Lago Vista Independent School Guide

Middle School Course Guide

LAGO VISTA MIDDLE SCHOOL
Paul Thailing, Principal
TBD, Assistant Principal

BOARD OF TRUSTEES
Stacy Eleuterius, President
Laura Vincent, Vice President
Sharon Abbott, Trustee
Scott Berentsen, Trustee
Jerrell Roque, Trustee
Tom Rugel, Trustee
David Scott, Trustee

SUPERINTENDENT OF SCHOOLS
Darren Webb

ADMINISTRATION
Henri Gearing, Assistant Superintendent for Finance & Operations
Dr. Suzy Lofton, Assistant Superintendent for Academics & Student Services
Randy Mathisen, Director of Instructional Technology
Krystal Colhoff, Director of Special Education
Paul Hunt, Director of Technology
Heather Stoner, Principal of Lago Vista High School
Stacie Davis, Principal of Lago Vista Intermediate School
Michelle Jackson, Principal of Lago Vista Elementary School
Craten Phillips, Athletic Director

DISTRICT MISSION STATEMENT
Lago Vista ISD will equip students for the rigors of the 21st century by preparing them for a global-based digital economy. Lago Vista ISD will be recognized as a leader in educational innovation through technology, facilities, curriculum, volunteerism, and instruction.

It is the policy of Lago Vista Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in any programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. For information about your rights, or grievance procedures, contact Darren Webb, Superintendent, 8039 Bar-K Ranch Road, Lago Vista, TX 78645, 512-267-8300.

Es norma de Lago Vista Distrito Escolar Independiente de no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda. Para información sobre sus derechos o procedimientos para quejas, comuníquese con Darren Webb, Superintendente, 8039 Bar-K Ranch Road, Lago Vista, TX 78645, 512-267-8300.
General Information

Course Selection & Availability
Courses are offered according to student need and teacher availability. It is very important that students and parents give careful consideration to selecting appropriate courses. The choices students make on the course selection sheets determine the master schedule of course offerings available. The master schedule determines teacher assignments. Though never perfect, it is designed to maximize student opportunities and minimize scheduling conflicts. Master schedule changes may be affected by insufficient course enrollment or instructor availability.

Students should pay particular attention to the alternate electives they select during the course selection process. To avoid schedule conflicts, a student may be placed in one or more of his or her alternate selections.

Gifted and Talented
Lago Vista ISD’s Gifted/Talented Program is designed to meet the needs of identified gifted students who have demonstrated high general-intellectual ability at the 95th percentile, as defined by the Texas State Plan for the Education of Gifted/Talented Students. The Gifted/Talented Program is available to all identified LVISD students in the elementary through high school grades. While students in grades K-12 may be nominated for G/T at any time by teachers, counselors, administrators, parents, self, or peers, G/T testing is done during specific testing windows. Currently identified G/T students do not need to be retested but are automatically placed into G/T classes. Students who do not wish to continue in the LVISD Gifted/Talented Program need to have their parents submit a written request to “furlough” from G/T to the counseling office, for review by the District G/T Placement Committee. Transfer students who were previously enrolled in a G/T program should submit G/T documentation and testing information to the school registrar for review by the G/T Placement Committee. Please see the Lago Vista ISD Gifted & Talented Handbook for additional information.

In middle school, Lago Vista ISD provides opportunities for G/T students to develop strengths and interests through:
• The G/T Enrichment Through Critical Thinking elective, which provides opportunities for students to learn organizational, study, and research skills for self-directed learning through an in-depth study project as an extension and enrichment of content;
• Differentiated curriculum, instruction, and assessment for advanced learners in our Pre-AP courses;
• Acceleration and curriculum compacting in Pre-AP Mathematics; and
• Extended enrichment opportunities, including guest speakers, field trips, and off-campus learning.

Grading
Report cards will be issued every nine weeks throughout the school year. In addition to report cards, the school will mail interim progress reports every three weeks. Please see the Lago Vista ISD Grading Guidelines for more additional information.

The following letter and number grading scale applies to all mastery-related grade-levels:

- **A** 90 - 100
- **B** 80 - 89
- **C** 70 - 79
- **F** 69 or below

**Calculation of Semester Average**
All secondary courses will calculate and report a semester average. Calculated averages reported on progress reports or report cards may not exceed 100%. Grades recorded in a grade book represent a confidential record for assessment of student performance.

1st Semester Grade: The semester average is determined using the nine-week averages and the semester/final exam.
- 1st Nine-Week Average = 40%
- 2nd Nine-Week Average = 40%
- Semester/Final Exam = 20%

2nd Semester Grade: The semester average is determined using the six-week averages and the final exam.
- 3rd Nine-Week Average = 40%
- 4th Nine-Week Average = 40%
- Final Exam = 20%

**Calculation of Yearlong Average**
For a two-semester course in which both semesters are completed in the same school year, the semesters will be averaged together. If the final grade averages to 70% or higher, full credit will be awarded. The yearlong average is calculated using the following percentages:
- 1st Semester = 50%
- 2nd Semester = 50%

**Grade Averaging**
For a two-semester course, each semester's grade stands on its own; however, a final passing grade will be awarded if the average of both semesters is at least 70. Students transferring in during the spring semester with a failing fall semester grade may receive a passing grade for the year under this policy.

**Honor Roll**
All A Honor Roll - Students must have an average of 90% or higher in all classes.
A & B Honor Roll - Students must have an average of 80% or higher in all classes.

**High School Credit Opportunities**
The district encourages each middle school student to leave 8th grade with a minimum of 1 high school credit. High school courses offered at the middle school include Algebra I, Spanish I, and Band. Grades earned in these classes will be calculated using the high school grading guidelines and will be applied towards high school GPA and rank, if applicable.
Alternative high school credit opportunities include:

Credit by Examination for Acceleration
Students may take exams offered by the University of Texas or Texas Tech University for courses in which no prior instruction has been received. A score of 80 must be achieved. Test dates will be published in the spring and fall. A student may not attempt to earn credit by examination for a specific high school course more than two times. There is no limit to the number of credits that can be earned through credit by exam. Students should contact a counselor for registration information.

