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.

Texas Middle School
2100 College Drive
Texarkana, Texas 75503
Phone 903.793.5631
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www.txkisd.net
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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)
- Actor
- Animator
- Announcer
- Art Director
- Artist
- Audio Engineer
- Band/Choral Director
- Buyer
- Camera Operator
- Cartographer
- Cartoonist
- Choreographer
- Comedian
- Commercial Artist
- Commercial Designer
- Computer Graphics Specialist
- Copy Writer
- Costume Designer
- Dancer
- Disc Jockey
- Editor
- Event Planner
- Fashion Coordinator
- Fashion Designer
- Film Critic
- Film Director
- Film Producer
- Floral Designer
- Graphic Designer
- Illustrator
- Interior Designer
- Interpreter and Translator
- Journalist
- Landscape Architect
- Lighting Designer
- Market Researcher
- Mobile Designer
- Multimedia Producer
- Museum Curator
- Music Composer and Arranger
- Musician and Singer
- Painter
- Pattern Maker
- Photographer
- Photojournalist
- Printing/Graphics Technologist
- Product Developer
- Production Designer
- Public Relations Specialist
- Radio Director
- Sculpture
- Screen Writer
- Set Designer
- Stage Manager
- Teacher
- Technical Designer
- Technical Writer
- Telecommunications Technologist
- Television Director
- Theatre Director
- Urban Planner
- Video Game Designer
- Video Producer
- Visual Artist
- Web Designer/Developer
- Writer

#### Science, Technology, Engineering & Mathematics Academy (STEM)
- Aerospace Engineer
- Agricultural Engineer
- Aircraft Mechanic
- Aircraft Pilot
- Anesthesiologist and Nurse
- Anesthetist
- Anthropologist
- Archeologist
- Architect
- Astronaut
- Astronomer
- Athletic Trainer
- Automotive Engineer
- Biochemical Engineer
- Biomedical Engineer
- Biologist
- Carpenter
- Chemical Engineer
- Chemist
- Civil Drafter
- Civil Engineer
- Computer Programmer
- Computer Security Engineer
- Computer Service Engineer
- Computer Software Engineer
- Dentist and Dental Assistant
- Doctor
- Electrical Engineer
- Electronics Engineer
- Energy Engineer
- Environmental Engineer
- Epidemiologist
- Fiber Optics Technician
- Forensic Scientist
- Geneticist
- Geographer
- Geologist
- Geoscientist
- Health & Safety Engineer
- Health & Safety Manager
- HVAC Technician
- Industrial Engineer
- Manufacturing Engineer
- Marine Engineer
- Mathematician
- Mechanic
- Mechanical Engineer
- Medical Scientist
- Microbiologist
- Nanosystems Engineer
- Naval Architect
- Nuclear Engineer
- Oceanographer
- Paramedic
- Pediatrician
- Petroleum Engineer
- Pharmacist
- Physical Therapist
- Physicist
- Radiologist
- Robot Technician
- Scientist
- Software Engineer
- Space Scientist
- Structural Drafter
- Teacher
- Technical Illustrator
- Tool Designer
- Transportation Engineer
- Veterinarian
- Zoologist
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)

- 076011 English LA 6 for IDEAs or 076071 English LA 6 Pre-AP for IDEAs
- 106011 Math 6 for IDEAs or 106091 Math 6 Pre-AP for IDEAs or 106080 Math 6 Accelerated*
- 126011 Science 6 for IDEAs or 126091 Science 6 Pre-AP for IDEAs
- 136011 Social Studies 6 for IDEAs or 136021 Social Studies 6 Pre-AP for IDEAs

In addition, students in the IDEAs Academy will be enrolled in the following course:

146000 Introduction to Game Programming and Design

### Science, Technology, Engineering & Math Academy (STEM)

- 076014 English LA 6 for STEM or 076074 English LA 6 Pre-AP for STEM
- 106014 Math 6 for STEM or 106094 Math 6 Pre-AP for STEM or 106080 Math 6 Accelerated*
- 126014 Science 6 for STEM or 126094 Science 6 Pre-AP for STEM
- 136014 Social Studies 6 for STEM or 136024 Social Studies 6 Pre-AP for STEM

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.

146000 Introduction to Game Programming and Design

146084 Synergistic Technology

146081 Intro to Robotics Programming

*To enroll in this course, students must have completed accelerated math in grade 5, or they must successfully complete a math readiness assessment. Students enrolled in Math 6 Pre-AP Accelerated will take Math 7 STAAR for state assessment purposes.
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.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Point Value</th>
<th>1st Choices</th>
<th>Alternate Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>116010 Physical Ed</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>116040 Pre-Ath 6 Boys</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>116050 Pre-Ath 6 Girls</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>116350 Golf 6</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>116380 Soccer 6</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>116150 Tennis 6</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>116140 Swimming 6</td>
<td>4b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>116410 Cheer Fundamentals 6</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Number of Points Selected**

### 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.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Point Value</th>
<th>1st Choices</th>
<th>Alternate Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>026010 Art &amp; Design 1—a</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>026060 Art &amp; Design 1—b</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>026030 Art History</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>056010 Theatre Arts 6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>046180 String Orchestra 6</td>
<td>4a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>046043 Beginning Band 6</td>
<td>4a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>046070 TMS Voices 6</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Number of Points Selected**

### Category 3: General Electives
6th grade students may choose courses below to complete the required 7 points worth of electives.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Point Value</th>
<th>1st Choices</th>
<th>Alternate Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>096010 Spanish 6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>016112 Think Tank Factory 6</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>016220 Teen Leadership 6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>066200 Health &amp; Wellness 6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>016170 Reach 6</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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**

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**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 point</td>
<td>1 period, every other day, one semester</td>
</tr>
<tr>
<td>2 points</td>
<td>1 period, every other day, two semesters</td>
</tr>
<tr>
<td>4a points</td>
<td>1 period, every day, two semesters</td>
</tr>
<tr>
<td>4b points</td>
<td>2 periods, every other day, two semesters</td>
</tr>
</tbody>
</table>

---

For Office Use Only

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>086010</td>
<td>Ind. Reading 6</td>
<td></td>
</tr>
<tr>
<td>016020</td>
<td>STAAR Academy 6</td>
<td></td>
</tr>
<tr>
<td>046042</td>
<td>Band 6</td>
<td></td>
</tr>
<tr>
<td>046043</td>
<td>Band 6</td>
<td></td>
</tr>
<tr>
<td>156300</td>
<td>Specialized ELA</td>
<td></td>
</tr>
<tr>
<td>156500</td>
<td>Specialized Math</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

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Texas Middle School
Course Selection Sheet—Grade 7
2018-2019

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)
- 077021 English LA 7 for IDEAs or
- 077041 English LA 7 Pre-AP for IDEAs
- 107021 Math 7 for IDEAs or
- 107035 Math 7 Pre-AP for IDEAs or
- 107040 Algebra I Accelerated*
- 127021 Science 7 for IDEAs or
- 127061 Science 7 Pre-AP for IDEAs
- 137031 Social Studies 7 for IDEAs or
- 137041 Social Studies 7 Pre-AP for IDEAs
- 077100 Writing

