiver activity. Students receive the regular academic credit on their academic achievement record for these physical education waiver courses:

Dance/Drill Team I, II, III, IV (2nd semester only)

Band I, II, III, IV (1st semester only)

Gifted/Talented Program

Gifted students perform at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. Texarkana ISD gifted students may receive services through Independent Research, as well as Pre-AP and AP courses.

Special Education

Special education and related services are a part of a free, appropriate public education designed to meet the unique needs of students with disabilities. The mission of special education in TISD is to create a learning environment through a unified educational system which respects and values all students. The primary focus of TISD special education programs is first and foremost the provision of services that will ensure each student's success.

Special education students are those whose identified disabilities are so limiting as to require the provision of special services in addition to, or in place of, instruction in the regular classroom. Students with disabilities have equal access to compensatory, remedial, tutorial, and other appropriate programs available to students without disabilities. Students are identified and served by special education through the utilization of the child-centered process and are educated with their peers (as appropriate) who do not have disabilities.

Special education provides all students with disabilities full educational opportunity through the utilization of a wide range of instructional arrangements and programs. Services are provided to students who are disabled beginning on their 3rd birthday and who have not reached their 22nd birthday by September 1 of the current scholastic year. Students who are identified as having a visual or auditory impairment may begin services at birth.

Instruction is designed to help the student most effectively develop those skills and concepts necessary for independent functioning. Emphasis is placed upon determining first the academic and affective strengths and deficits, then prescribing those learning activities which foster the development of those skills and concepts. Because students differ both in the preferred modality of learning and in levels of functioning, a variety of methods, materials, and techniques are utilized, with the Admission, Review, and Dismissal Committee determining which are most beneficial for the individual student's growth in mastery of skills and in acquisition of compensatory behaviors.

Section 504 Services

Section 504 is a federal civil rights law that focuses on the non-discrimination of students with disabilities. The law says that a public school, or any other federally funded public facility, cannot discriminate against a student because of a disability and must be given the same opportunities to participate in academic and extracurricular activities. Under Section 504, students with disabilities may receive accommodations as well as supplementary aids and services to ensure that their individual educational needs are met as adequately as those of non-disabled students.

Limited English Proficiency

Students who have been identified as limited English proficient may participate in a special language program that is an integral part of the total school program. The program emphasizes the mastery of basic English language skills so that students will be able to participate effectively in the regular school program as soon as practical.

Dyslexia Program

The Dyslexia Program offers instruction in a small class setting that includes reading, writing, and spelling as appropriate. The major instructional strategies utilize individualized, intensive, and multisensory methods. The program emphasizes the mastery of basic English language skills so students will be able to participate effectively in the regular school program.

Textbooks

Textbooks are state-owned and are issued to students free of charge. Each student is responsible for paying for lost or damaged books.

Texas Grant Program

The Texas Legislature has established the "Toward Excellence, Access, & Success (TEXAS)" Grant Program, which provides grants to cover tuition and fees to Texas public universities, community colleges and technical schools. Students must meet eligibility requirements, including financial need and successful completion of the recommended, distinguished, or foundation high school graduation programs. For additional information concerning the eligibility requirements, students should consult their academic advisor.

Automatic Admission to Texas Public Universities

Under the Automatic Admission policy (Texas Education Code §51.803), Texas students may be eligible for automatic admission to a state college or university as an undergraduate student if they meet certain criteria. To qualify for automatic admission, a student must:

- 1) earn a grade point average in the top 10 percent* of his/her high school graduating class,
- 2) graduate from a Texas public or private high school (or, if the student is a Texas resident, from a high school operated by the U.S. Department of Defense),
- 3) successfully complete the requirements for the Foundation High School Program (FHSP) with an endorsement (or the equivalent if enrolled in private school) or satisfy ACT's College Readiness Benchmarks on the ACT college entrance exam or earn a score of at least 1,000 out of 1,600 on the SAT college entrance exam, and
- 4) apply for admission to a state college or university within the first two school years after graduation from high school.

Students who meet the criteria for automatic admission must submit an application before the deadline set by the college or university to which they are applying. Students must also provide a high school transcript or diploma that indicates whether they have satisfied or are on schedule to satisfy the requirements of the FHSP.

*This automatic admission program has been modified by the 81st Legislature for admission to The University of Texas at Austin (UT). Under the new law, the University is to admit automatically enough students to fill 75% of available spaces set aside for Texas residents in an entering freshman class. Using data from recent years, the University has determined that automatically admitting students in the top 6% of their high school graduating class will fill 75% of available spaces. As a result, the University will automatically admit all eligible 2021 summer/fall freshman applicants who rank within the top 6% of their high school graduating classes, with remaining spaces to be filled through holistic review. Students and parents should contact the Academic Advisor for further information about the application process and deadlines.

Grade Level Classification

Changes in grade level classification shall be made prior to the beginning of the fall semester. Students will be classified according to the following criteria:

Sophomore	(10 th)	-	6 – 11.5 credits earned and entering second year in an accredited high school
Junior	(11 th)	-	12 – 17.5 credits and entering third year in an accredited high school
Senior	(12 th)	-	18 or above credits, entering at least third year in an accredited high school, declaring intent to graduate during the current school year

Students transferring into the District will be classified according to the documented number of credits earned by the date of transfer and by the number of years in attendance in an accredited high school as listed above. If no official transcript is available by the date of enrollment, a transfer student will be enrolled as a freshman and will be placed in freshman-level classes, pending receipt of the official transcript.

Promotion standards, as established by the Individual Education Plan (IEP), or grade-level classification of students eligible for special education shall be determined by the ARD committee.

Cum Laude System

Texas High School recognizes at graduation those students with weighted GPAs at or above specific benchmarks. Benchmarks may require occasional adjustments as changes in curriculum dictate. Currently, graduates are recognized as follows:

Valedictorian	Highest weighted GPA
Salutatorian	Second highest weighted GPA
Summa Cum Laude	Weighted average of exactly 155.0 or higher
Magna Cum Laude	Weighted average of exactly 150.0 or higher
Cum Laude	Weighted average of exactly 143.0 or higher

Class Rank

Class rank for students will be calculated by averaging semester grades earned in grades 9 - 12. The numeric semester average will earn grade points according to the District weighted grade point scale.

Course Weight	Courses	Course Weight	Courses
1.80	Advanced Placement Independent Research	1.10	OPTIONS Summer School
1.75	Dual Credit On-Campus	1.0	Modified
1.70	Pre-Advanced Placement & Honors	Unweighted	Dual Credit Off-Campus
1.50	State Foundation State Enrichment		Local Electives Credit by Exam TxVSN

State Testing Requirements

The State of Texas Assessment of Academic Readiness (STAAR) replaced the Texas Assessment of Knowledge and Skills (TAKS) in 2011-12. Students in the State of Texas must satisfy the requirements of the STAAR to meet state graduation requirements.

Under the STAAR assessment system, students must show mastery of concepts on five end-of-course (EOC) tests in the four foundation content areas. Students will take the following STAAR exams:

Subject Area	End-of-Course Exam
English Language Arts	<i>English I and English II</i>
Mathematics	<i>Algebra I</i>
Science	<i>Biology</i>
Social Studies	<i>U.S. History</i>

The STAAR tests include a variety of multiple-choice questions with multiple steps per question and increased complexity in higher level thought processes. The STAAR EOCs, which are aligned to college and career readiness, measure student performance and academic growth.

EOC Requirements for Graduation

To determine a student's performance, four levels of student performance will be used:

- Did Not Meet
- Approaches Grade Level (passed)
- Meets Grade Level (on grade level)
- Masters Grade Level (commended)

To meet the State graduation requirements for assessment, a student must achieve the satisfactory academic performance level on each of the five assessments.

Nondiscrimination Policy

The policy of Texarkana Independent School District is to comply fully with the nondiscrimination provisions of all state and federal laws and regulations by assuring that students are afforded equal access to regular, vocational, special education programs, and activities without regard to race, religion, color, national origin, sex, or handicapping conditions as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. Texarkana ISD will also take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information on your rights or grievance procedures, contact the Title IX Coordinator or the Section 504 Coordinator at 3413 Summerhill Road, Texarkana, TX 75503, phone 903-793-7561.