Credit by Examination with Prior Instruction
A student must have had prior formal instruction in a semester course to be eligible to gain credit by examination with prior instruction. A score of 70 or above is required on the credit by examination test. A student may not attempt to earn credit by examination for a specific course more than two times. There is no limit to the number of high school credits that can be earned through credit by exam. The cost of the exam will be the responsibility of the student.

Home School/Non Accredited Private School
A student returning to public middle school from home schooling or a non-accredited private school will need to demonstrate mastery of basic skills up to the grade level to which he/she is assigned. Students will be given a credit by exam assessment offered by the University of Texas or Texas Tech University.

Instructional Program
Lago Vista Middle School provides middle school students a well-balanced, rigorous curriculum that meets and exceeds the requirements set forth by the Texas Education Agency (TEA).

A key focus of the LVISD middle school academic program is to make certain all students are prepared for the high school curriculum by focusing on the attainment of the essential skills in English language arts, mathematics, science, and social studies.

In addition to certain required courses, students may choose optional courses (electives) in fine arts, languages other than English, technology applications, and physical education. Elective course offerings may vary from year to year based upon student requests and staff availability.

The instructional program delivered at Lago Vista Middle School is based on the official standards defined by the state, known as the Texas Essential Knowledge and Skills (TEKS), and the College and Career Readiness Standards (CCRS), developed in collaboration between TEA and the Texas Higher Education Coordinating Board (THECB). The learning standards set forth in the TEKS and CCRS are designed to represent a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers. By implementing these required standards, our schools will advance the mission of Texas to develop college and career ready students.

Core academic teachers at the middle school receive training to advance preparedness for advanced coursework through Pre-AP Institutes, as well as through locally developed trainings. These professional development opportunities equip teachers with the strategies and tools they need to engage their students in active, high-level learning, thereby ensuring that every student develops the skills, habits of mind, and concepts they need to succeed in post-secondary opportunities.

Physical Education Requirement
Students in middle school may fulfill the requirement for physical education by:

- Taking a TEKS-based physical education class or a substitute approved by the District;
- Participating in a TEKS-based structured extracurricular activity or in an approved private or commercially sponsored physical activity program; or
- Participating in an Olympic-caliber physical activity program approved by the District.

Private or commercially sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

Olympic level participation and/or competition include a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors and the activities involved in the program must be certified by the superintendent to be of exceptional quality.

Promotion Policy
To be promoted from Grade 6 to Grade 7, Grade 7 to Grade 8, and Grade 8 to Grade 9, students must meet all the following criteria:

1. Earn a yearly course average of 70 or above in three of the following areas: English language arts, mathematics, science, and social studies.
2. An overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas.
3. Meet the 90 percent state-mandated requirement for attendance.
4. 8th graders must pass STAAR Math and Reading for promotion.

Standards for Mastery
In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately.
Special Education Services

Each local school has the responsibility for providing educational and related services to eligible students in the least restrictive environment, and ensuring students with disabilities have the opportunity to participate in educational programs and activities with students without disabilities to the extent appropriate. If a student has or is suspected of having a disability and requires specialized services, parents, teacher, administrators or any other district employee should contact a campus counselor for information concerning the special education referral process. The school district curriculum enables each student with disabilities to acquire knowledge and skills in the basic areas of learning commensurate with the student’s needs and abilities. These skills may be attained through special education accommodations, modification, or instruction and related services, as determined by the admission, review, and dismissal (ARD) committee. The ARD committee shall determine the appropriate instructional setting for each student, and these shall be specified in the student’s Individualized Education Program (IEP).

Summer School

Students may attend an accredited summer school, provided that approval of the principal or counselor is obtained before enrolling. Summer school work can be used for making up work that has been failed during the regular term, or strengthening areas where a student is weak.

Transfer Credit

Students transferring into the District from a school with a comparable grading scale shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows:

- A+ = 97 B+ = 87 C+ = 79 D+ = 74 F = 69
- A = 94 B = 84 C = 77 D = 72
- A- = 90 B- = 80 C- = 75 D- = 70

Pre-AP Courses

Pre-AP courses are designed to challenge students beyond grade-level academic work and to prepare students for high school Advanced Placement courses and include a special focus on the subject-specific activities a student will later encounter in a related high school Advanced Placement course. It is recommended, but not required, that students wishing to take AP courses participate in Pre-AP courses.

Pre-AP courses include activities and strategies designed to engage students in active, high-level learning. Students will develop the skills, habit of mind, and concepts needed to succeed in college. Depth of material often requires students to read and write extensively in and out of class.

It is recommended, but not required, that students wishing to take AP courses participate in Pre-AP courses in middle school, 9th grade, and 10th grade. To be successful in advanced courses, students are expected to have:

- The ability to go above and beyond what is asked
- Good time management skills
- Strong reading and writing skills
- High interest in subject matter
- The willingness to accept critical feedback
- The ability to know when and how to ask for help
Lago Vista ISD recognizes the value of advanced academic coursework and encourages all students to graduate high school with at least one advanced academic course, such as Advanced Placement, OnRamps, or dual credit. To this end, the district has developed an inclusive enrollment model for middle school Pre-AP courses. Students are encouraged to access the more rigorous coursework in which they can be successful, which is generally defined as earning a C or better for the semester average.

While Lago Vista ISD offers inclusive enrollment for Pre-AP courses, parents and students should carefully weigh the decision to enroll in advanced coursework. It is important to ensure that the student demonstrates the habits of mind that are likely to lead to success in academically rigorous classes. Students who experience success in Pre-AP courses typically exhibit the following personal and academic characteristics:

**Personal Characteristics:**
- Reads on or above grade level
- Strong study skills and self-motivation
- Proficient oral and written communication skills
- Self-discipline to plan, organize, and carry out tasks to completion
- Interest and self-directedness in a particular subject

**Academic Characteristics:**
- Successful completion of prerequisite coursework
- Grade of 90 or higher in the previous content-related course
- Grade of 80 or higher in the previous Pre-AP content-related course
- Level II scores on most recent course-related state-mandated performance assessments (STAAR)

**Entry Guidelines for Middle School Pre-AP**
Generally, students who opt to participate in Pre-AP should:
1. Successfully complete prerequisite courses, as specified in the course catalog.
2. Demonstrate mastery (Level II Performance) on most recent course-related state-mandated performance assessments (STAAR) scores.