**In addition, students in the IDEAs Academy will be enrolled in the following course:**
- 147000 Introduction to Mobile Application Development

### Science, Technology, Engineering & Math Academy (STEM)
- 077024 English LA 7 for STEM or
- 077044 English LA 7 Pre-AP for STEM
- 107024 Math 7 for STEM or
- 107035 Math 7 Pre-AP for STEM or
- 107040 Algebra I Accelerated*
- 127024 Science 7 for STEM or
- 127064 Science 7 Pre-AP for STEM
- 137034 Social Studies 7 for STEM or
- 137044 Social Studies 7 Pre-AP for STEM
- 077100 Writing

**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:**
- 147004 Synergistic Technology
- 147010 Intro to Robotics Programming

*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
7th grade students may choose courses below to complete the required 7 points worth of electives.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Point Value</th>
<th>1st Choices</th>
<th>Alternate Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>097020 Spanish 7</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>027020 Art &amp; Design II—a</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>027070 Art &amp; Design II—b</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>027030 Art History</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>047110 Piano 7</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>057020 Theatre Arts 7</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>047180 Beg. String Orchestra 7</td>
<td>4a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>047190 String Orchestra 7 *</td>
<td>4a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>047140 Beginning Band 7</td>
<td>4a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>047050 Band 7</td>
<td>4a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>048060 Band 8 (Varsity Band)</td>
<td>4a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>047051 Jazz Band 7</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>047082 TMS Voices 7 Girls</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>047081 TMS Voices 7 Boys</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>017160 Reach 7</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>017230 Teen Leadership 7</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of Points Selected

* Perquisite: Must have taken beginning or fundamental class in 6th grade.

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.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Point Value</th>
<th>1st Choices</th>
<th>Alternate Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>117020 Physical Education 7</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>117360 Golf 7</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>117390 Soccer 7</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>117210 Recreational Tennis 7</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>117110 Competitive Tennis 7</td>
<td>4b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>117070 Athletics 7 Boys</td>
<td>4b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>117060 Athletics 7 Girls</td>
<td>4b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>117100 Swimming 7</td>
<td>4b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>117420 Cheer Fundamentals 7</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>117430 Cheer Intermediate 7 *</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>117440 Competitive Cheer 7</td>
<td>4b</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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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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.

- **Innovative Design & Exploration of the Arts Academy (IDEAs):**
  - 078051 English LA 8 for IDEAs or 078061 English LA 8 Pre-AP for IDEAs
  - 108041 Math 8 for IDEAs or 108045 Math 8 Pre-AP for IDEAs
  - 108051 Algebra 1
  - 108100 Geometry Accelerated Pre-AP
  - 128031 Science 8 for IDEAs or 128181 Science 8 Pre-AP for IDEAs
  - 138051 Social Studies 8 for IDEAs or 138061 Social Studies 8 Pre-AP for IDEAs

- **Science, Technology, Engineering & Math Academy (STEM):**
  - 078054 English LA 8 for STEM or 078064 English LA 8 Pre-AP for STEM
  - 108044 Math 8 for STEM or 108045 Math 8 Pre-AP for STEM
  - 108051 Algebra 1
  - 108100 Geometry Accelerated Pre-AP
  - 128034 Science 8 for STEM or 128184 Science 8 Pre-AP for STEM
  - 138054 Social Studies 8 for STEM or 138064 Social Studies 8 Pre-AP for STEM

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.”

**Technology Courses**

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

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 Choices,” 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 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. Courses marked with an asterisk (*) are offered for high school credit.

<table>
<thead>
<tr>
<th>Fine Arts Courses</th>
<th>1st Choices</th>
<th>Alternate Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>028030 Art &amp; Design III—a</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>028050 Art &amp; Design III—b</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>028000 Art 1 Pre-AP*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>048060 Band 8</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>048160 Jazz Band 8</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>048120 Piano 8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>048180 Guitar 8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>048190 String Orchestra 8</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>048090 TMS Voices 8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>058030 Theatre Arts 8</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>038040 Drill Team Prep +</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Languages Other Than English Courses</th>
<th>1st Choices</th>
<th>Alternate Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>098030 French I*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>098040 Spanish I*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>098050 American Sign Language I*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>098030 Conversational Spanish</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Education Courses</th>
<th>1st Choices</th>
<th>Alternate Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>118030 Physical Education 8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>118090 Athletics 8 Boys</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>118080 Athletics 8 Girls</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>118250 Swimming 8</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>118260 Tennis 8 +</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>118370 Golf 8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>118400 Soccer 8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>118450 Competitive Cheer 8 +</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Electives Courses</th>
<th>1st Choices</th>
<th>Alternate Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>088110 Journalism 8 +</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>018150 Reach 8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>018240 Teen Leadership 8</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>018140 Drones +</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>148040 SWAT +</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Number of Points Selected</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Application/Tryout required at the end of 7th grade year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>++ Perquisite: Must have taken Violin in a previous year.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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 Young, 903-793-7561).
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

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 a Pre-AP program beginning with grade 6. 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.

Entrance Requirements for All Pre-AP 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.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Entering Grade 6</th>
<th>Entering Grade 7</th>
<th>Entering Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>Grade 5 STAAR Reading</td>
<td>Grade 6 STAAR Reading</td>
<td>Grade 7 STAAR Reading</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Grade 5 STAAR Math</td>
<td>Grade 6 STAAR Math</td>
<td>Grade 7 STAAR Math</td>
</tr>
<tr>
<td>Science</td>
<td>Grade 5 STAAR Science</td>
<td>Grade 6 STAAR Reading</td>
<td>Grade 7 STAAR Reading</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Grade 5 STAAR Reading</td>
<td>Grade 6 STAAR Reading</td>
<td>Grade 7 STAAR Reading</td>
</tr>
</tbody>
</table>

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 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 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 above.
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 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 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 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)
- Must have successfully completed Algebra I for high school credit.
- 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 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* by Zilpha Keatley Snyder
- *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg
- *Hoot* by Carl Hiaasen
- *Island of the Blue Dolphins* by Scott O’Dell
- *Lion, the Witch and the Wardrobe, The* by C. S. Lewis
- *Missing May* by Cynthia Rylant
- *Mrs. Frisby and the Rats of Nimh* by Robert C. O’Brien
- *Number the Stars* by Lois Lowry
- *Roll of Thunder, Hear My Cry* by Mildred D. Taylor
- *Shiloh* by Phyllis Reynolds Naylor
- *Sounder* by William H. Armstrong
- *Tiger Eyes* by Judy Blume
- *Westing Game, The* by Ellen Raskin
- *Whipping Boy, The* by Sid Fleischman
- *Wrinkle in Time* by Madeleine L’Engle