Ross Perot STEM Academy

The Ross Perot STEM Academy at Texas High School is a Texas Education Agency designated STEM school. The academy within Texas High School is open to incoming 9th grade students who complete an application within the specified time period. A STEM Endorsement is not a requirement of the academy, but students will be required to take one of the following courses at Texas High School to earn a STEM stole for graduation.

Ross Perot STEM Academy Qualifying Classes

Only one is required to earn a stole for graduation

- | | |
|--|--|
| * Engineering Design and Presentation | * Principles of Architecture |
| * Digital Media | * Principles of Health Science |
| * Web Design | * Principles of Information Technology |
| * Computer Science I (not Dual Credit) | * Principles of Transportation Systems |
| * Robotics | * Video Game Programming |
| * Engineering Mathematics | |

NCAA Core Course Requirements

NCAA schools require college-bound student-athletes to build a foundation of high school courses to prepare them for the academic expectations in college. Not all high school classes count as NCAA core courses. Only classes in English, math (Algebra I or higher), natural or physical science, social science, foreign language, comparative religion or philosophy may be approved as NCAA core courses. Remedial classes and classes completed through credit-by-exam are not considered NCAA core courses. For more information please see your academic advisor or visit www.ncaa.org/student-athletes/future.

Naviance College & Career Readiness Package

Through Naviance, Texas High School students have the opportunity to take 3 career interest surveys to help them explore future careers. The program matches students to career clusters, and students are able to match their career interests/clusters to college and university degree plans. Naviance also offers customized ACT/SAT practice including 6 free practice tests for both the ACT and the SAT. Other services in Naviance include a resume builder, goal tracker, day planner, and the National Scholarship Search. Student may access their account at www.txkisd.net/links.

Reading List of Major Literary Selections

English Language Arts

The following novels, plays, poems, films, and non-fiction pieces are the major literary selections taught in the English Language Arts Department. Assignment of these selections may vary by teacher.

ENGLISH I

A Christmas Carol (Charles Dickens)
Airborn (Kenneth Oppel)
Animal Farm (George Orwell)
**Around the World in 80 Days* (Jules Verne)
**Fault in Our Stars, The* (John Green)
**Great Expectations* (Charles Dickens)
Hobbit, The (J. R. R. Tolkien)
House of Dies Drier (Virginia Hamilton)
House on Mango Street, The (Sandra Cisneros)
Legend (Marie Lu)
**Locked Inside* (Nancy Werlin)
**Maze Runner, The* (James Dashner)
Odyssey, The (Homer)
**One Day in the Life of Ivan Denisovich* (A. Solzhenitsyn)
Othello (William Shakespeare)
That Was Then, This Is Now (S. E. Hinton)
Time Machine, The (H. G. Wells)
Romeo and Juliet (William Shakespeare)

ENGLISH II

**Ender's Game* (Orson Scott Card)
**Ethan Frome* (Edith Wharton)
Fahrenheit 451 (Ray Bradbury)
Frankenstein (Mary Shelley)
Hunger Games (Suzanne Collins)
Julius Caesar (William Shakespeare)
**Kite Runner* (Khaled Hosseini)
Life of Pi (Yann Martel)
Medea (Euripides)
Metamorphosis, The (Franz Kafka)
Night (Elie Wiesel)
**Oedipus* (Sophocles)
Of Mice and Men (John Steinbeck)
**Separate Peace, A* (John Knowles)
To Kill a Mockingbird (Harper Lee)
Twelve Angry Men (Reginald Rose)
**Twelfth Night* (William Shakespeare)

ENGLISH III

**As I Lay Dying* (William Faulkner)
Atlas Shrugged (Ayn Rand)
**Awakening, The* (Kate Chopin)
Billy Bud (Herman Melville)
Bronx Masquerade (Nikki Giovanni)
Cannery Row (John Steinbeck)
Cold Sassy Tree (Olive Ann Burns)
Color Purple, The (Alice Walker)
Crucible, The (Arthur Miller)
Death of a Salesman (Arthur Miller)
Education of Little Tree, The (Forrest Carter)
Fountain Head (Ayn Rand)
Friday Night Lights (H. G. Bissinger)
**Grapes of Wrath, The* (John Steinbeck)
Great Gatsby, The (F. Scott Fitzgerald)
Hedda Gabbler (Henrik Ibsen)
**Huckleberry Finn* (Mark Twain)
Merchant of Venice (William Shakespeare)
Native American Literature (Selected Stories)
Old Man and the Sea, The (Ernest Hemingway)
Red Badge of Courage, The (Stephen Crane)
Raisin in the Sun, A (Lorraine Hansberry)
Scarlet Letter, The (Nathaniel Hawthorne)
Secret Life of Bees, The (Sue Monk Kidd)
Sun Also Rises, The (Ernest Hemingway)
Tuesdays with Morrie (Mitch Albom)

ENGLISH IV

1984 (George Orwell)
ABC Murders (Agatha Christie)
Ballad Poetry
Becket (Jean Anouilh)
Beowulf
Canterbury Tales, The (Geoffrey Chaucer)
Count of Monte Cristo (Alexandre Dumas)
Gulliver's Travels (Jonathan Swift)
Hamlet (William Shakespeare)
Harry Potter and the Deathly Hallows (J.K. Rowling)
Heart of Darkness (Joseph Conrad)
How to Read Literature Like a Professor (Thomas C. Foster)
Jane Eyre (Charlotte Bronte)
Lyric Poetry Selections
Lord of the Flies (William Golden)
Macbeth (William Shakespeare)
Modest Proposal, A (Jonathan Swift)
Rosencrantz and Guildenstern are Dead (Tom Stoppard)
Sir Gawain and the Green Knight (Sit Gawain Poet)
Tale of Two Cities, A (Charles Dickens)

***PreAP and AP Literature Classes**

Literature Circle Book List

English Language Arts

English classroom readings may also include the following selections:

Ninth Grade

All the Bright Places by Jennifer Niven
American Born Chinese by Gene Luene Yang
Black Flowers, White Lies by Yvonne Ventresca
Champion by Marie Lu
Children of Blood and Bone by Tomi Adeyemi
Children of Virtue and Vengeance by Tomi Adeyemi
Eleanor and Park by Rainbow Rowell
Fault in Our Stars by John Green
If You Come Softly by Jacqueline Woodson
Legend by Marie Lu
Locked Inside by Nancy Werlin
Maze Runner by James Dashner
Milkweed by Jerry Spinelli
Perspolis by Marjane Satrapi
Pigman by Paul Zindel
Red Rising by Pierce Brown
Speak by Laurie Halse Anderson
That Was Then This is Now by S.E. Hinton
The Fault in Our Stars by John Green
The Glass Castle by Jeannette Walls
The Other Wes Moore by Wes Moore
The Pact by Davis, Jenkins, and Hunt
The Testing by Joelle Charbonneau
The Warrior Heir by Cinda Williams Chima
Twisted by Laurie Halse Anderson
We Were Liars by E. Lockhart
13 Reasons Why by Jay Asher

Tenth Grade

Book Thief, The by Markus Zusak
Chinese Cinderella: True Story of an Unwanted Daughter by Adeline Yen Mah
Complete Stories of Edgar Allen Poe by Edgar Allen Poe
Following the Rabbit Proof Fence by Doris Pilkington
Hiroshima by John Hersey
Hunger Games by Suzanne Collins
In The Time of Butterflies by Julia Alvarez
Like Water for Chocolate by Laura Esquivel
Of Beetles and Angels: A Boy's Remarkable Journey From a Refugee Camp to Harvard by Mawl Asgedom
One Hundred Years of Solitude by Gabriel Garcia Marquez
Paper Towns by John Green
Salvage the Bones by J. Ward
The Mysterious Strangers and Other Stories by Mark Twain
The Fault in Our Stars by John Green
The Complete Stories of Edgar Allen Poe