Parents of students who do not meet the criteria for enrollment may still elect to enroll their students in a Pre-AP course, understanding that students may require additional encouragement and support to be successful in these courses. Parents will be asked to sign a waiver.

**Summer Assignments for Pre-AP Courses**
In order to address the skills and expectations that comprise advanced coursework and assessments, many Pre-AP courses include required summer reading and writing assignments to allow for the breadth and depth of content needed to appropriately address requirements for the course. The requirement of summer assignments for advanced courses is an established convention at most schools offering these courses.

Reading and writing over the summer help to keep the students’ minds “in the game” and add to the content area knowledge and skills needed for success in the course. Also, students in a given class arrive in August having had a common knowledge base and experience, which provides for immediate instructional opportunities. This requirement determines the pacing of curriculum, which must be accelerated due to the advanced nature of these courses.

Required pre-course assignments are necessary because:
- It is to the students’ benefit to utilize the summer in completing some of their reading in order to positively affect pacing of work throughout the school year.
- We begin the first day ready for discussion and learning, which also positively affects pacing of work throughout the year.
- Students must be strong readers and pre-course reading encourages students to practice and improve reading skills even during the summer months.

**Works Selection**
Instructors select works based upon the scope of the course curriculum. Every work selected offers relevance to some component of study set forth by the state of Texas through the TEKS or to the corresponding course framework set forth by the College Board.

**Accessing Materials**
If possible, students should purchase their own copies of required readings. It is an advantage to be able to take notes in the margins and underline or highlight notable passages. Students may buy these books at local bookstores or for a reduced cost online. Students may also check out chosen works from the public library or find digital copies online. However, with these formats, students will not be able to take notes within the text itself. If these options are not viable, the District does have a limited number of some titles available, but these may not be annotated in or marked on in any way. These books will be distributed on a first-come, first-serve basis. Those interested may contact the course teacher, preferably prior to the last day of school in the preceding year.

**New and Transfer Students**
New and transfer students are expected to fulfill summer assignment requirements, but extended time may be given depending on time of enrollment.

**Exit Guidelines for Middle School Pre-AP**
The following guidelines apply for exit from a middle school Pre-AP course:
1. It is expected that students seek assistance when needed to be successful in the course and remain in the Pre-AP course for at least one semester.

2. Students wishing to exit a Pre-AP course must petition the counselor in writing with a parent signature. The petition for exit may or may not be granted by the campus and will be determined during an exit conference. Granting the petition is based on input from the teacher, student performance in the course, availability of space in other courses, student attendance at recommended tutorials, the timing of the request, and any extenuating circumstances. Students experiencing success (able to maintain a C or better for the semester average) should remain in the course for the semester.

3. Students who earn an “F” at the end of a grading period may be removed from the class unless otherwise recommended by the teacher and administrator.

The District requires completion of 26 credits (28 credits total) in addition to the number required by the state for graduation under the foundation program with an endorsement.

**Foundation with Endorsement/Distinguished Level of Achievement**

A student can graduate under a Distinguished Level of Achievement if they complete the FHSP with an endorsement and have achieved a math level of Algebra II. **Qualification for Automatic Admission (top 10%)** to Texas state colleges and universities requires students to complete the Distinguished Level of Achievement.

The District requires completion of 2 credits (28 credits total) in addition to the number required by the state for graduation under the foundation program with the distinguished level of achievement.

**Performance Acknowledgements**

Students graduating on the Foundation High School Program can earn Performance Acknowledgements on their transcript and diploma for outstanding performance in a dual credit course; in bilingualism and bi-literacy; on a college AP exam or IB exam; on the PSAT, ACT-PLAN, SAT or ACT; and by earning a nationally or internationally recognized business or industry certification or license.

**Bilingualism and Bi-literacy Performance Acknowledgement**

A student may earn a Performance Acknowledgement on the student’s diploma and transcript for outstanding performance in bilingualism and bi-literacy by demonstrating proficiency in accordance with LVISD grading policy in two or more languages by:

1. Completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100, and

2. Satisfying one of the following:
   - Completion of a minimum of 3 credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
   - Demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
   - Completion of at least 3 credits in a foundation subject area course in a language other than English with a minimum of 80 on a scale of 100; or
   - Demonstrated proficiency in one or more languages other than English through one of the following methods:
     - A score of 3 or higher on a College Board AP exam for a language other than English; or
     - A score of 4 or higher on an IB exam for a higher-level language other than English course; or

---

**High School Graduation Program Information**

**Graduation Programs for Students Entering in 2014-2015 and After**

Students enrolled in high school in the 2014–2015 school year and after graduate under the Foundation High School program. The District credit requirements under these programs are listed below.

**Foundation High School Program (FHSP) Only**

The FHSP without an endorsement (22 credits) can be considered at the beginning of the junior year. However, this requires that a meeting be held with the counselor, parent/guardian, and student to discuss post-secondary implications.

The District requires completion of 6 credits (28 credits total) in addition to the number required by the state for graduation under the Foundation High School Program without an endorsement. Graduation under the Foundation High School Program without an endorsement shall be permitted only as authorized under state law and rules.

**Foundation High School Program (FHSP) with Endorsement**

The FHSP with an endorsement requires a minimum of 26 credits. Students must choose an “Endorsement,” or area of concentration, upon entering the ninth grade. Achieved endorsements will be noted on high school diplomas. Students can earn an endorsement by successfully completing the “Program of Study” requirements in the endorsement areas. Please see the specific course requirements for each Program of Study area listed in the course catalog.