## ENGLISH 7
- *Across Five Aprils* by Irene Hunt
- *Bridge to Terabithia* by Katherine Paterson
- *Christmas Carol, A* by Charles Dickens
- *Dogsong* by Gary Paulsen
- *Face on the Milk Carton, The* by Caroline B. Cooney
- *Freak the Mighty* by Rodman Philbrick
- *Girl Named Disaster, A* by Nancy Farmer
- *Great Gilly Hopkins, The* by Katherine Paterson
- *Holes* by Louis Sachar
- *How to Eat Fried Worms* by Thomas Rockwell
- *Jacob Have I Loved* by Katherine Paterson
- *Johnny Tremain* by Esther Forbes
- *Maniac Magee* by Jerry Spinelli
- *No More Dead Dogs* by Gordon Korman
- *There’s a Girl in My Hammerlock* by Jerry Spinelli
- *True Confessions of Charlotte Doyle, The* by Avi
- *View from Saturday, The* by E. L. Konigsburg
- *Walk Two Moons* by Sharon Creech

## ENGLISH 8
- *Adventures of Tom Sawyer, The* by Mark Twain
- *Chocolate War, The* by Robert Cormier
- *Day No Pigs Would Die, A* by Robert Newton Peck
- *Diary of Ann Frank, The* by Ann Frank
- *Don’t You Dare Read This, Mrs. Dunphery* by Margaret Peterson Haddix
- *Giver, The* by Lois Lowry
- *Hatchet* by Gary Paulsen
- *Homecoming, The* by Cynthia Voigt
- *House of Dies Drear, The* by Virginia Hamilton
- *My Brother Sam is Dead* by James Lincoln Collier
- *On My Honor* by Marion Dane Bauer
- *Outsiders, The* by S. E. Hinton
- *Red Badge of Courage, The* by Stephen Crane
- *Summer of My German Soldier* by 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)
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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)
Inferno (Dante)
The Crying of Lot 49 (Thomas Pynchon)
Don Quixote (Miguel de Cervantes)
As I Lay Dying (William Faulkner)
The Sound and the Fury (William Faulkner)
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)
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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
Planning for High School and College

Earning High School Credit in Middle School
Students at Texas Middle School have the opportunity to earn high school credit while in middle school in a variety of courses:

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

These courses are advanced level courses and have more rigorous requirements than middle school level courses. Students will be required to complete assignments and to take tests that the same courses would require in high school.

Students 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. In addition, 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.

With the successful completion of these courses, students are awarded credit which appears on their high school academic achievement records or transcripts. All grades earned in high school level courses become a permanent part of this academic achievement record.

Earning College Credit in High School
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 colleges 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 also 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.
### Associate Degree in General Studies
Texas High School and Texarkana College
Dual Credit Courses

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Required Semester Hours</th>
<th>TC Eligible Courses</th>
<th>Texas High Equivalent Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>6</td>
<td>ENGL 1301 (3)</td>
<td>English IV DC (1st sem)</td>
<td>½</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENGL 1302 (3)</td>
<td>English IV DC (2nd sem)</td>
<td>½</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>MATH 1314 (3)</td>
<td>Algebra II DC</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 1324 (3)</td>
<td>Statistics &amp; Risk Man DC (1st sem)</td>
<td>½</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 1332 (3)</td>
<td>Engineering Mathematics DC</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 1442 (4)</td>
<td>Advanced Quantitative Reasoning DC</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 2412 (4)</td>
<td>Precalculus DC</td>
<td>1</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>8</td>
<td>BIOL 1408 (4)</td>
<td>SRD: Biology DC (1st sem)</td>
<td>½</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BIOL 1409 (4)</td>
<td>SRD: Biology DC (2nd sem)</td>
<td>½</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHEM 1411 (4)</td>
<td>SRD: Chemistry DC (1st sem)</td>
<td>½</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHEM 1412 (4)</td>
<td>SRD: Chemistry DC (2nd sem)</td>
<td>½</td>
</tr>
<tr>
<td>Language, Philosophy and Culture</td>
<td>3</td>
<td>HIST 2321</td>
<td>SS Adv St World Civilizations I</td>
<td>½</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIST 2322</td>
<td>SS Adv St World Civilizations II</td>
<td>½</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>3</td>
<td>ARTS 1301 (3)</td>
<td>Art Design I DC</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MUSI 1306 (3)</td>
<td>Music History DC</td>
<td>1</td>
</tr>
<tr>
<td>American History</td>
<td>6</td>
<td>HIST 1301 (3)</td>
<td>US History DC (1st sem)</td>
<td>½</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIST 1302 (3)</td>
<td>US History DC (2nd sem)</td>
<td>½</td>
</tr>
<tr>
<td>Government/Political Science</td>
<td>6</td>
<td>GOVT 2305</td>
<td>Government DC</td>
<td>½</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GOVT 2306</td>
<td>Social Studies Advanced Studies: Texas State and Local Government</td>
<td>½</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>3</td>
<td>PSYC 2301 (3)</td>
<td>Psychology DC</td>
<td>½</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSYC 2308 (3)</td>
<td>Child Development DC</td>
<td>½</td>
</tr>
<tr>
<td></td>
<td></td>
<td>COMM 1307 (3)</td>
<td>Advanced Journalism: Newspaper I DC or Advanced Journalism: Yearbook I DC</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOCI 1301 (3)</td>
<td>Sociology DC</td>
<td>½</td>
</tr>
<tr>
<td>Component Area Option</td>
<td>6</td>
<td>BCIS 1305 (3)</td>
<td>Business Information Management I DC</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPCH 1315 (3)</td>
<td>Communication Applications DC or Professional Communications DC</td>
<td>½</td>
</tr>
<tr>
<td>Electives</td>
<td>16</td>
<td>Courses offered:</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math – 12 sch</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Life &amp; Physical Science – 8 sch</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language, Philosophy, Culture – 3 sch</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creative Arts – 3 sch</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social/Behavioral Sciences – 9 sch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total College Hours Required</td>
<td>60</td>
<td>Hours Available through TISD Academic Dual Credit Courses</td>
<td></td>
<td>123</td>
</tr>
</tbody>
</table>
Advanced Placement Program

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.

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 the high school years.

What background is needed to succeed in an AP course?
The College Board offers the following recommendation 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.

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.

How are AP courses weighted?
Because of the advanced level AP courses, TISD assigns a course weight of 1.80 to AP classes.