Eleventh Grade

Carmelo by Sandra Cisneros
Friday Night Lights by H.G. Bissinger
Gracie by Suzanne Weyn
Habibi by Craig Thompson
Mexican Whiteboy by Matt de la Pena
Moneyball: The Art of Winning an Unfair Game by Michael Lewis
Morbo: The Story of Spanish Football by Phil Ball
Rainbows are Made by Carl Sandburg
Senior Year: A Father, A Son and High School Baseball by Dan Shaughnessy
Skin I'm In, The by Sharon Flake
Solo: A Memoir of Hope by Hope Solo
Sula by Toni Morrison
The Education of Little Tree by Forest Carter
The Rose that Grew from Concrete by Tupac Shakur
The Things They Carried by Tim O'Brien
Their Eyes Were Watching God by Zora Neal Hurston
Triumph: The Untold Story of Jesse Owens and Hitler's Olympics by Jeremy Schaap
Wall of Fame by Jonathan L Freedman
When I Was Puerto Rican by Esmeralda Santiago
You Let Some Girl Beat You by Ann Meyers Drysdale
Yummy: The Last Day of a Southside Shorty by G.Neri

Twelfth Grade

Chaos, The by Rachel Ward
House of the Scorpion by Nancy Farmer
House on Mango Street, The by Sandra Cisneros
I am Malala by Malala Yousafzai
Infinity by Rachel Ward
Jumping Off Swings by Jo Knowles
Ready Player One by Ernest Cline
The Giver by Lois Lowry
The Lost Girl by Sangu Mandanna
Harry Potter and the Deathly Hallows by JK Rowling
1984 by George Orwell
Lord of the Flies by William Golding
The Lost Girl by Sangu Mandana

101 Great Books Recommended for College-Bound Readers by the College Board

- Beowulf*
- Things Fall Apart* (Chinua Achebe)
- A Death in the Family* (James Agee)
- Pride and Prejudice* (Jane Austen)
- Go Tell It on the Mountain* (James Baldwin)
- Waiting for Godot* (Samuel Beckett)
- The Adventures of Augie March* (Saul Bellow)
- Jane Eyre* (Charlotte Bronte)
- Wuthering Heights* (Emily Bronte)
- The Stranger* (Albert Camus)
- Death Comes for the Archbishop* (Willa Cather)
- The Canterbury Tales* (Geoffrey Chaucer)
- The Cherry Orchard* (Anton Chekov)
- The Awakening* (Kate Chopin)
- Heart of Darkness* (Joseph Conrad)
- The Last of the Mohicans* (James Fenimore Cooper)
- The Red Badge of Courage* (Stephen Crane)
- Inferno* (Dante)
- Don Quixote* (Miguel de Cervantes)
- Robinson Crusoe* (Daniel Defoe)
- A Tale of Two Cities* (Charles Dickens)
- Crime and Punishment* (Fyodor Dostoyevsky)
- Narrative of the Life of Frederick Douglass* (Frederick Douglass)
- An American Tragedy* (Theodore Dreiser)
- The Three Musketeers* (Alexandre Dumas)
- The Mill on the Floss* (George Eliot)
- Invisible Man* (Ralph Ellison)
- Selected Essays* (Ralph Waldo Emerson)
- As I Lay Dying* (William Faulkner)
- The Woman Warrior* (Maxine Hong Kingston)
- To Kill a Mockingbird* (Harper Lee)
- Babbitt* (Sinclair Lewis)
- The Call of the Wild* (Jack London)
- The Magic Mountain* (Thomas Mann)
- One Hundred Years of Solitude* (Gabriel Garcia Marquez)
- Bartleby the Scrivener* (Herman Melville)
- Moby Dick* (Herman Melville)
- The Crucible* (Arthur Miller)
- Beloved* (Toni Morrison)
- A Good Man is Hard to Find* (Flannery O'Connor)
- Long Day's Journey into Night* (Eugene O'Neill)
- Animal Farm* (George Orwell)
- Doctor Zhivago* (Boris Pasternak)
- The Bell Jar* (Sylvia Plath)
- Selected Tales* (Edgar Allan Poe)
- Swann's Way* (Marcel Proust)
- The Crying of Lot 49* (Thomas Pynchon)
- All Quiet on the Western Front* (Erich Maria Remarque)
- Cyrano de Bergerac* (Edmond Rostand)
- Call It Sleep* (Henry Roth)
- The Catcher in the Rye* (J.D. Salinger)
- One Day in the Life of Ivan Denisovich* (Alexander Solzhenitsyn)
- Macbeth* (William Shakespeare)
- A Midsummer Night's Dream* (William Shakespeare)
- Romeo and Juliet* (William Shakespeare)
- Pygmalion* (George Bernard Shaw)
- Frankenstein* (Mary Shelley)
- Ceremony* (Leslie Marmon Silko)

The Sound and the Fury (William Faulkner)
Tom Jones (Henry Fielding)
The Great Gatsby (F. Scott Fitzgerald)
Madame Bovary (Gustave Flaubert)
The Good Soldier (Ford Madox Ford)
Faust (Johann Wolfgang von Goethe)
Lord of the Flies (William Golding)
Tess of the D'Urbervilles (Thomas Hardy)
The Scarlet Letter (Nathaniel Hawthorne)
Catch 22 (Joseph Heller)
A Farewell to Arms (Ernest Hemingway)
The Iliad (Homer)
The Odyssey (Homer)
The Hunchback of Notre Dame (Victor Hugo)
Their Eyes Were Watching God (Nora Neale Hurston)
Brave New World (Aldous Huxley)
A Doll's House (Henrik Ibsen)
The Portrait of a Lady (Henry James)
The Turn of the Screw (Henry James)
A Portrait of the Artist as a Young Man (James Joyce)
The Metamorphosis (Franz Kafka)
Hamlet (William Shakespeare)
Antigone (Sophocles)
Oedipus Rex (Sophocles)
The Grapes of Wrath (John Steinbeck)
Treasure Island (Robert Louis Stevenson)
Uncle Tom's Cabin (Harriet Beecher Stowe)
Gulliver's Travels (Jonathan Swift)
Vanity Fair (William Thackeray)
Walden (Henry David Thoreau)
War and Peace (Leo Tolstoy)
Fathers and Sons (Ivan Turgenev)
The Adventures of Huckleberry Finn (Mark Twain)
Candide (Voltaire)
Slaughterhouse-Five (Kurt Vonnegut, Jr.)
The Color Purple (Alice Walker)
The House of Mirth (Edith Wharton)
Collected Stories (Eudora Welty)
Leaves of Grass (Walt Whitman)
The Picture of Dorian Gray (Oscar Wilde)
The Glass Menagerie (Tennessee Williams)
To the Lighthouse (Virginia Woolf)
Native Son (Richard Wright)

Electives - Local

016112 Think Tank Factory 6

Length: Year

017120 Think Tank Factory 7

Length: Year

Students will explore the past, present, and future using higher level thinking skills. Students who choose this class should be self-directed and should enjoy completing creative projects that include research and communication skills. The class requires the completion of four independent projects throughout the year in the core curriculum areas of math, science, and language arts.

Grade: 6-7

Note: These courses are open to all students. The courses also are eligible for G/T credit if the student qualifies for the gifted education program.

016170 REACH 6

Length: Year

017160 REACH 7

Length: Year

018150 REACH 8

Length: Year

The central goal of REACH (Rigor Encourages Academic and Career Heights) is to prepare underserved students in the academic middle that have high potential for acceptance into and success in postsecondary education. A REACH student is defined as enthusiastic, ardent and vigorous in pursuit of his/her post high school goals. REACH students are expected to maintain at least a "C" average in all their classes, take at least one pre AP or AP class, model good citizenship in the classroom and become active members of the broader community. The class focuses on developing leadership organization/time management, written and oral communication, community speakers, participation in community service activities and college trips. This course prepares students for future college level course work.

Grade: 6-8

Note: Enrollment in these courses is based on student eligibility criteria. Students must be nominated by their school counselor and or home room teacher to take this elective course each academic school year.

086090 Journalism 6

Length: Year

087100 Journalism 7

Length: Year

088110 Journalism 8

Length: Year

These courses are offered as academic electives for students who wish to apply their writing skills to journalism. Students write and edit school publications, including the yearbook. Production will involve photography, layout and design, and extensive writing.

Grade: 6-8

Note: Enrollment in Journalism 8 requires an application process for this yearbook preparation class.

016020 STAAR Academy 6

Length: Year

017010 STAAR Academy 7

Length: Year

018010 STAAR Academy 8

Length: Year

In these academies, students will have the opportunity to strengthen skills in foundation courses. Students will develop and use skills to deepen conceptual understanding. These courses are geared to accelerate the student's current level of performance.