---

Performance Acknowledgements

Students graduating on the Foundation High School Program can earn Performance Acknowledgements on their transcript and diploma for outstanding performance in bilingualism and bi-literacy; on a college AP exam or IB exam; on the PSAT, ACT-PLAN, SAT or ACT; and by earning a nationally or internationally recognized business or industry certification or license.

Bilingualism and Bi-literacy Performance Acknowledgement

A student may earn a Performance Acknowledgement on the student’s diploma and transcript for outstanding performance in bilingualism and bi-literacy by demonstrating proficiency in accordance with LVISD grading policy in two or more languages by:

1. Completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100, and

2. Satisfying one of the following:
   - Completion of a minimum of 3 credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
   - Demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
   - Completion of at least 3 credits in a foundation subject area course in a language other than English with a minimum of 80 on a scale of 100; or
   - Demonstrated proficiency in one or more languages other than English through one of the following methods:
     - A score of 3 or higher on a College Board AP exam for a language other than English; or
     - A score of 4 or higher on an IB exam for a higher-level language other than English course; or
• Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.

In addition to meeting the requirements to earn a Performance Acknowledgement in bilingualism and biliteracy, an English language learner must also have participated in and met the exit criteria for a bilingual or English as a Second Language (ESL) program and scored at the Advanced High level on the TELPAS.

Dual Credit Performance Acknowledgement
A student may earn a Performance Acknowledgement on the student’s diploma and transcript for outstanding performance in a dual credit course by successfully completing:

1. At least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of 3.0 or higher on a scale of 4.0, or
2. An associate degree while in high school.

AP Performance Acknowledgement
A student may earn a Performance Acknowledgement on the student’s diploma and transcript for outstanding performance on an AP exam by earning a score of 3 or above on at least one AP exam.

PSAT, the ACT-PLAN, the SAT, or the ACT Performance Acknowledgement
A student may earn a Performance Acknowledgement on the student’s diploma and transcript for outstanding performance on the PSAT, the ACT-PLAN, the SAT, or the ACT by:

1. Earning a score on the PSAT that qualifies the student for recognition as a commended scholar or higher by the College Board and National merit Scholarship Corporation, as part of the National Hispanic Recognition Program of the College Board; or
2. Achieving the college readiness benchmark score on at least two of the four subtests on the ACT-PLAN exam;
3. Earning a combined reading and mathematics score of at least 1250 on the SAT; or
4. Earning a composite score on the ACT exam of 28 (excluding the writing sub-score).

Business or Industry Certification or License Performance Acknowledgement
A student may earn a Performance Acknowledgement on the student’s diploma and transcript for earning a nationally or internationally recognized business or industry certification or license with:

1. Performance on an exam or series of exams sufficient to obtain a nationally or internationally recognized business or industry certification, or
2. Performance on an exam sufficient to obtain a government-required credential to practice a profession.

Nationally or internationally recognized business of industry certification shall be defined as an industry validated credential that complies with knowledge and skill standards promulgated by a nationally or internationally recognized business, industry, professional, or governmental entity representing a particular profession or occupation that is issued by or endorsed by:

• A national or international business, industry, or professional organization, or
• A state agency or other governmental entity, or
• A state-based industry association.

Certifications or licensures for performance acknowledgements shall:

• Be age appropriate for high school students;
• Represent a student’s substantial course of study and/or end-of-program knowledge and skills;
• Include an industry recognized exam or series of exams, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience; and
• Represent substantial knowledge and multiple skills needed for successful entry into a high skill occupation.

STAAR End of Course Requirements for Graduation
Students will take the State of Texas Assessments of Academic Readiness (STAAR) exam at the end of English I, English II, Algebra I, Biology, and U.S. History. In order to graduate, a student must meet or exceed the Level II Satisfactory scale score on each STAAR EOC assessment. The performance standard needed to meet the testing requirement for graduation is based on the performance standard in place when students take their first EOC test and will apply to all five EOC assessments.

STAAR EOC retest opportunities will be available for students needing to retest. Students who, upon completion of Grade 11, are unlikely to pass one or more EOCs shall be required to enroll in a corresponding content-area preparatory class and take an end-of-course assessment for that course. Retests will be offered during the summer, fall, and spring administrations of STAAR. Specific substitutions for EOCs are allowed and include AP, IB, PSAT, ACT-PLAN, SAT, and ACT scores. It is the student’s responsibility to check with their counselor to determine if he/she is eligible for a substitution. The ARD committees shall determine whether students receiving special education services are required to pass EOCs to receive a high school diploma.

According to Senate Bill 149, passed in April 2015, students who miss the Level II Satisfactory scale score on no more than two of the five EOC assessments may graduate if granted a recommendation from the campus Individual Graduation Committee (IGC). In order to be eligible for IGC consideration, the student must continue to retest at every eligible opportunity.
Planning Your Path in Middle School

Middle school includes grades 6, 7, and 8 and is important as you think about high school and post-secondary plans. The courses you take and the grades you make are the foundation for the high school years. As a result, consider the following information.

High School Credit in Middle School

Lago Vista ISD offers some courses designated for grades 9-12 in middle school. High school courses offered at the middle school include Algebra I, Spanish I, and Band. Grades earned in these classes will be calculated using the high school grading guidelines and will be applied towards high school GPA and rank, if applicable. Satisfactory completion of high school courses taken prior to high school shall be reflected on the student’s academic achievement record and the student will be awarded state graduation credit.

Students who take these courses must show satisfactory completion of the prerequisite grade and the most recent Texas STARR exam as well as meet state and district requirements for the high school course taken, including the appropriate high school STAAR exam.

Students who satisfactorily complete Algebra I prior to high school will continue with higher-level mathematics courses in grades 9-12. Students are expected to take four additional years of high school math while in high school.

Students who successfully complete the two-year program for Spanish I or all of Spanish I prior to high school may use this unit earned to satisfy one credit of the languages other than English requirement in grades 9-12.