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 is required, however, if a student chooses to take the exam for a subject. The College Board has established a fee of $91 for each exam. Students with financial need may receive federal and state fee reductions, depending on current legislation.
What Pre-AP and AP courses are available?
TISD provides courses in both Pre-AP (beginning with grade 6) and AP (beginning with grade 10). The following courses are currently available:

<table>
<thead>
<tr>
<th>AREA OF STUDY</th>
<th>PRE-AP COURSES</th>
<th>AP COURSES</th>
</tr>
</thead>
</table>
| **English**              | English 6 Pre-AP  
English 7 Pre-AP  
English 8 Pre-AP  
English I Pre-AP  
English II Pre-AP | English Language and Composition AP (Level III)  
English Literature and Composition AP (Level IV) |
| **Fine Arts**            | Art I Pre-AP  
Art II Pre-AP – Drawing  
Art II Pre-AP – Painting  
Art II Pre-AP – Sculpture | Art AP Drawing Portfolio  
Art AP Two-Dimensional Design Portfolio  
Art AP Three-Dimensional Design Portfolio  
Art History AP  
Music Theory AP |
| **Languages Other Than English** | French II Pre-AP  
French III Pre-AP  
Spanish II Pre-AP  
Spanish III Pre-AP | French Language AP (Level IV)  
Spanish Language AP (Level IV) |
| **Math**                 | Math 6 Pre-AP  
Math 6 Accelerated  
Math 7 Pre-AP  
Math 7 Pre-AP Accelerated  
Math 8 Pre-AP  
Algebra I Pre-AP (Grade 8)  
Algebra I Pre-AP Accelerated (Grade 8)  
Algebra II Pre-AP  
Geometry Pre-AP  
Precalculus Pre-AP | Calculus AB AP  
Statistics AP  
AP Computer Science A |
| **Science**              | Science 6 Pre-AP  
Science 7 Pre-AP  
Science 8 Pre-AP  
Biology I Pre-AP  
Chemistry I Pre-AP | Biology II AP  
Chemistry II AP  
Environmental Science AP  
AP Physics 1  
AP Physics 2 |
| **Social Studies**       | Social Studies 6 Pre-AP  
Social Studies 7 Pre-AP  
Social Studies 8 Pre-AP  
World Geography Studies Pre-AP  
World History Studies Pre-AP | U.S. History AP  
Macroeconomics AP  
Microeconomics AP  
Government and Politics: United States AP  
Government and Politics: Comparative AP  
Psychology AP  
World History AP  
Human Geography AP |
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

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. 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.

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, and
3) classification as a junior or senior in high school.

In addition, high school students are allowed to take only two dual credit courses at one time. Exceptions to the requirements concerning student grade classification and the maximum number of courses taken at one time are outlined in the following sections.

ASSESSMENT REQUIREMENTS FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS
College entrance requirements are based on these three classifications of college courses: Restricted, WECM, or Nonrestricted. The following charts identify the minimum assessment requirements for each of these categories.

**RESTRICTED COURSES**

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSI</td>
<td>Reading – 351; Math – 350; Writing – 363 AND 4 on essay OR 5 on essay</td>
</tr>
<tr>
<td>ACT</td>
<td>19 on each section with a composite score of 23</td>
</tr>
<tr>
<td>SAT</td>
<td>500 on each section with a composite score of 1070</td>
</tr>
<tr>
<td>PSAT/NMSQT*</td>
<td>50 on reading or math (relevant to the DC course taken) with a composite score of 107</td>
</tr>
<tr>
<td>STAAR EOC*</td>
<td>4000 on English II or 4000 on Algebra I</td>
</tr>
</tbody>
</table>

*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.
WECM Courses

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAAR EOC</td>
<td>4000 on English II and/or 4000 on Algebra I</td>
</tr>
<tr>
<td>TSI</td>
<td>Reading – 351; Math – 350; Writing – 363 AND 4 on essay OR 5 on essay</td>
</tr>
</tbody>
</table>

Note: TSI certificate waivers are issued on a semester by semester basis. Students are required to meet any testing requirements upon high school graduation.

Nonrestricted Courses

No test scores are required for junior and senior high school students. Students must have completed the prerequisite courses listed in the course descriptions of this guide.

Policy for Students Enrolling in Dual Credit Courses as a Freshman or Sophomore

A freshman or sophomore high school student requesting to be enrolled in dual credit classes must satisfy course TSI entrance requirements, have a 3.0 GPA, receive approval of the high school principal and chief instructional officer of the college, and meet or exceed one of the requirements below:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSI</td>
<td>Reading – 351; Math – 350; Writing – 363 AND 4 on essay OR 5 on essay</td>
</tr>
<tr>
<td>ACT</td>
<td>19 on each section with a composite score of 23</td>
</tr>
<tr>
<td>SAT</td>
<td>500 on each section with a composite score of 1070</td>
</tr>
<tr>
<td>PSAT/NMSQT*</td>
<td>50 on reading or math (relevant to the DC course taken) with a composite score of 107</td>
</tr>
</tbody>
</table>

*Note: Students qualifying under these provisions must demonstrate eligibility to enroll in dual credit courses in twelfth grade.

Policy for Dual Credit Students Taking More Than Two Classes

A student requesting to be enrolled in more than two classes must satisfy course TSI entrance requirements, have a 2.5 or higher GPA, receive approval of the high school principal and the chief instructional officer of the college and meet or exceed one of the requirements below:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSI</td>
<td>Reading – 351; Math – 350; Writing – 363 AND 4 on essay OR 5 on essay</td>
</tr>
<tr>
<td>ACT</td>
<td>19 on English section with a composite score of 23</td>
</tr>
<tr>
<td>SAT</td>
<td>500 on reading section with a composite score of 1070</td>
</tr>
</tbody>
</table>

*Note: Students enrolling in more than two dual credit courses in a semester must pass all courses during that semester with a grade of "C" or better to continue to enroll in more than two dual credit courses.
## Dual Credit Courses

<table>
<thead>
<tr>
<th>THS Course Number</th>
<th>THS Course Name</th>
<th>Credit</th>
<th>College</th>
<th>College Course Number</th>
<th>College Course Name</th>
<th>Hours</th>
<th>Entrance Testing Requirements (See charts on previous page)</th>
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</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>133110</td>
<td>Communication Applications DC</td>
<td>⅓ TC</td>
<td>SPCH 1315</td>
<td>Public Speaking</td>
<td>3</td>
<td>Restricted (Reading)</td>
<td></td>
</tr>
<tr>
<td>144080</td>
<td>English IV DC (1st semester)</td>
<td>⅓ TC</td>
<td>ENG 1301</td>
<td>Comp and Rhetoric I</td>
<td>3</td>
<td>Restricted (Reading, Writing)</td>
<td></td>
</tr>
<tr>
<td>144080</td>
<td>English IV DC (2nd semester)</td>
<td>⅓ TC</td>
<td>ENG 1302</td>
<td>Comp and Rhetoric II</td>
<td>3</td>
<td>Prerequisite: ENG 1301</td>
<td></td>
</tr>
<tr>
<td>132030</td>
<td>Advanced J journalism: Newspaper I DC</td>
<td>1 TC</td>
<td>COMM 1307</td>
<td>Introduction to Mass Communications</td>
<td>3</td>
<td>Nonrestricted</td>
<td></td>
</tr>
<tr>
<td>133040</td>
<td>Advanced J journalism: Newspaper II DC</td>
<td>1 TC</td>
<td>COMM 2311</td>
<td>News Gathering &amp; Writing I News Publications Lab I</td>
<td>3 1</td>
<td>Nonrestricted</td>
<td></td>
</tr>
<tr>
<td>134050</td>
<td>Advanced J journalism: Newspaper III DC</td>
<td>1 TC</td>
<td>COMM 2315</td>
<td>News Gathering &amp; Writing II News Publications Lab II</td>
<td>3 1</td>
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<tr>
<td>132020</td>
<td>Advanced J journalism: Yearbook I DC</td>
<td>1 TC</td>
<td>COMM 1307</td>
<td>Introduction to Mass Communications</td>
<td>3</td>
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</tr>
<tr>
<td>133030</td>
<td>Advanced J journalism: Yearbook II DC</td>
<td>1 TC</td>
<td>COMM 2311</td>
<td>News Gathering &amp; Writing I News Publications Lab I</td>
<td>3 1</td>
<td>Nonrestricted</td>
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### Fine Arts