Grade: 6-8

016220 Teen Leadership 6

Length: Semester

017230 Teen Leadership 7

Length: Semester

018240 Teen Leadership 8

Length: Semester

In this course, students learn to take responsibility, to express themselves, and to handle problems and decisions when they arise. The course builds personal responsibility and leadership skills by working with the Student Lighthouse class on student-led initiatives that improve our school and community. Students also learn to recognize and resist peer pressure, set personal goals, and to become better family members and citizens.

Grade: 6-8

016221 Student Lighthouse 6

Length: Year

016231 Student Lighthouse 7

Length: Year

016241 Student Lighthouse 8

Length: Year

This course is designed to help students understand, practice, and apply the 7 habits to their daily lives. Through student-led activities, students will embrace the concepts of being a leader and encourage their peers to become leaders. Students will closely work with the Teen Leadership classes to establish initiatives and projects that would benefit both our school and the community. The Student Lighthouse class will guide and teach students how to synergize with teachers and peers, become self-reliant, take initiative, set and track goals, prioritize their time, develop the skills and self-confidence they need to lead their lives, succeed in school, and serve their community and beyond.

Grade: 6-8

Note: Enrollment in Student Lighthouse requires an application and teacher recommendation.

018140 Drones 8

Length: Year

Unmanned Aerial Vehicles have entered the mainstream of technology. They are currently being used in many amazing ways and there will be a tremendous need for designers and pilots. In this course students learn safety considerations, drone equipment and parts, basics of flight, flight skills, and FAA regulations while applying Science, Technology, Engineering, and Math skills. Students will also investigate different fields using drone technology for military, commercial, and personal use.

Grade: 8

Note: (Application required at the end of 7th grade)

This course is offered as a Middle School elective class and will NOT satisfy the technology requirement for 8th grade.

148040 SWAT 8

Length: Year

In this course, students will design, program and build robots. They will be fully engaged in the engineering experience and use 21st century skills such as communication and teamwork. Students will apply real-world math and science concepts while problem solving. Students will also compete in robotics competitions.

Grade: 8

Note: (Application required at the end of 7th grade)

This course is offered as a Middle School elective class and will NOT satisfy the technology requirement for 8th grade.

148080 Coding 8

Length: Year

In this course, students are introduced to computer programming and the basic process of writing programming languages. They will learn what it takes to create computer software and engage in hands-on computer science concepts that inspire creativity and problem solving. By the end of this course, students will have a solid foundation of computer programming languages, which is an essential skill in this tech-driven world.

Grades: 8

***Note: This course is offered as a Middle School elective class and will NOT satisfy the technology requirement for 8th grade.**

English Language Arts

English Language Arts 6

Length: Year

076011 ELA for IDEAs

076071 ELA Pre-AP for IDEAs

076014 ELA for STEM

076074 ELA Pre-AP for STEM

In grade six, ELA students will refine and master previously learned knowledge and skills in increasingly complex reading selections and writing activities. Students will evaluate written and spoken language in terms of its content, credibility, and delivery. They will read a wide variety of classic and contemporary selections in various genres such as literary nonfiction, fiction, drama, poetry, argument and informational texts. The students will also be able to select and to use different forms of writing for specific purposes. Students will plan and write drafts of fiction and nonfiction texts and will revise and edit their writing based on their knowledge of grammar usage, spelling, punctuation, and other conventions of written language. In addition, students will evaluate the purposes and effects of film, print, and technology presentations, and present oral and written reports strengthened with multimodal elements. Finally, students will use their reading and writing skills to prepare for the STAAR test that is required in this subject.

Pre-Advanced Placement courses in English also are available in each academy. English Pre-AP is designed for the student who expects to demonstrate higher level thinking skills. The course provides an opportunity for students to develop strong analytical thinking and writing skills necessary for success in the AP program that continues in high school. The course involves the study of themes in literature and literary terms. Various types of literature, such as poetry, drama, short stories, nonfiction and novels will be used as springboards for the writing of literary analysis. Students will be expected to do independent reading to prepare themselves for specific writing projects. Students also will focus on the analysis of language and literature and will develop critical reading skills. Students will then apply those analysis skills in their writing. Emphasis will be placed on the development of voice and style in writing. Pre-Advanced Placement ELA courses utilize the College Board Springboard Curriculum.

Grade: 6

Note: All Pre-AP are required to read a novel assigned by the school over the summer. Students will complete written assignments and projects based on the novel at the beginning of the school year.

English Language Arts 7

Length: Year

077021 ELA for IDEAs

077041 ELA Pre-AP for IDEAs

077024 ELA for STEM

077044 ELA Pre-AP for STEM

In grade seven, ELA students will refine and master previously learned knowledge and skills in increasingly complex reading selections and writing activities. Students will evaluate written and spoken language in terms of its content, credibility, and delivery. They will read a wide variety of classic and contemporary selections in various genres such as literary nonfiction, fiction, drama, poetry, argument and informational texts. The students will also be able to select and to use different forms of writing for specific purposes. Students will plan and write drafts of fiction and nonfiction texts and will revise and edit their writing based on their knowledge of grammar usage, spelling, punctuation, and other conventions of written language. In addition, students will evaluate the purposes and effects of film, print, and technology presentations, and present oral and written reports strengthened with multimodal elements. Finally, students will use their reading and writing skills to prepare for the STAAR test that is required in this subject.

Pre-Advanced Placement courses in English also are available in each academy. English Pre-AP is designed for the student who expects to demonstrate higher level thinking skills. The course provides an opportunity for students to develop strong analytical thinking and writing skills necessary for success in the AP program that continues in high school. The course involves the study of themes in literature and literary terms. Various types of literature, such as poetry, drama, short stories, nonfiction and novels will be used as springboards for the writing of literary analysis. Students will be expected to do independent reading to prepare themselves

for specific writing projects. Students also will focus on the analysis of language and literature and will develop critical reading skills. Students will then apply those analysis skills in their writing. Emphasis will be placed on the development of voice and style in writing. Pre-Advanced Placement ELA courses utilize the College Board Springboard Curriculum.

Grade: 7

Note: All Pre-AP are required to read a novel assigned by the school over the summer. Students will complete written assignments and projects based on the novel at the beginning of the school year.

English Language Arts 8

Length: Year

078051 ELA for IDEAs

078061 ELA Pre-AP for IDEAs

078054 ELA for STEM

078064 ELA Pre-AP for STEM

In grade eight, ELA students will refine and master previously learned knowledge and skills in increasingly complex reading selections and writing activities. Students will evaluate written and spoken language in terms of its content, credibility, and delivery. They will read a wide variety of classic and contemporary selections in various genres such as literary nonfiction, fiction, drama, poetry, argument and informational texts. The students will also be able to select and to use different forms of writing for specific purposes. Students will plan and write drafts of fiction and nonfiction texts and will revise and edit their writing based on their knowledge of grammar usage, spelling, punctuation, and other conventions of written language. In addition, students will evaluate the purposes and effects of film, print, and technology presentations, and present oral and written reports strengthened with multimodal elements. Finally, students will use their reading and writing skills to prepare for the STAAR test that is required in this subject.

Pre-Advanced Placement courses in English also are available in each academy. English Pre-AP is designed for the student who expects to demonstrate higher level thinking skills. The course provides an opportunity for students to develop strong analytical thinking and writing skills necessary for success in the AP program that continues in high school. The course involves the study of themes in literature and literary terms. Various types of literature, such as poetry, drama, short stories, nonfiction and novels will be used as springboards for the writing of literary analysis. Students will be expected to do independent reading to prepare themselves for specific writing projects. Students also will focus on the analysis of language and literature and will develop critical reading skills. Students will then apply those analysis skills in their writing. Emphasis will be placed on the development of voice and style in writing. Pre-Advanced Placement ELA courses utilize the College Board Springboard Curriculum.

Grade: 8

Note: All Pre-AP are required to read a novel assigned by the school over the summer. Students will complete written assignments and projects based on the novel at the beginning of the school year.

086010 Individualized Reading 6

Length: Year

087020 Individualized Reading 7

Length: Year

088030 Individualized Reading 8

Length: Year

These courses are offered for students who need a multi-sensory approach to reading skills. Using highly concentrated instruction, students learn strategies to decode and to spell words as well as to improve their reading fluency. Students learn how to use dictionary skills and to improve their cursive handwriting.