Planning for College Credit in High School

Lago Vista ISD offers many opportunities for students to earn college credit while enrolled in the District. These include College Board Advanced Placement, OnRamps dual credit through UT-Austin, and dual credit through Austin Community College and the Texas Virtual School Network (TxVSN). AP and college credit programs are open enrollment and participation is based on the prerequisites of the course. It is recommended, but not required, that students wishing to take Advanced Placement and dual credit courses participate in Pre-AP courses.

For more information on college credit programs in Lago Vista ISD, please visit http://www.lagovistaisd.net/default.aspx?name=curr.ins_collegecreditprograms.

Planning for College: Top Ten Gets You In!

The Texas public college or university of your choice must automatically admit you if (1) your academic average on the Foundation Plus Endorsement Distinguished Level of Achievement plan placed you in the top 10 percent of your high school class; (2) you apply no later than two years after graduating from a Texas high school; and (3) you submit a completed application before the expiration of any filing deadline established by the college.

The University of Texas at Austin is an exception to this rule. Under Senate Bill 175, the University of Texas at Austin, is to admit automatically enough students to fill 75% of available space set aside for Texas residents in an entering freshmen class beginning with the 2011 freshmen summer/fall class. Using data from recent years, the University of Texas at Austin, has determined that admitting students in the top 7% of their high school graduating class to the 2016 entering freshmen class will fill 75% of available spaces. As a result, the University of Texas at Austin will automatically admit all eligible 2016 summer/fall applicants who rank within the top 7% of their high school graduating class, with the remaining spaces to be filled through holistic review.

The Foundation High School Graduation Plan is summarized in Appendix B of this course guide to help you set your sights on the goal of a Distinguished Level of Achievement graduation!

Planning for College: PSAT 8/9

All 8th graders in Lago Vista ISD take the PSAT 8/9 in the fall. The PSAT 8/9 is a test that will help you and your teachers figure out what you need to work on most so that you’re ready for college when you graduate from high school. It tests the same skills and knowledge as the SAT and PSAT/NMSQT — in a way that makes sense for your grade level. It’s a practice Practice SAT!

Students will receive their PSAT 8/9 scores in the spring and will have instant access to powerful tools. The College Board and Khan Academy — a leader in online education — have teamed up to provide world-class practice tools to all students for free. With your free access to Khan Academy, you will find full-length practice tests from the College Board as well as thousands of practice questions written in collaboration with the same developers who are creating the SAT. In addition to being free and accessible anytime, anywhere, Official SAT Practice on KhanAcademy.org will give you personalized practice recommendations tailored to your strengths, weaknesses, and progress. It’s a great way to get a jump-start on college!
Course Descriptions

Courses in this guide may not be available or may not be offered in a given year. Other than required courses, courses may vary based on the number of student requests for the course.

6th Grade

English Language Arts (ELA) 6
Course Number: 1106
Full Year
Prerequisite: None
This course is designed to stimulate students to engage in deeper levels of thinking and higher levels of reading comprehension. Students will strengthen their understanding of reading, writing, research, listening, speaking, and the oral and written conventions of the English language. Emphasis will be placed on developing students' skills in critical, analytical and creative thinking, close reading, grammar, and composition. Students will be expected to read and write on a daily basis.

Pre-AP English Language Arts (ELA) 6
Course Number: 1116
Full Year
Prerequisite: See entry guidelines on page 5
Pre-AP English is a course designed for high-achieving 6th grade students demonstrating advanced English language arts skills, who will receive instruction leading to subsequent Pre-AP and AP English Language Arts courses. The class will cover all 6th essential knowledge. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. Summer reading may be required.

Math 6
Course Number: 1206
Full Year
Prerequisite: None
Students will develop an understanding of multiplication and division of rational numbers. They will use reasoning about multiplication and division to solve rate, ratio, and proportion problems. Students will write expressions and equations as well as derive and use formulas to connect learning to real-world problem solving.

Pre-AP Math 6
Course Number: 1216
Full Year
Prerequisite: See entry guidelines on page 5
Pre-AP math is a course designed for high-achieving 6th grade students demonstrating advanced mathematical skills, who will receive instruction leading to 8th grade algebra and subsequent Pre-AP and AP mathematics courses. The class will cover all 6th essential knowledge. This course will compact TEKS within the 6th and 7th grade curriculum.

7th Grade

Science 6
Course Number: 1306
Full Year
Prerequisite: None
Science for 6th grade is a course designed for all students that utilizes specific instructional strategies designed to enhance the development of critical thinking skills. Students analyze real-world situations through scientific problem solving. Concepts covered are interdisciplinary in nature with a focus on physical science. Topics of study include elements, compounds and mixtures, energy resources, potential and kinetic energy, energy transformations, force and motion, solar system and space exploration, taxonomic classifications and levels of organization in ecosystems.

World Cultures 6
Course Number: 1406
Full Year
Prerequisite: None
Social Studies for 6th grade is designed for all students. The course utilizes strategies that develop the skills, habits of mind, and concepts needed for higher-level thinking. Students study people, places and societies of the contemporary world, the influence of individuals on events and the differing nature of citizenship. Students will identify different ways of organizing economic and governmental systems. Students will compare institutions and the effects of technology on societies and identify different points of view about events. A wide variety of primary and secondary source material is used to teach the strands of knowledge and skills listed in the Texas Essential Knowledge and Skills.

English Language Arts (ELA) 7
Course Number: 1107
Full Year
Prerequisite: None
This course is designed to develop an understanding for reading, writing, research, listening, speaking, and the oral and written conventions of the English language. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. Students will be expected to read and write on a daily basis.