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### Languages Other Than English

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<td>Spanish Language DC (2nd semester)</td>
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<td>153220</td>
<td>French Language DC (1st semester)</td>
<td>½</td>
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<td>FREN 1411</td>
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### Career and Technology Education – Architecture & Construction

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<td>Construction Site Safety and Health</td>
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<td>312160</td>
<td>Construction Technology DC (1st semester)</td>
<td>1</td>
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<td>Advanced Construction Technology DC (1st semester)</td>
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<td>HVAC &amp; Refrigeration Technology DC</td>
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### Career and Technology Education – Arts, A/V Technology & Communications

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<td>Public Speaking</td>
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<td>322130</td>
<td>Audio/Video Production DC</td>
<td>1</td>
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<td>RTVB 1321 RTVB 1325</td>
<td>TV Field Production TV Studio Production</td>
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<td>Adv Audio/Video Production DC</td>
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<td>ARTV 2320 ARTV 2341 ARTV 2322 FLMC 2344</td>
<td>Team Program Production I Advanced Digital Video Team Program Production II Advanced Film &amp; Video Ed</td>
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### Career and Technology Education – Business Management & Administration

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### Dual Credit Courses (continued)

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<td>Professional Workforce</td>
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<td>291000</td>
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<td>Administrative Office Procedures I</td>
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**Career and Technology Education – Education & Training**

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<td>Practicum in Education and Training DC</td>
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**Career and Technology Education – Finance**

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**Career and Technology Education – Government & Public Administration**

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**Career and Technology Education – Health Science**

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<td>Care and Prevention of Athletic Injuries</td>
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**Career and Technology Education – Hospitality & Tourism**

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<td>WECM</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>HAMG</td>
<td>1317</td>
<td>Computers in Hosp Hosp Hum Res Man</td>
<td>3</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HAMG</td>
<td>1319</td>
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<td>HAMG</td>
<td>1324</td>
<td></td>
<td>3</td>
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<tr>
<td>384050</td>
<td>Practicum in Hospitality Services DC</td>
<td>2 TC</td>
<td>HAMG</td>
<td>1313</td>
<td>Front Office Procedures</td>
<td>3</td>
<td>WECM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HAMG</td>
<td>2307</td>
<td>Hospitality Mark &amp; Sales Housekeeping</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HAMG</td>
<td>1301</td>
<td>Supervision Hosp Man and Leadership</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EHKP</td>
<td>1301</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HAMG</td>
<td>2305</td>
<td></td>
<td>3</td>
<td></td>
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<tr>
<td>383070</td>
<td>Culinary Arts DC</td>
<td>2 TC</td>
<td>CHEF</td>
<td>1401</td>
<td>Basic Food Prep</td>
<td>4</td>
<td>WECM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CHEF</td>
<td>1205</td>
<td>Sanitation and Safety</td>
<td>3</td>
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</tr>
<tr>
<td>384080</td>
<td>Practicum in Culinary Arts I DC</td>
<td>2 TC</td>
<td>CHEF</td>
<td>2301</td>
<td>Intermediate Food Prep Food Serv Equip</td>
<td>2</td>
<td>WECM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IFWA</td>
<td>1205</td>
<td>Plan &amp; Manage Menu Management</td>
<td>2</td>
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<tr>
<td></td>
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<td></td>
<td>RSTO</td>
<td>1221</td>
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</table>

**Career and Technology Education – Human Services**

<table>
<thead>
<tr>
<th>THS Course Number</th>
<th>THS Course Name</th>
<th>Credit</th>
<th>College</th>
<th>College Course Number</th>
<th>College Course Name</th>
<th>Hours</th>
<th>Entrance Testing Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>393030</td>
<td>Child Development DC</td>
<td>½ TC</td>
<td>PSYC</td>
<td>2308</td>
<td>Child Psychology</td>
<td>3</td>
<td>Nonrestricted</td>
</tr>
<tr>
<td>393100</td>
<td>Cosmetology I DC</td>
<td>3 TC</td>
<td>CSME</td>
<td>1401</td>
<td>Orientation to Cosm Fundamentals of Cosm</td>
<td>4</td>
<td>WECM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CSME</td>
<td>1405</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>394110</td>
<td>Cosmetology II DC</td>
<td>3 TC</td>
<td>CSME</td>
<td>1310</td>
<td>Intro to Haircutting</td>
<td>3</td>
<td>WECM</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>CSME</td>
<td>1453</td>
<td>Intro to Chemical Ref</td>
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</table>

**Career and Technology Education – Information Technology**

<table>
<thead>
<tr>
<th>THS Course Number</th>
<th>THS Course Name</th>
<th>Credit</th>
<th>College</th>
<th>College Course Number</th>
<th>College Course Name</th>
<th>Hours</th>
<th>Entrance Testing Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>403010</td>
<td>Internetworking Technologies I DC (1st semester)</td>
<td>½ TC</td>
<td>ITCC</td>
<td>1401</td>
<td>CCNA1: Exploration – Network Fundamentals</td>
<td>4</td>
<td>WECM</td>
</tr>
<tr>
<td>403010</td>
<td>Internetworking Technologies I DC (2nd semester)</td>
<td>½ TC</td>
<td>ITCC</td>
<td>1404</td>
<td>CCNA2: Routing Protocols and Concepts</td>
<td>4</td>
<td>WECM</td>
</tr>
<tr>
<td>404010</td>
<td>Internetworking Technologies II DC (1st semester)</td>
<td>½ TC</td>
<td>ITCC</td>
<td>2408</td>
<td>CISCO 3: LAN Switching and Wireless</td>
<td>4</td>
<td>WECM</td>
</tr>
<tr>
<td>404010</td>
<td>Internetworking Technologies II DC (2nd semester)</td>
<td>½ TC</td>
<td>ITCC</td>
<td>2410</td>
<td>CCNA4: Accessing the WAN</td>
<td>4</td>
<td>WECM</td>
</tr>
</tbody>
</table>
### Dual Credit Courses (continued)

<table>
<thead>
<tr>
<th>THS Course Number</th>
<th>THS Course Name</th>
<th>Credit</th>
<th>College</th>
<th>College Course Number</th>
<th>College Course Name</th>
<th>Hours</th>
<th>Entrance Testing Requirements</th>
</tr>
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<tbody>
<tr>
<td>26</td>
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<td></td>
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#### Career and Technology Education – Law, Public Safety, Corrections & Security