Prerequisite: Students must qualify for placement.

Grade: 6-8

Fine Arts

046040 Beginning Band 6

Length: Year

Perception, creative expression/performance, historical and cultural heritage, and critical evaluation provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In Beginning Band, students are introduced to their chosen instruments and spend their first year on fundamentals in like-instruments classes. Classes will be offered in brass, clarinet, trumpet, woodwinds, and percussion/French horns. Performances will be scheduled periodically throughout the year including a Christmas concert, spring concert, and a solo and ensemble contest. Parents of students enrolled in this course will be contacted by the band director for an appointment to decide which instrument will be played. A rental-purchase plan is available to obtain instruments; however, the school does provide some instruments.

Grade: 6

047140 Beginning Band 7

Length: Year

047050 Band 7

Length: Year

047051 Jazz Band 7

Length: Year

Perception, creative expression/performance, historical and cultural heritage, and critical evaluation provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Seventh grade band performs at selected home football games, pep rallies, concerts, and competitions. These students also learn marching fundamentals to help prepare them for the Texas High School band experience. Marching fundamentals also takes the place of Physical Education class. Jazz Band is also available to these band members after school.

Grade: 7

048150 Beginning Band 8

Length: Year

048060 Band 8 *(Varsity Band)

Length: Year

048160 Jazz Band 8

Length: Year

Perception, creative expression/performance, historical and cultural heritage, and critical evaluation provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Eighth grade band performs at selected home football games, pep rallies, concerts, and competitions. These students march at two ball games in an effort to prepare them for marching at Texas High. Marching band takes the place of Physical Education class. Jazz band is also available to these band members during a separate class period.

Grade: 8

**Note: Offered to 7th Graders by application only*

046070 TMS Voices 6

Length: Year

047082 TMS Voices 7 Girls

Length: Year

047081 TMS Voices 7 Boys

Length: Year

048090 TMS Voices 8

Length: Year

This is an exciting, energetic class where students master the fundamentals of singing, sight-reading, and vocal musicianship. Performance opportunities include – Seasonal Concerts at the Sullivan Performing Arts Center and performances around campus and community. 7th and 8th grade students will also have opportunities to perform at All-Region Choir, UIL Solo and Ensemble, and UIL Concert Choir.

Grade: 6-8

046100 Piano 6

Length: Semester

Students in this class will use state-of-the-art electronic keyboards in order to explore the basics of music notation, rhythm, melody, harmony, and performance techniques. Students progress through instruction utilizing beginning piano repertoire and supplementary materials.

Grade: 6

047110 Piano 7

Length: Semester

Students in this class will use state-of-the-art electronic keyboards in order to explore the basics of various types of music notation and rhythm while playing melodies alone or with a left-hand accompaniment. Students will incorporate the digital functions on the electronic keyboard to create a professional-sounding music experience from beginning piano repertoire and supplementary materials.

Grade: 7

048120 Piano 8

Length: Year

This course introduces the beginning student to fundamental music theory, notation and performance techniques augmented by current modes of music technology. Students will play beginner-level melodies with the right hand accompanied by simple left-hand harmonies. These songs will be enhanced by the incorporation of a variety of digital functions on an electronic keyboard to compose, arrange, and perform a professional-sounding music creation. Performance opportunities are available for selected students at the end of each semester.

Grade: 8

048180 Guitar 8

Length: Year

This course introduces beginning guitar students to music notation, music history, and critical evaluation through guitar performance. Students will learn the names of the parts of the guitar and the fundamentals of instrument care. They will be able to tune the guitar and develop basic chording, picking, and strumming techniques. Students will sight read from lead sheet and tablature notation and will master basic performance techniques. Selected students will comprise a dynamic performance group called STRUM (Students and Teachers Reaching Upward through Music) and will have opportunities for performing on and off campus throughout the year.

Grade: 8

046180 Beginning String Orchestra 6

Length: Year

047180 Beginning String Orchestra 7

Length: Year

This course is open for all students to learn how to play and perform on a violin, viola, cello or bass. These courses will focus on four principles of study: listening skills, accurate and beautiful tone production, correct posture, and the proper bow hold. Through the implementation of the Suzuki method, instruction will emphasize auditory skill, general music theory, and the importance of good performance posture. Discipline, performance etiquette, musicality, and general instrument maintenance are the basic elements of the courses. All grade-levels will have opportunities to perform in district and community functions.

Grades: 6-7

047180 String Orchestra 7

Length: Year

048190 String Orchestra 8

Length: Year

This course is open for students who have had at least one year of playing on a violin, viola, cello or bass. These courses will continue to develop the primary focus on the four principles of study: listening skills, accurate and beautiful tone production, correct posture, and the proper bow hold. Through the implementation of the Suzuki method, instruction will emphasize auditory skill, general music theory, and the importance of good performance posture. Discipline, performance etiquette, musicality, and general instrument maintenance are the basic elements of the courses. The class progresses each year all the way through the high school level at Texas High. All grade-levels will have opportunities to perform in district and community functions.

Grades: 7-8

056010 Theatre Arts 6

Length: Semester

057020 Theatre Arts 7

Length: Semester

058030 Theatre Arts 8

Length: Semester

Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, and build positive self-concepts.

Grade: 6-8

057025 Technical Theatre

Length: Semester

This class introduces students to behind the theatrical stage. Students will gain knowledge in theatrical design, costume design, scenic design, sound design, lighting design, and theatre safety.

Grade: 7

058035 Advanced Theatre Arts

Length: Year

In this course, students will focus on creative expression through performance and design. Students will work toward an end of year student-led production where they will collaboratively develop the theatrical design, costume design, scenic design, sound design, and lighting design.

Grade: 8

026010 Art & Design I – A

Length: Semester

026060 Art & Design I – B (Extension of Art & Design I – A)

Length: Semester

This course introduces the elements and principles of art and attempts to provide experiences that will enable students to express creative ideas through a variety of mediums: design, drawing, painting, printmaking, and sculpture. The focus is basic art making skills and the art making process.

Grade: 6

027020 Art & Design II - A

Length: Semester

027070 Art & Design II – B (Extension of Art & Design II – A)

Length: Semester

This course advances the students' knowledge and skills using the elements and principles of art and attempts to provide experiences that will enable students to express creative ideas through a variety of mediums: design, drawing, painting, printmaking, and sculpture. The focus is building on the art making skills and the art making process.

Grade: 7

028030 Art & Design III - A

Length: Semester

028050 Art & Design III – B (Extension of Art & Design III – A)

Length: Semester

This course advances the students' knowledge and skills using the elements and principles of art thinking. Students will create more conceptually and have experiences that will enable them to express creative ideas through a variety of mediums: design, drawing, painting, printmaking, and sculpture. The focus is to create conceptually, refine art making skills, and the art making process.

Grade: 8

Art History 6

Length: Semester

This course advances the student's knowledge and understanding of the elements and principles of art as used by various cultures throughout history to create art. Students are exposed to art and architecture from around the world. The focus will be directed towards prehistoric times through Roman times (3500 BC - 500 AD). Composition, theme, and other elements of expression in art will be discussed in order for students to gain skills in analyzing, describing, and assessing works of art. To support the teaching of the essential knowledge and skills, the students will use a variety of rich primary and secondary source materials such as biographies and autobiographies, novels, speeches, letters, poetry, songs, and artwork.

Grade: 6

Art History 7

Length: Semester

This course advances the student's knowledge and understanding of the elements and principles of art as used by various cultures throughout history to create art. Students are exposed to art and architecture from around the world. After an overview of material covered in sixth grade for the purpose of context, the focus will be directed towards Renaissance times through Impressionism (1400 - 1800 AD). Composition, theme and other elements of expression in art will be discussed in order for students to gain skills in analyzing, describing and assessing works of art. To support the teaching of the essential knowledge and skills, the students will use a variety of rich primary and secondary source materials such as biographies and autobiographies, novels, speeches, letters, poetry, songs, and artwork.

Grade: 7

028000 Art I Pre-AP

Credit: 1* (Year)

This high school credit course introduces the elements and principles of art and attempts to provide experiences that will enable students to express creative ideas through a variety of mediums: design, drawing, painting, printmaking, and sculpture.