Pre-AP English Language Arts (ELA) 7
Course Number: 1117
Full Year
Prerequisite: See entry guidelines on page 5
Pre-AP English is a course designed for high-achieving 7th grade students demonstrating advanced English language arts skills, who will receive instruction leading to subsequent Pre-AP and AP English Language Arts courses. The class will cover all 7th essential knowledge. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and
works through required reading, discussions, essays, and exams. *Summer reading may be required.*

**Math 7**
*Course Number: 1207*
*Full Year*
**Prerequisite:** None
Students will develop an understanding of proportionality and ratio to describe and solve situations involving discounts, interest, taxes, and percent of increase or decrease. They will compose and decompose 2- and 3-dimensional objects to create and validate formulas for surface area and volume. Students will extend their learning in addition, subtraction, multiplication and division of integers and rational numbers by applying the properties of arithmetic to consider negative numbers in everyday contexts.

**Pre-AP Pre-Algebra 7**
*Course Number: 1217*
*Full Year*
**Prerequisite:** *Pre-AP Math 6: See entry guidelines on p. 5*
This course covers mathematical knowledge and skills leading to 8th grade algebra and subsequent advanced mathematics courses at the high school. This course reviews arithmetic procedure and begins a student’s investigation of algebraic concepts. Students will use linear equations to represent real-world situations, and develop an understanding of slope as rate of change. They will increase fluency in number, operation and quantitative reasoning; analyze 2- and 3-dimensional space and use of statistical data; and develop and describe geometric and mathematical patterns all leading to sustainable algebraic thinking. *Students in this course will take the 8th Grade Mathematics STAAR exam.*

**Science 7**
*Course Number: 1307*
*Full Year*
**Prerequisite:** None
This course is designed for all students and utilizes specific instructional strategies designed to enhance the development of critical thinking skills. Students analyze real-world situations through scientific problem solving. Concepts covered are interdisciplinary in nature with a focus on organisms and the environment. Topics of study include the flow and conservation of energy through living systems, force, motion, and energy observed in living systems and the environment, Earth and space phenomena, relationships between living organisms and their environment, genetics, plant and animal cell structures, and human body systems. Students will be engaged in relevant and rigorous hands-on laboratory investigations that emphasize process skills, such as experimental design, and use tools and technology to collect, record, and analyze data.

**Pre-AP Science 7**
*Course Number: 1317*
*Full Year*
**Prerequisite:** *See entry guidelines on page 5*
Pre-AP Science for 7th grade is an academically intensive course designed for the scholastically motivated and scientifically curious student. College and Career Readiness standards are addressed through collaborative lab and field explorations intended to enhance the development of scientific process skills. Independent reading, analytical writing and in-depth discussions equip students with the conceptual understanding and critical thinking needed in preparation for the Advanced Placement courses in high school. Students analyze real-world situations through scientific problem solving. Concepts covered are interdisciplinary in nature with a focus on organisms and the environment. Topics of study include the flow and conservation of energy through living systems, force, motion, and energy observed in living systems and the environment, Earth and space phenomena, relationships between living organisms and their environment, genetics, plant and animal cell structures, and human body systems. Students will be engaged in relevant and rigorous hands-on laboratory investigations that emphasize process skills, such as experimental design, and use tools and technology to collect, record, and analyze data.

**Texas History 7**
*Course Number: 1407*
*Full Year*
**Prerequisite:** None
Students will study the history of Texas from early times to the present. Areas of study will include Natural Texas and its People: Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. Students identify the regions of Texas and describe the structure and functions of government. Students will examine the rights and responsibilities of Texas citizens, identify different ethnic groups who contributed to Texas culture, and analyze the impact of science and technology on the development of Texas in various industries. A wide variety of primary and secondary source material is used to teach the strands of knowledge and skills listed in the TEKS.

**English Language Arts (ELA) 8**
*Course Number: 1108*
*Full Year*
**Prerequisite:** None
Students will develop an understanding for reading, writing, research, listening, speaking, and the oral and written conventions of the English language. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. In addition, students will continue to address earlier standards as needed while they attend to standards for their grade level. Students will be expected to read and write on a daily basis. *Summer reading may be required.*
Pre-AP English Language Arts 8
Course Number: 1118
Full Year
Prerequisite: See entry guidelines on page 5
Pre-AP English is a course designed for high-achieving 8th grade students demonstrating advanced English language arts skills, who will receive instruction leading to subsequent Pre-AP and AP English Language Arts courses. The class will cover all 8th essential knowledge. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and tests. Summer reading may be required.

Pre-Algebra 8
Course Number: 1208
Full Year
Prerequisite: None
This course reviews arithmetic procedure and begins a student’s investigation of algebraic concepts. Students will use linear equations to represent real-world situations, and develop an understanding of slope as rate of change. They will increase fluency in number, operation and quantitative reasoning; analyze 2- and 3-dimensional space and use of statistical data; and develop and describe geometric and mathematical patterns all leading to sustainable algebraic thinking.

HS Algebra I
Course Number: 1209
HS Credit: 1, Full Year
Prerequisite: Successful completion of 7th Grade Pre-Algebra OR demonstrated ability according to District criteria; See entry guidelines on page 5
Algebra I will expand students’ understanding of number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry; measurement; and probability and statistics. Special emphasis is placed on problem solving and application of skills and concepts. Students will also be instructed in the use of the graphing calculator. Upon successful completion, this course grants high school credit. The grade earned will be factored into the student’s high school GPA. Students in this course will take the Algebra I EOC STAAR exam.

Science 8
Course Number: 1308
Full Year
Prerequisite: None
Students analyze real-world situations through scientific problem solving. Concepts covered are interdisciplinary in nature with a focus on earth and space science. Topics of study include properties of matter and chemical reactions, relationship between forces and motion explained by Newton’s three laws, cycles within the Sun, Earth, and Moon systems (seasons, tides, lunar phases, origin of universe, plate tectonics, topographic maps, interaction of solar, weather, and ocean systems, interactions within ecosystems, and environmental changes. Students will be engaged in relevant and rigorous hands-on laboratory investigations that emphasize process skills, such as experimental design, and use tools and technology to collect, record, and analyze data.