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit</th>
<th>College</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Testing Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>414040</td>
<td>Law Enforcement II DC</td>
<td>2</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
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<tr>
<td>414060</td>
<td>Firefighter II DC</td>
<td>2</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
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#### Career and Technology Education – Manufacturing

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit</th>
<th>College</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Testing Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>423000</td>
<td>Welding DC</td>
<td>2</td>
<td>TC</td>
<td>WLDG 1337</td>
<td>Intro to Welding Metallurgy</td>
<td>3</td>
<td>WECM</td>
</tr>
<tr>
<td>424010</td>
<td>Advanced Welding DC</td>
<td>2</td>
<td>TC</td>
<td>WLDG 1428</td>
<td>Intro to Shield Metal Arc</td>
<td>4</td>
<td>WECM</td>
</tr>
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</table>

#### Career and Technology Education – Marketing Sales & Service

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit</th>
<th>College</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Testing Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>433020</td>
<td>Marketing Dynamics DC (1st semester)</td>
<td>1</td>
<td>TC</td>
<td>MRKG 1380</td>
<td>Prin of Marketing</td>
<td>3</td>
<td>WECM</td>
</tr>
<tr>
<td>433020</td>
<td>Marketing Dynamics DC (2nd semester)</td>
<td>1</td>
<td>TC</td>
<td>MRKG 1302</td>
<td>Prin of Retailing</td>
<td>3</td>
<td>WECM</td>
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<tr>
<td>434030</td>
<td>Practicum in Marketing Dynamics DC (1st sem)</td>
<td>1</td>
<td>TC</td>
<td>MRKG 2348</td>
<td>Marketing &amp; Sales</td>
<td>3</td>
<td>WECM</td>
</tr>
<tr>
<td>434030</td>
<td>Practicum in Marketing Dynamics DC (2nd sem)</td>
<td>1</td>
<td>TC</td>
<td>MRKG 2349</td>
<td>Marketing &amp; Sales</td>
<td>3</td>
<td>WECM</td>
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</table>

#### Career and Technology Education – Science, Technology, Engineering & Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit</th>
<th>College</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Testing Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>443020</td>
<td>Engineering Mathematics DC</td>
<td>1</td>
<td>TC</td>
<td>MATH 1332</td>
<td>Math for Liberal Arts</td>
<td>3</td>
<td>Restricted (Math)</td>
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<tr>
<td>443030</td>
<td>Electronics DC</td>
<td>½</td>
<td>TAMU-T</td>
<td>EE 210</td>
<td>Introduction to Electrical Engineering</td>
<td>3</td>
<td>Nonrestricted</td>
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<tr>
<td>444040</td>
<td>Adv Electronics DC</td>
<td>2</td>
<td>TAMU-T</td>
<td>EE 220</td>
<td>Introduction to Circuity</td>
<td>3</td>
<td>Nonrestricted</td>
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<tr>
<td>444050</td>
<td>Practicum in STEM DC</td>
<td>2</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
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#### Career and Technology Education – Transportation, Distribution & Logistics

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit</th>
<th>College</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Testing Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>453010</td>
<td>Automotive Technology DC</td>
<td>2</td>
<td>TC</td>
<td>AUMT 1405</td>
<td>Intro to Auto Technology</td>
<td>4</td>
<td>WECM</td>
</tr>
<tr>
<td>454020</td>
<td>Advanced Automotive Technology DC</td>
<td>2</td>
<td>TC</td>
<td>AUMT 1257</td>
<td>Auto Brake Systems</td>
<td>2</td>
<td>WECM</td>
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<td>453100</td>
<td>Collision Repair &amp; Refinishing DC</td>
<td>2</td>
<td>TC</td>
<td>ABRD 1201</td>
<td>Auto Body Repr &amp; Repaint</td>
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<td>WECM</td>
</tr>
<tr>
<td>454110</td>
<td>Advanced Collision Repair &amp; Refinishing DC</td>
<td>2</td>
<td>TC</td>
<td>ABRD 1207</td>
<td>Collision Repair Welding</td>
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<td>WECM</td>
</tr>
<tr>
<td>452030</td>
<td>Aircraft Technology DC (1st semester)</td>
<td>1</td>
<td>SAU-T</td>
<td>AM 0301</td>
<td>Aviation Survey</td>
<td>3</td>
<td>Nonrestricted</td>
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<tr>
<td>452030</td>
<td>Aircraft Technology DC (2nd semester)</td>
<td>1</td>
<td>SAU-T</td>
<td>AM 1003</td>
<td>Fund of Math &amp; Physics</td>
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<td>453040</td>
<td>Advanced Aircraft Technology DC (1st semester)</td>
<td>1</td>
<td>SAU-T</td>
<td>AM 2104</td>
<td>Basic Electricity</td>
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<td>453040</td>
<td>Advanced Aircraft Technology DC (2nd semester)</td>
<td>1</td>
<td>SAU-T</td>
<td>AM 1105</td>
<td>Aircraft Science</td>
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<td>454050</td>
<td>Practicum in Transp, Distribution &amp; Logistics DC (1st semester)</td>
<td>1</td>
<td>SAU-T</td>
<td>AM 1503</td>
<td>Aircraft Standards I</td>
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<td>Nonrestricted</td>
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<tr>
<td>454050</td>
<td>Practicum in Transp, Distribution &amp; Logistics DC (2nd sem)</td>
<td>1</td>
<td>SAU-T</td>
<td>AM 1603</td>
<td>Aircraft Standards II</td>
<td>3</td>
<td>Nonrestricted</td>
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</tbody>
</table>
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.

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
- Must register through THS by June 12, 2015 (THS receiving the results by July 31, 2015)

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

These industry certifications are offered through Texas High:

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Certification</th>
<th>Certification Web site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Food &amp; Natural Resources</td>
<td>Texas Beef Quality Assurance</td>
<td><a href="http://www.bqonline.com">www.bqonline.com</a></td>
</tr>
<tr>
<td>Architecture &amp; Construction</td>
<td>Construction Technology</td>
<td><a href="http://www.nccer.org/">http://www.nccer.org/</a></td>
</tr>
<tr>
<td></td>
<td>NCER Core Certification</td>
<td><a href="http://www.nccer.org/">http://www.nccer.org/</a></td>
</tr>
<tr>
<td></td>
<td>Pre-Professional Certification in Interior Design Fundamentals</td>
<td><a href="http://www.aafcs.org">www.aafcs.org</a></td>
</tr>
<tr>
<td></td>
<td>Adobe Indesign CS6</td>
<td><a href="http://www.adobe.com/education/resources/certifcate-programs.edu.html">http://www.adobe.com/education/resources/certifcate-programs.edu.html</a></td>
</tr>
<tr>
<td></td>
<td>Pre-Professional Certification in Fashion, Textiles and Apparel</td>
<td><a href="http://www.aafcs.org">www.aafcs.org</a></td>
</tr>
<tr>
<td>Education &amp; Training</td>
<td>Educational Aide 1</td>
<td><a href="http://www.tea.state.tx.us/">http://www.tea.state.tx.us/</a></td>
</tr>
<tr>
<td></td>
<td>Pre-Professional Certification in Education Fundamentals</td>
<td><a href="http://www.aafcs.org">www.aafcs.org</a></td>
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</tbody>
</table>
### Industry Certifications - Continued