Grade: 8

**Note: This course is offered for high school credit and may satisfy the high school graduation requirement for fine arts.*

038040 Drill Team Prep

Length: Year

This course is designed to prepare students for drill team tryouts in the spring semester. The students will learn all forms of drill team techniques, which include, but are not limited to: hip-hop, jazz, high kick, contemporary, etc. This is a performance based class, which will perform at a TMS pep rally and at the THS High Steppers Spring Show. An application and teacher evaluation must be completed prior to being accepted into this class.

Grade: 8

Health

066020 Health & Wellness 6

Length: Semester

In this class, students will apply knowledge of personal responsibility for health promotion and/or risk reduction. The students will study patterns of healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their lifespan. Students also will examine the interrelationships of emotional, physical, social, and intellectual health and how they can be impacted by their surroundings.

Grade: 6

Languages Other than English

096010 Spanish 6

Length: Semester

097020 Spanish 7

Length: Semester

In these courses, students will be exposed to introductory lessons in the study of the Spanish language. Students will understand short utterances when listening and will respond orally with learned material. Students also will recognize the importance in communication to know about the culture.

Grades: 6-7

Conversational Spanish 8

Length: Year

This is an application course emphasizing skills in listening and speaking in Spanish. Students will be exposed and respond in Spanish to real-world scenarios including topics such as ordering in restaurants, making phone calls, medical and travel phrases, and shopping.

Grade: 8

098030 French I

Credit: 1* (Year)

098040 Spanish I

Credit: 1* (Year)

In level I courses (novice level), students will demonstrate an understanding of simple, clearly spoken, and written language. Students will develop an understanding of the practices and perspectives of the cultures studied; use the language to obtain, reinforce, or expand knowledge of other subject areas; demonstrate an understanding of the influence of language and culture on another; and use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate.

Grade: 8

***Note: These courses are offered for high school credit.**

098050 American Sign Language I

Credit: 1* (Year)

American Sign Language is a fully developed human language, one of the hundreds of naturally occurring signed languages of the world. This course provides students with an understanding of other people's language and customs, as well as a deeper appreciation of their own language. In Level I, students develop

the ability to perform the tasks of the novice language learner. The student will learn to understand short-signed phrases when attending and respond expressively with learned material. The student also will produce learned signs, phrases, and sentences, and will detect main ideas in familiar material that is signed. In recognizing the importance of communication and how it relates to the American Deaf culture, the student will learn to transcribe American Sign Language into English gloss.

Grade: 8

***Note: This course is offered for high school credit.**

Mathematics

Mathematics 6

Length: Year

106011 Math 6

In this course, the primary focal points are ratios and proportions, equations and inequalities, rational number and integer operations, geometry, measurement, data analysis, and financial literacy. Students will build a foundation of basic understandings in number and quantitative reasoning, patterns, relationships, algebraic thinking, geometry, measurement, and statistics. Students will also use problem solving in meaningful context, language and communication, connections within and outside mathematics, and formal and informal reasoning along with technology to develop conceptual understanding and to solve problems in mathematics.

Grade: 6

Mathematics 6 Pre-AP

Length: Year

106091 Math 6 Pre-AP

Math 6 Pre-AP is an advanced math course, in which students will explore the 6th and 7th grade essential elements of mathematics. The primary focal points are proportional relationships in number operations; geometry; measurement; probability; and applying addition, subtraction, multiplication, and division of decimals, fractions, and integers. Students will build a foundation of basic understandings in number and quantitative reasoning, patterns, relationships, algebraic thinking, and statistics. Students also will use problem solving in meaningful context, language and communication, connections within and outside mathematics, and formal and informal reasoning along with technology to develop conceptual understanding and to solve problems in mathematics.

Grade: 6

Note: This course is eligible for G/T services if the student qualifies for the gifted education program.

These students will take the 6th Grade STAAR Math test.

Mathematics 6 Accelerated

Length: Year

106080 Math 6 Accelerated

Math 6 Accelerated is designed to prepare students for Algebra I, a high school credit course, in grade 7. This track will allow students to continue their high school math education to AP Calculus by grade 11. Math 6 Pre-AP Accelerated is a fast-paced, highly-rigorous advanced math course. Students will explore 8th grade essential academic elements of mathematics fundamental to algebraic readiness. This course is an in depth study of equations, integers, rational numbers, number theory, inequalities, percent, geometry, and measurement. Math 6 Pre-AP Accelerated students will use graphing technology and data-gathering devices, along with other math tools, to develop conceptual understanding, to model mathematical applications, to solve problems, and to articulate real-world connections for math concepts.

Grade: 6

Note: This course is eligible for G/T services if the student qualifies for the gifted education program.

Prerequisite: Completion of accelerated math at the fifth grade level and successful completion of a math readiness assessment. Student must have met passing standard on state assessment.

These students will take the 7th Grade STAAR Math test.

Mathematics 7
107021 Math 7

Length: Year

In this course, students will focus on proportional relationships, expressions and equations, probability and statistics, data analysis, and financial literacy. The students will continue to build a foundation in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Seventh grade students will use technology along with other mathematical tools such as manipulative materials to develop conceptual understanding and solve problems in mathematics.

Grade: 7

Math 7 Pre-AP
107031 Math 7 Pre-AP

Length: Year

Math 7 Pre-AP is designed to prepare students for Algebra I, a high school credit course, in grade 8. This track will allow students to continue their high school math education to AP Calculus by grade 12. Math 7 Pre-AP is a fast-paced, highly-rigorous advanced math course. Students will explore 8th grade essential academic elements of mathematics fundamental to algebraic readiness. This course is an in depth study of equations, integers, rational numbers, number theory, inequalities, percent, geometry, and measurement. Math 7 Pre-AP students will use graphing technology and data-gathering devices, along with other math tools, to develop conceptual understanding, to model mathematical applications, to solve problems, and to articulate real-world connections for math concepts.

Grade: 7

Note: This course is eligible for G/T services if the student qualifies for the gifted education program. These students will take the 7th Grade STAAR Math test.

Math 8
108041 Math 8

Length: Year

In this course, the primary focus is an in-depth study of introductory concepts necessary before taking Algebra I. Concepts of proportionality, expressions, equations, mathematical relationships, foundations of functions, geometry, measurement, data analysis, and personal finance are explored.

Grade: 8

Math 8 Pre-AP
108041 Math 8 Pre-AP

Length: Year

Math 8 Pre-AP is designed to stimulate and challenge students with a higher level of mathematical reasoning. The course will provide students with the opportunity to cover foundational Algebra I concepts, in addition to the 8th grade Math curriculum. It is a fast-paced, highly-rigorous advanced math course with more extensions, more depth, and more complexity.

Grade: 8

Prerequisite: None

These students will take the 8th Grade STAAR Math test.

107040 Algebra I Accelerated (7th grade)
108051 Algebra I (8th grade)

Credit: 1* (Year)

Credit: 1* (Year)

Algebra I is considered the entry course for studying the higher mathematics strand, which will include Geometry, Algebra II, Pre-Calculus, and Calculus. In this advanced and rigorous course, students will explore real-life application of mathematic concepts, including functional relationships, linear, quadratic and exponential functions, patterns, algebraic thinking and reasoning, measurement, and probability/statistics. The curriculum and the instructional strategies will facilitate critical thinking and problem solving skills. Cooperative learning, project-based learning, and inquiry-based learning will be common practices in this challenging course.

Grades: 7-8

Prerequisite for 7th grade: Completion of Math 6 Pre-AP Accelerated OR successful completion of a math readiness assessment. Student must have met passing standard on state assessment.

Prerequisite for 8th grade: Completion of Math 7 Pre-AP and successful completion of a math readiness assessment. Student must have met passing standard on state assessment.

**Note: This course is offered for high school credit and is eligible for G/T services if the student qualifies for the gifted education program.*

These students will take the Algebra STAAR End-of-Course test.

108100 Geometry Accelerated

Credit: 1* (Year)

Geometry involves the study of geometric thinking and spatial reasoning. The student also will study properties and relationships of all geometric figures relating to zero, one, two, and three dimensions and will be introduced to the relationship between geometry & other mathematics with other disciplines. Students will be able to independently investigate the effects of geometry on the real world with the use of computer-enhanced constructions and modeling. Geometry is a fast-paced, highly-rigorous advanced math course.