Pre-AP Science 8
Course Number: 1318
Full Year
Prerequisite: See entry guidelines on page 5
Pre-AP Science for 8th grade is an academically intensive course designed for the scholastically motivated and scientifically curious student. College and Career Readiness standards are addressed through collaborative lab and field explorations intended to enhance the development of scientific process skills. Independent reading, analytical writing and in-depth discussions equip students with the conceptual understanding and critical thinking needed in preparation for the Advanced Placement courses in high school. Students analyze real-world situations through scientific problem solving. Concepts covered are interdisciplinary in nature with a focus on earth and space science. Topics of study include properties of matter and chemical reactions, relationship between forces and motion explained by Newton’s three laws, cycles within the Sun, Earth, and Moon systems (seasons, tides, lunar phases, origin of universe, plate tectonics, topographic maps, interaction of solar, weather, and ocean systems, interactions within ecosystems, and environmental changes. Students will be engaged in relevant and rigorous hands-on laboratory investigations that emphasize process skills, such as experimental design, and use tools and technology to collect, record, and analyze data.

U.S. History 8
Course Number: 1408
Full Year
Prerequisite: None
Students study the history of the United States from colonization through Reconstruction. Students analyze political, economic, religious and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, the challenges of the early Republican, the Age of Jackson, westward expansion, sectionalism, Civil War and Reconstruction. Students examine the physical characteristics of the U.S. and their impact on how and where Americans lived, the American beliefs and principles reflected in historical documents such as the U.S. Constitution, the effects of major Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. A wide variety of primary and secondary source material is used to teach the strands of knowledge and skills listed in the TEKS.
### Fine Arts

#### Art 6

**Course Number:** 1751  
**Full Year**  
**Prerequisite:** 6th graders only  
Art 6 is a creative performance class designed to help develop artistic perception, expression, historical heritage, and critical evaluation through the following activities: drawing, design, painting, sculpture, and crafts. A list of needed supplies to be purchased by the student is furnished for each student at the beginning of this course.

#### Art 7

**Course Number:** 1752  
**Full Year**  
**Prerequisite:** 7th graders only; Art 6 recommended  
Art 7 is a creative performance class designed to extend the development of artistic perception, expression, historical heritage, and critical evaluation through the following activities: drawing, design, painting, sculpture, and crafts. A list of needed supplies to be purchased by the student is furnished for each student at the beginning of this course.

#### Art 8

**Course Number:** 1986  
**Full Year**  
**Prerequisite:** 8th graders only; Art 7 recommended  
Art 8 is designed to further inventive and imaginative expression through the following activities: drawing, design, painting, printmaking, sculpture, and crafts. Art II helps develop visual judgment, critical thinking, and awareness of creative job opportunities. A list of needed supplies to be purchased by the student is furnished for each student at the beginning of this course.

### Languages Other Than English

#### Exploratory Spanish

**Course Number:** 1801  
**Full Year**  
**Prerequisite:** 6th graders only  
Exploratory Spanish introduces students to the study of the Spanish language. Students use components of language, make observations about Spanish language and cultures, develop language study skills, and/or acquire simple communicative skills.

#### Spanish I – A

**Course Number:** 1808  
**Full Year**  
**Prerequisite:** 7th and 8th graders only  
Spanish I A is a beginning level course that will introduce the student to a variety of areas of the Spanish language. In this course, the student will learn listening, speaking, reading, and writing skills through interesting and engaging activities. This course is organized into five topics including greetings, the date, weather, time, and colors. The student will learn to express himself using an ever-increasing vocabulary, present-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Elements of the Spanish-speaking world and culture appear throughout the course, including people, geographical locations, and histories. This course, when taught in conjunction with Spanish I-B in 8th grade, yields high school credit.

### Electives

#### Marching/Concert Band I

**Course Number:** 1903  
**Credit:** 1, Full Year  
**Prerequisite:** Audition and teacher approval. Marching Band I count as a .5 P.E. equivalent  
Marching/Concert Band I focuses on the study of musical instrument performance skills, basic and advanced music theory, sight-reading skills, marching, concert, ensemble, and solo skills. Participation in band is subject to instructor placement determined by an audition to assess the student’s instrumental technique and music reading skill. All band students are required to participate in rehearsals and performances before and after school. The Viking Marching Band performs at all appropriate football games and pep rallies. The group also participates in all UIL related contests and others contests during the semester that prove beneficial to the program. Students participate in Marching Band in the fall and Concert Band in the spring. Fine Arts or physical education credit may be earned. A student must take two semesters of Marching Band to equal 1 physical education credit. This course yields high school credit. Because marching band is a substitute for physical education in high school, the grade earned will NOT be factored into the student’s high school GPA.

#### Advanced Band

**Course Number:** 1902  
**Full Year**  
**Prerequisite:** Beginning Band; This course is recommended for 7th and 8th graders  
Intermediate Band is a full year course of the study of instrumental music. There are several concert performances, parade performances, and competitions in solo and ensemble each year. These band members perform individually at concerts and may compete at the University Interscholastic League Concert and Sight-Reading Competition in the spring. Attendance at rehearsals and all after-school performances is required. A rental fee is charged to offset any repair costs on instruments owned by the school district. The Band Director assigns course numbers based on student ability.
Spanish I – B  
Course Number: 1803  
Full Year  
Prerequisite: 8th graders only; Successful completion of Spanish I A  
Spanish I B is a beginning level course that will introduce the student to a variety of areas of language learning. In this course, the student will learn listening, speaking, reading, and writing skills through a variety of activities. This course is organized into five topics including greetings, the date, weather, time, and colors. The student will learn to express himself using an ever-increasing vocabulary, present-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Elements of the Spanish-speaking world and culture appear throughout the course, including people, geographical locations, and histories. This course, when taught in conjunction with Spanish I - A in 7th grade, yields high school credit. The grade earned in Spanish I-B will be factored into the student’s high school GPA.

HS Spanish I  
Course Number: 1802  
HS Credit: 1, Full Year  
Prerequisite: 8th graders only  
This course provides an introduction to the five C’s: communication (speaking, listening, reading, writing), culture (understanding of the people, practices, products and perspectives), connections (with other subject areas), comparisons (own culture/language with another), and communities (using language beyond the school setting for personal and career development). This course yields high school credit. The grade earned will be factored into the student’s high school GPA.