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Certification</th>
<th>Certification Web site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Science</td>
<td>Healthcare Provider First Aid/CPR/AED</td>
<td><a href="http://www.heart.org/HEARTORG/">http://www.heart.org/HEARTORG/</a></td>
</tr>
<tr>
<td></td>
<td>Pharmacy Technician</td>
<td><a href="http://www.tsbp.state.tx.us/">http://www.tsbp.state.tx.us/</a></td>
</tr>
<tr>
<td></td>
<td>Certified Nurse Aid (CNA)</td>
<td><a href="http://www.dads.state.tx.us/providers/NF/credential/index.html">http://www.dads.state.tx.us/providers/NF/credential/index.html</a></td>
</tr>
<tr>
<td>Hospitality &amp; Tourism</td>
<td>NRAEF Serve Safe</td>
<td><a href="http://www.restaurantville.com">http://www.restaurantville.com</a></td>
</tr>
<tr>
<td></td>
<td>AAFCS Pre-Professional Certification in Culinary Arts</td>
<td><a href="http://www.aafcs.org">www.aafcs.org</a></td>
</tr>
<tr>
<td>Human Services</td>
<td>Cosmetology Operators License</td>
<td><a href="http://www.license.state.tx.us/cosmet/cosmetrules.htm">http://www.license.state.tx.us/cosmet/cosmetrules.htm</a></td>
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<tr>
<td></td>
<td>Child Development Associate Credential</td>
<td><a href="http://www.cdacouncil.org/the-cda-credential">http://www.cdacouncil.org/the-cda-credential</a></td>
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<tr>
<td>Information Technology</td>
<td>OSHA 10hr</td>
<td><a href="http://www.careersafeonline.com/">http://www.careersafeonline.com/</a></td>
</tr>
<tr>
<td>Manufacturing</td>
<td>NCCER Core</td>
<td><a href="http://www.nccer.org/">http://www.nccer.org/</a></td>
</tr>
</tbody>
</table>
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.

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 the Independent Research course and receive 1.80 weighting for that class. A student may complete two Independent Research studies per semester. The maximum Independent Research course weight allowed per course per semester is ½ credit, even in a one credit per semester course. This study also may be used as the independent research component of the Distinguished Achievement graduation plan.

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.

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 Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP) (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 1,500 out of 2,400 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 RHSP or DAP.

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 8% of their high school graduating class to the 2016 entering freshman class will fill 75% of available spaces. As a result, the University will automatically admit all eligible 2016 summer/fall freshman applicants who rank within the top 8% 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:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credits Earned</th>
<th>Year in School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore (10th)</td>
<td>6 – 11.5 credits</td>
<td>entering second year in an accredited high school</td>
</tr>
<tr>
<td>Junior (11th)</td>
<td>12 – 17.5 credits</td>
<td>entering third year in an accredited high school</td>
</tr>
<tr>
<td>Senior (12th)</td>
<td>18 or above credits</td>
<td>entering at least third year in an accredited high school, declaring intent to graduate during the current school year</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Weight</th>
<th>Courses</th>
<th>Course Weight</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.80</td>
<td>Advanced Placement</td>
<td>1.10</td>
<td>OPTIONS</td>
</tr>
<tr>
<td></td>
<td>Independent Research</td>
<td></td>
<td>Summer School</td>
</tr>
<tr>
<td>1.75</td>
<td>Dual Credit On-Campus</td>
<td>1.0</td>
<td>Modified</td>
</tr>
<tr>
<td>1.70</td>
<td>Pre-Advanced Placement</td>
<td>Unweighted</td>
<td>Dual Credit Off-Campus</td>
</tr>
<tr>
<td>1.50</td>
<td>State Foundation</td>
<td></td>
<td>Local Electives</td>
</tr>
<tr>
<td></td>
<td>State Enrichment</td>
<td></td>
<td>Credit by Exam</td>
</tr>
<tr>
<td></td>
<td>State Innovative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** The course weights for courses taken through approved correspondence courses or in the Texas Virtual School Network (TxVSN) will correspond to the course weights of the equivalent courses taken on the high school campus.

State Testing Requirements for High School Students

The State of Texas has transitioned to a new state assessment system, the State of Texas Assessment of Academic Readiness (STAAR), which replaces the Texas Assessment of Knowledge and Skills (TAKS) for students who enter grade 9 in 2011-12 and later. These students must satisfy the requirements of the STAAR to meet state graduation requirements. Students who entered grade 9 prior to 2011-12 will continue to test under the TAKS program.

With the revision of the new testing program, under the new system, five end-of-course (EOC) tests in the four foundation content areas will replace the current high school TAKS tests. Students will take the following STAAR exams:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>End-of-Course Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>English I and English II</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
</tr>
<tr>
<td>Social Studies</td>
<td>U.S. History</td>
</tr>
</tbody>
</table>

These exams are significantly more rigorous than TAKS. The tests include more questions, more steps per question, and more complexity. 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, three levels of student performance will be used:

- **Level I** – Unsatisfactory Academic Performance
- **Level II** – Satisfactory Academic Performance
- **Level III** – Advanced Academic Performance

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

016111  Think Tank Factory 6  Length: Semester
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 also 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. Students also learn to recognize and resist peer pressure, to set personal and professional goals, and to become better family members and citizens. The course builds personal responsibility and leadership skills through role playing, group activities, speeches, and projects.
Grade: 6-8
**018140 Drones 8**  
*Length: Year*

Unmanned Arial 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)*

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**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)*
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

Sixth grade students will explore the essential academic elements of English through one of the career academies. Pre-Advanced Placement courses in English also are available in each academy. In grade six, students master previously learned skills in increasingly complex presentations, reading selections, and written compositions. Sixth grade students take notes during oral presentations, organize and summarize spoken messages, and evaluate their own oral presentations. The students will read widely in classic and contemporary selections and informational texts. The students will be able to select and to use different forms of writing for specific purposes such as to inform, to persuade, or to entertain. Sixth grade students will evaluate the purposes and effects of film, print, and technology presentations.

**Grade: 6**

**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, students refine and master previously learned knowledge and skills in increasingly complex presentations and reading selections. Students evaluate a spoken message in terms of its content, credibility and delivery and continue to read widely in classic and contemporary selections and informational texts. Students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. The students will draw data from multiple primary and secondary sources for use in research reports and projects.

**Grade: 7**

*Note: All Pre-Ap are required to complete a summer reading project with assignments. Students will complete an assessment over summer reading project at beginning of year.*

**077100 Writing 7**
Length: Year

The seventh-grade English curriculum integrates writing, grammar, literature, and vocabulary. Writing instruction focuses on generation and organization of ideas, using different prewriting techniques. Revision and editing skills are also stressed as students produce all modes of writing—persuasive, informational, and narrative. Grammar is taught in relation to composition, mainly through mini-lessons. Grammar instruction emphasizes identification and usage of parts of speech, sentence structures, and punctuation.