Grade: 8

Prerequisite: Algebra I Accelerated and met passing standard on Algebra I (EOC) exam

**Note: This course is offered for high school credit and is eligible for G/T services if the student qualifies for the gifted education program.*

These students will take the 8th Grade STAAR Math test

Physical Education

Note: Students must complete at least four semesters of physical activity during grades six through eight.

116010 Physical Education 6

Length: Year

117020 Physical Education 7

Length: Year

118030 Physical Education 8

Length: Year

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

Grade: 6-8

PHYSICAL EDUCATION EQUIVALENTS

116040 Pre-Athletics 6 - Girls

Length: Year

116050 Pre-Athletics 6 - Boys

Length: Year

In Pre-Athletics 6, students will practice basic skills under the supervision of certified personnel in an intramural setting. Students will learn the rules and fundamentals of football (boys), volleyball (girls), basketball, and track. Cardiovascular exercises and weight training also will be taught. Students will be divided and placed on competitive intramural teams, and games will be played during the school setting. A physical is not required.

Grade: 6

117060 Athletics 7 - Girls

Length: Year

117070 Athletics 7 - Boys

Length: Year

In Athletics 7, students generally will compete against one another in intra-school activities; however, some opportunities may be available for team competition with students from other schools. Boys will learn the fundamentals of football, basketball, and track; girls will participate in volleyball, basketball, and track. A physical is required. Free physicals will be offered by the district in the early fall. Passing grades of 70 or above in all classes must be maintained.

Grade: 7

118080 Athletics 8 - Girls

Length: Year

118090 Athletics 8 - Boys

Length: Year

In Athletics, students will engage in team competition with students from other schools. Boys will compete in the areas of football, basketball, and track; girls will compete in volleyball, basketball, and track. A physical is required. Free physicals will be offered by the district in the early fall. Passing grades of 70 or above in all classes must be maintained.

Grade: 8

116170 Bowling 6

Length: Year

117170 Bowling 7

Length: Year

118170 Bowling 8

Length: Year

This is a beginning bowling course designed to help students acquire the fundamental skills of bowling including form and technique. Students will also learn the terminology, rules, strategies, and scoring procedures.

Grade: 6-8

116140 Swimming 6

Length: Year

117100 Swimming 7

Length: Year

118250 Swimming 8

Length: Year

By engaging in the four basic swim strokes of freestyle, backstroke, breaststroke, and butterfly, the swimmer will be trained in aerobic cardiovascular exercise and strength training. Front and back dives off the starting blocks will also be taught. Students are encouraged to have basic swimming skills before entering these classes. A physical is required. Free physicals will be offered by the district in the early fall. Passing grades of 70 or above in all subjects must be maintained in order to compete in swim meets.

Grade: 6-8

Prerequisite: Swimming is not a beginning level course. A student must demonstrate a minimum level of competency.

116147 Swim Sports 6

Length: Year

117147 Swim Sports 7

Length: Year

This is a recreational swim class that provides a low impact workout. Through different units, students will learn how to play a variety of water sports such as underwater hockey, water polo, and water basketball, as well as, the fundamentals of diving, snorkeling, and underwater finswimming.

Grade: 6-7

Prerequisite: Swimming is not a beginning level course. A student must demonstrate a minimum level of competency.

117110 Competitive Tennis 7

Length: Year

118260 Competitive Tennis 8

Length: Year

In tennis, students will learn basic techniques, such as forehand, backhand, lob, and the serve. Students will participate in match play. Students must try out for this physical education class. Students will be contacted to determine individual scheduling needs. A physical is required. Free physicals will be offered by the district in the early fall. Passing grades of 70 or above in all subjects must be maintained in order to compete in tennis tournaments.

Grades: 7-8

116150 Tennis 6

Length: Year

117210 Recreational Tennis 7

Length: Year

118270 Recreational Tennis 8

Length: Year

Recreational tennis courses are offered to students who wish to learn or to strengthen skills through physical activity. These courses will focus on the basic techniques, such as forehand, backhand, lob, and the serve. Students will apply safety practices associated with physical activity and will apply fitness principles during a personal fitness program.

Grade: 6-8

116410 Cheer Fundamentals 6

Length: Year

117420 Cheer Fundamentals 7

Length: Year

These courses will focus on basic cheer skills, proper motion technique, jump technique, voice projection and other traits that a future cheerleader should possess. In addition, students will learn effective strength and conditioning methods, as well as team building strategies.

Grades: 6-7

117430 Cheer Intermediate 7

Length: Year

This course will focus on building upon the foundation of the beginner cheer fundamentals class. The students will learn cheers and chants with more complex motion sequences and rhythms. In addition, students will learn basic stunting and tumbling techniques.

Grade: 7

Prerequisite: Completion of Fundamental 6

117440 Competitive Cheer 7

Length: Year

118450 Competitive Cheer 8

Length: Year

These advanced cheer courses will focus on advanced cheer skills, stunt techniques, and tumbling. In addition, students will participate in cheer competitions.

Grades: 7-8

116175 Outdoor Education 6

Length: Year

117175 Outdoor Education 7

Length: Year

118175 Outdoor Education 8

Length: Year

This is a fun and exciting physical education course where students are taught life-long skills in outdoor activities such as hunter education, fishing, archery, orienteering, survival skills, First Aid/CPR, trip planning, tackle crafts, camping, outdoor cooking, and wildlife conservation.

Grades: 6-8

116380 Soccer 6

Length: Year

117390 Soccer 7

Length: Year

118400 Soccer 8

Length: Year

Students in this class will gain technical and tactical game knowledge. They will engage in a variety of soccer training methods that are aimed to improve soccer development: Fundamental/Technical Skills, Tactical Knowledge and Playing Ability (in relation to the program's style of play), and Athleticism (strength, endurance, balance, coordination and speed).

Grades: 6-8

116350 Golf 6

Length: Year

117360 Golf 7

Length: Year

118370 Golf 8

Length: Year

Students in this class will be introduced to the basics of golf. They will practice grip, stance, swing, use of various clubs, rules, scoring, and etiquette of the game. Students will practice at the TISD driving range and putting facility.

Grades: 6-8

Science

Science 6

Length: Year

126011 Science 6 for IDEAs

126091 Science 6 Honors for IDEAs

126014 Science 6 for STEM

126094 Science 6 Honors for STEM

Sixth grade students will explore the essential academic elements of science through one of the career academies. Honors courses in science also are available in each academy. In grade six, the study of science includes conducting field and laboratory investigations using scientific methods, analyzing data, making informed decisions, and using tools such as beakers, test tubes, and spring scales to collect, analyze and record information. Students also use computers and information technology tools to support scientific investigations. The students will identify components of the solar system, investigate the rock cycle, identify sources of water, identify changes in objects when acted upon by a force, and identify life processes.

Grade: 6

Science 7

Length: Year

127021 Science 7 for IDEAs

127061 Science 7 Honors for IDEAs

127024 Science 7 for STEM

127064 Science 7 Honors for STEM

Seventh grade students will explore the essential academic elements of science through one of the career academies. Honors courses in science also are available in each academy. In grade seven, students will conduct field and laboratory investigations using scientific methods, critical thinking, and problem solving. The students will use tools such as weather instruments and calculators to collect and to analyze information in explaining a phenomenon. They use computers and information technology tools to support scientific investigations. They will also differentiate between the structures and functions of cells, investigate adaptations in plants and animals, and identify the main functions of the human body systems.

Grade: 7

Science 8

Length: Year

128031 Science 8 for IDEAs

128034 Science 8 for STEM

In grade eight, the study of science includes planning and conducting field and laboratory investigations using scientific methods, analyzing data, critical thinking, scientific problem solving, and using tools such as telescopes to collect and analyze information. Students also use computers and information technology tools to support scientific investigations. The students will identify the roles of both human activities and natural events in altering Earth systems. They will examine information on the periodic table, predict outcomes from different genetic combinations, and explore the extinction of some species.

Grade: 8

Science 8 Honors

Length: Year

128181 Science 8 Honors for IDEAs

128184 Science 8 Honors for STEM

Honors science is designed to stimulate, challenge, and develop critical thinking skills as students conduct field and laboratory investigations using scientific methods, critical thinking, and problem-solving. They will explore topics such as the nature of science; living systems; structure and properties of matter; motion, forces, and energy; and earth/space systems. Students should be prepared for independent study, research, experimentation, and formal written reports.

Grades: 8

Note: This course is eligible for G/T services if the student qualifies for the gifted education program.

Social Studies

Social Studies 6

Length: Year

136011 Social Studies 6 for IDEAs

136021 Social Studies 6 Honors for IDEAs

136014 Social Studies 6 for STEM

136024 Social Studies 6 Honors for STEM

Sixth grade students will explore the essential academic elements of social studies through one of the career academies. Pre-Advanced Placement courses in social studies also are available in each academy. In grade six, students study people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: 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. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of selected societies. To support the teaching of the essential knowledge and skills, the students will use a variety of rich primary and secondary source materials such as biographies and autobiographies, novels, speeches, letters, poetry, songs, and artwork.

Grade: 6

Note: Honors students must complete a World Culture and Geography Project.

Social Studies 7

Length: Year

137031 Social Studies 7 for IDEAs

137041 Social Studies 7 Honors for IDEAs

137034 Social Studies 7 for STEM

137044 Social Studies 7 Honors for STEM

Seventh grade students will explore the essential academic elements of social studies through one of the career academies. Pre-Advanced Placement courses in social studies also are available in each academy. In grade seven, students will examine the full scope of Texas history, including the cultures of Native Americans living in Texas prior to European exploration and the eras of mission-building and colonization, Mexican Texas, Texas Revolution, Republic of Texas, statehood, Texas in the Civil War and Reconstruction, the Age of Oil, and Texas in the Great Depression and World War II. The focus in each era is on key individuals, events, and issues and their impact on the history of Texas. Students will examine the geography of Texas and explain the factors that caused Texas to change from an agrarian to an urban society. In addition, the students will describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens.

Grade: 7

Note: Honors students must complete a Texas Culture and Geography Project.

Social Studies 8

Length: Year

138051 Social Studies 8 for IDEAs

138504 Social Studies 8 for STEM

Students in grade eight will study the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, 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, westward expansion, sectionalism, the Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. The students will analyze the various economic factors that influenced the development of the early years of the Republic and will examine American beliefs and principles.

Grade: 8

Social Studies 8 Honors

Length: Year

138061 Social Studies 8 Honors for IDEAs

138064 Social Studies 8 Honors for STEM

This course is designed for students who will take AP social studies classes on the high school level. Students will study U.S. History from the beginning to 1877. The course will teach students the necessary skills for the AP classes, including skills for writing document-based questions essays, skills for writing free response essays, and skills for note-taking. Additional differentiation of curriculum will be made for gifted and talented students.

Grade: 8

Note: This course is eligible for G/T services if the student qualifies for the gifted education program.

Note: Honors students must compete in the National History Day Fair

Technology

146084 Synergistic Technology 6

Length: Semester

147094 Synergistic Technology 7

Length: Semester

148094 Synergistic Technology 8

Length: Semester

In this course, students will engage in an innovative, hand-on curriculum that provides real-world learning opportunities for careers in science and technology. Twenty-first century skills, such as communication and teamwork, are used daily. Students rotate through multiple modules, such as engineering bridges, electricity, robots, flight technology, and music and sound, throughout the course. Each module is student-driven, providing students with rigorous and relevant real-world applications of STEM concepts.

Grades: 6-8

***Note: This course is offered as a Middle School elective class and will NOT satisfy the technology requirement for 8th grade.**

146000 Introduction to Game Programming and Design

Length: Semester

This course will foster student creativity and innovation by presenting students with opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve gaming problems. By acquiring programming knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results.

Grade: 6

146081 Introduction to Robotics Programming and Design 6

Length: Semester

147010 Introduction to Robotics Programming and Design 7

Length: Semester

In this course, students will design, program, and build robots. Students will fully engage in the engineering experience and will use 21st century skills, such as communication and teamwork, daily. The course provides students with the opportunity to apply real world math and science concepts, problem-solving, and team-building. Students also will compete in robotics competitions.

Grades: 6-7

147000 Introduction to Mobile Application Development

Length: Semester

This course will foster student creativity and innovation by presenting opportunities to design, implement, and deliver meaningful projects using mobile computing devices. Students will collaborate with one another, their instructor, and various electronic communities to solve problems presented throughout the course. By using software design knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will gain an understanding of the principles of mobile application development through the study of development platforms, programming languages, and software design standards.

Grade: 7

188000 Concepts of Engineering and Technology

Credit: 1* (Year)

This course provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will use a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields and will be able to make informed decisions regarding a coherent sequence of subsequent courses. Further, students will have worked on a design team to develop a product or system.

Grade: 8

***Note: This course is offered for high school credit.**

148050 Digital Art and Animation

Credit: 1* (Year)

This course consists of computer images and animations created with digital imaging software. The course has applications in many careers, including graphic design, advertising, web design, animation, corporate communications, illustration, character development, script writing, storyboarding, directing, producing, inking, project management, editing, and the magazine, television, film, and game industries. Students in this course will produce various real-world projects and animations.

Grade: 8

****Note: This Technology Applications course is offered for high school credit and may satisfy the high school graduation requirement for fine arts.***

148060 Digital Video and Audio Design

Credit: 1* (Year)

In this course, students will apply academic knowledge and skills in audio and video projects. Students will examine problem-solving methods and will employ critical-thinking and interpersonal skills independently and in teams. Students also will apply information technology applications and professional communication strategies while demonstrating an understanding of pre-production and post-production processes. The course will emphasize ethical decision making and compliance with laws regarding the use of technology in audio and video production.

Grade: 8

****Note: This Technology Applications course is offered for high school credit.***

148070 Web Design

Credit: 1* (Year)

Web Design gives students the opportunity to acquire, synthesize, and publish information in a variety of ways, including printed copy, monitor display, Internet documents, and video. Students will create World Wide Web pages using established design principles and will determine methods to evaluate the design. Students also will analyze the impact of the World Wide Web on society through research, interviews, and personal observation.

Grade: 8

****Note: This Technology Applications course is offered for high school credit.***

148030 Technology Applications 8

Length: Year

Through the study of keyboarding skills and technology applications foundations, including technology-related terms, concepts, and data input strategies, students strengthen skills and learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences.

Grade: 8

Eighth Grade Courses for High School Credit
Acknowledgement of Understanding
TEXARKANA INDEPENDENT SCHOOL DISTRICT

Texarkana Independent School District offers several courses which may be taken for high school credit on the Texas Middle School campus. With the successful completion of these courses, students are awarded credit which appears on their high school academic achievement record or transcript. Parents and students should read the following regulations which concern these high school level courses. ***In order for students to enroll in these courses, parents and students must sign this form and return it along with the course selection sheet.***

The following courses are offered to middle school students for high school credit:

- *Algebra I Pre-AP*
- *American Sign Language I*
- *Art I Pre-AP*
- *Concepts of Engineering & Technology*
- *Digital Art and Animation*
- *Digital Video and Audio Design*
- *French I*
- *Geometry Pre-AP*
- *Spanish I*
- *Web Design*

REQUIREMENTS, GRADING, AND CREDIT

- These courses are advanced level courses and have more rigorous requirements than middle school level courses. Students will be required to complete assignments and take tests that the same courses would require in high school.
- Semester exams are required in these courses. The semester exam grade will be one-seventh of the semester average.
- A student must achieve an average of “70” or above for the semester in order to obtain high school credit for that semester. Yearly grades are not tabulated for high school level courses.
- Students enrolled in high school level courses still must meet the eighth grade promotion standards. For example, students enrolled in Geometry Pre-AP must achieve a yearly average of “70” or above in this math course in order to be promoted to the ninth grade.
- All grades earned in high school level courses become a permanent part of the student’s academic achievement record.
- Students may *NOT* combine two semesters of different courses for one unit of credit.
- Students will be required to complete a minimum of three ***additional*** math credits and three ***additional*** science credits during the ninth, tenth, and eleventh grades. Enrollment in math and science courses is recommended for grade twelve, as well.
- In the event of questions related to credit for high school courses, all classes taken for high school credit will be governed by Texas High School credit rules.

SIGNATURES

I understand the requirements, grading, and credit information listed above for high school level courses taken during the eighth grade.

_____ *Student Signature*

_____ *Parent/Guardian Signature*

_____ *Date*

_____ *Date*



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