**Grade 7**

**English Language Arts 8**
Length: Year
078051  ELA for IDEAs
078054  ELA for STEM

In these courses, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and writing. The students will read widely in classic and contemporary selections and informational texts and will identify characteristics of various literary forms. Students will produce multi-paragraph compositions with varied sentence structure. Eighth grade students present oral and written reports, including presentations strengthened by visuals and media.

**Grade: 8**
English Language Arts 8 Pre-AP
078061 ELA Pre-AP for IDEAs
078064 ELA Pre-AP for STEM

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. 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.

Grades: 8

Note: These courses are eligible for G/T services if the student qualifies for the gifted education program.

Note: All Pre-Ap are required to complete a summer reading project with assignments. Students will complete an assessment over summer reading project at beginning of year.

86010 Individualized Reading 6
087020 Individualized Reading 7
088030 Individualized Reading 8

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**  
047050  **Band 7**  
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**  
048060  **Band 8** (Varsity Band)  
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**  
047082  **TMS Voices 7 Girls**  
047081  **TMS Voices 7 Boys**  
048090  **TMS Voices 8**  
Length: Year
In TMS Voices, students will have the opportunity to perform music of various genres, from golden oldies to modern-day hop-hop. Participants will practice appropriate solo, small and large ensemble performance techniques, choreography, and sight-singing, both using a microphone and projecting the voice without electronic amplification. Additionally, students will experience theatrical elements, such as scene study, costuming, and theatrical makeup techniques. All grade-levels will have opportunities to perform in district and community functions, while 7th and 8th grade students will be able to participate in UIL competitions and performances.  
*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

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
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 and etc. This is a performance based class, which will perform at a TMS pep rally and at the THS HighSteppers 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**  
**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**  
**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 another 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
106011  Math 6 for IDEAs
106014  Math 6 for STEM
Sixth grade students will explore the essential academic elements of mathematics through one of the career academies. 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. The students will build a foundation of basic understandings in number and quantitative reasoning, patterns, relationships, algebraic thinking, geometry, measurement, 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

Mathematics 6 Pre-AP
106091  Math 6 Pre-AP for IDEAs
106094  Math 6 Pre-AP for STEM
Math 6 Pre-AP is an advanced math course. In this course, students will explore the 6th and 7th grade essential elements of mathematics through one of the career academies. 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. Math 6 Pre-AP students will use graphing technology, along with other mathematical tools, 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.

Mathematics 6 Accelerated
106080  Math 6 Accelerated
This course 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 in an in depth study of equations, integers, rational numbers, number theory, inequalities, percents, 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 Math (7) STAAR.

Mathematics 7
107021  Math 7 for IDEAs
107024  Math 7 for STEM
Seventh grade students will explore the essential academic elements of mathematics through one of the career academies. 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 as they do mathematics.
Grade: 7
Math 7 Pre-AP

107031 Math 7 Pre-AP for IDEAs
107034 Math 7 Pre-AP for STEM

Math 7 Pre-AP is an advanced math course. It is an in-depth study of introductory concepts necessary before taking Algebra I. Concepts of equations, integers, number theory, rational numbers, inequalities, percent and geometry are explored.

Grade: 7

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

Math 8

108041 Math 8 for IDEAs
108044 Math 8 for STEM

Math 8 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

Prerequisite: None

Math 8 Pre-AP

108041 Math 8 Pre-AP for IDEAs
108044 Math 8 Pre-AP for STEM

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 the same content as Math 8 but with an accelerated pace, more extensions, more depth, and more complexity.

Grade: 8

Prerequisite: None

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

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 functions, quadratic and non-linear 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.

108100 Geometry Accelerated

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.

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.
Physical Education

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>116010</td>
<td>Physical Education 6</td>
<td>6-8</td>
<td>Semester</td>
</tr>
<tr>
<td>117020</td>
<td>Physical Education 7</td>
<td></td>
<td>Semester</td>
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<tr>
<td>118030</td>
<td>Physical Education 8</td>
<td></td>
<td>Year</td>
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</tbody>
</table>

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 life span.

Grade: 6-8

PHYSICAL EDUCATION EQUIVALENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>116040</td>
<td>Pre-Athletics 6 - Girls</td>
<td>6</td>
<td>Year</td>
</tr>
<tr>
<td>116050</td>
<td>Pre-Athletics 6 - Boys</td>
<td>6</td>
<td>Year</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>117060</td>
<td>Athletics 7 - Girls</td>
<td>7</td>
<td>Year</td>
</tr>
<tr>
<td>117070</td>
<td>Athletics 7 - Boys</td>
<td>7</td>
<td>Year</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Length</th>
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</thead>
<tbody>
<tr>
<td>118080</td>
<td>Athletics 8 - Girls</td>
<td>8</td>
<td>Year</td>
</tr>
<tr>
<td>118090</td>
<td>Athletics 8 - Boys</td>
<td>8</td>
<td>Year</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>116140</td>
<td>Swimming 6</td>
<td>6-8</td>
<td>Year</td>
</tr>
<tr>
<td>117100</td>
<td>Swimming 7</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>118250</td>
<td>Swimming 8</td>
<td></td>
<td>Year</td>
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</tbody>
</table>

By engaging in the four basic swim strokes of free style, 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 before enrolling in this course. For students enrolling in Swimming 6, this level of competency may be demonstrated by attendance in a free swim camp for fourth and fifth grade students at Pinkerton Center, Texarkana College.
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**

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**

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**

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**

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**
Sixth grade students will explore the essential academic elements of science through one of the career academies. Pre-Advanced Placement 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

Note: Pre-Ap students must compete in the local science fair

Seventh grade students will explore the essential academic elements of science through one of the career academies. Pre-Advanced Placement 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. They will use tools such as weather instruments and calculators to collect and to analyze information in explaining a phenomenon. Students also use computers and information technology tools to support scientific investigations.

Grade: 7

Note: Pre-Ap students must compete in the local science fair

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 Pre-AP 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.

Note: Pre-Ap students must compete in the local science fair
Social Studies 6
Length: Year
136011 Social Studies 6 for IDEAs
136021 Social Studies 6 Pre-AP for IDEAs
136014 Social Studies 6 for STEM
136024 Social Studies 6 Pre-AP 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: Pre-Ap students must complete a World Culture and Geography Project.

Social Studies 7
Length: Year
137031 Social Studies 7 for IDEAs
137041 Social Studies 7 Pre-AP for IDEAs
137034 Social Studies 7 for STEM
137044 Social Studies 7 Pre-AP 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 study the history of Texas from early times to the present. Students 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, colonization, revolution, republic and statehood. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. The students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens.

Grade: 7
Note: Pre-Ap 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 Pre-AP

138061  Social Studies 8 Pre-AP for IDEAs
138064  Social Studies 8 Pre-AP 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: Pre-Ap students must compete in the National History Day Fair
## Technology

### 146084 Synergistic Technology 6  
**Length:** Semester  
In this course, students will engage in an innovative, hands-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:** 6-7

### 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.  
**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