Physical Education & Health  

Pre-Athletics – Boys  
Course Number: 1623  
Full Year  
Prerequisite: 6th grade boys only; Sports Physical  
Pre-athletic Physical Education is designed to prepare students for athletic participation and may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. This course is a substitute for the required PE course.

Pre-Athletics – Girls  
Course Number: 1624  
Full Year  
Prerequisite: 6th grade girls only; Sports Physical  
Pre-athletic Physical Education is designed to prepare students for athletic participation and may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. This course is a substitute for the required PE course.

Athletics 7 – Boys  
Course Number: 1620  
Full Year  
Prerequisite: 7th grade boys only; Sports Physical  
Athletic Physical Education may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. Attendance at all practices and competitions is required. Students must have a physical examination by a medical doctor to participate in competitive athletics. This course is a substitute for the required PE course.

Athletics 7 – Girls  
Course Number: 1621  
Full Year  
Prerequisite: 7th grade girls only; Sports Physical  
Athletic Physical Education may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. Attendance at all practices and competitions is required. Students must have a physical examination by a medical doctor to participate in competitive athletics. This course is a substitute for the required PE course.

Athletics 8 – Boys  
Course Number: 1618  
Full Year  
Prerequisite: 8th grade boys only; Sports Physical  
Athletic Physical Education may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. Attendance at all practices and competitions is required. Students must have a physical examination by a medical doctor to participate in competitive athletics. This course is a substitute for the required PE course.

Athletics 8 – Girls  
Course Number: 1619  
Full Year  
Prerequisite: 8th grade girls only; Sports Physical  
Athletic Physical Education may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. Attendance at all practices and competitions is required. Students must have a physical examination by a medical doctor to participate in competitive athletics. This course is a substitute for the required PE course.
Physical Education 6
Course Number: 1601
Full Year
Prerequisite: None
Students will improve and develop their fitness knowledge and level through a variety of individual and team sports and activities. All activities are designed to improve their personal fitness level and acquire health and fitness information necessary to become healthy and active adults. State fitness testing will also be included in this course. Students are required to dress out in campus specific fitness attire. Grades are based on participation, skills, and written tests. Required for 6th graders.

Physical Education 7
Course Number: 1602
Full Year
Prerequisite: None
Students will continue to improve and develop their fitness knowledge and level through a variety of individual and team sports and activities. All activities are designed to improve their personal fitness level and acquire health and fitness information necessary to become healthy and active adults. State fitness testing will also be included in this course. Students are required to dress out in campus specific fitness attire. Grades are based on participation, skills, and written tests. Required for 7th graders.

Physical Education 8
Course Number: 1603
Full Year
Prerequisite: None
Students will continue to improve and develop their fitness knowledge and level through a variety of individual and team sports and activities. All activities are designed to improve their personal fitness level and acquire health and fitness information necessary to become healthy and active adults. State fitness testing will also be included in this course. Students are required to dress out in campus specific fitness attire. Grades are based on participation, skills, and written tests. Required for 8th graders.

Health 7
Course Number: 1830
Semester
Prerequisite: None
Students enrolled in this course will develop knowledge and skills to address adolescent health issues. Students gain a better understanding of the knowledge and behavior they use to safeguard their health, particularly pertaining to health risks. Major areas of study will include fitness, nutrition, mental/emotional health, substance abuse, and interpersonal relationships. In addition, students will learn about safe behaviors, puberty, and the reproductive system through the “Draw the Line-Respect the Line” curriculum. Required for 7th graders.

Technology Applications 6
Course Number: 1810
Semester
Prerequisite: None
Students will utilize computers to learn a variety of technological units. This class is designed to provide students with a broad, exploratory experience with a variety of tools, materials, and processes associated with industry and technology. Through the study of technology applications, students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills. Topics of study include: using files in various formats such as text, raster and vector graphics, video, and audio files; using digital tools such as blogs, wikis, audio/video communication, or other emerging technologies; and practicing safe, responsible, legal, and ethical behavior while using technology tools and resources. Required for 6th graders.

Technology Applications 7
Course Number: 1763
Semester
Prerequisite: None
Students will utilize computers to learn a variety of technological units. This class is designed to provide students with a broad, exploratory experience with a variety of tools, materials, and processes associated with industry and technology. Through the study of technology applications, students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills. Topics of study include: using files in various formats such as text, raster and vector graphics, video, and audio files; using digital tools such as blogs, wikis, audio/video communication, or other emerging technologies; and practicing safe, responsible, legal, and ethical behavior while using technology tools and resources. Required for 6th graders.
Technology Applications 8  
Course Number: 1764  
Semester  
Prerequisite: None  
Technology Applications 8 is a course for students who are interested in preparing for high school level technology courses (i.e., Computer Programming, Audio/Video Production). Each student will study and create a product following the National Educational Technology Standards for Students (NETS®S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts. Through the study of technology applications, students will make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.

Locally Developed Courses & Special Programs

G/T Enrichment Through Critical Thinking  
Course Number: 1726 (6th), 1727 (7th), 1728 (8th)  
Full Year  
Prerequisite: GT Identified  
Emphasis is on intellectual exploration and the development of critical thinking and problem solving through an appreciation of cultures. An enrichment curriculum integrates core content areas and explores the process of problem solving through both independent and team-based development of advanced projects. This class incorporates aspects of communication, character development and effective use of technology/resources. Assessment is based on both product quality and process skill. This class is designed to meet specific needs of identified Gifted and Talented students.

Math Masters 6  
Course Number: 1950  
Full Year  
Prerequisite: Campus recommendation  
The course is in addition to the grade level mathematics course. It is designed to assist students who have not performed well on the mathematics portion of STAAR. The course includes topics, such as whole numbers, integers, rational numbers, proportional relationships, fractions, percentages, ratios, algebraic relationships, geometric relationships, equations and inequalities, graphical numeric representation, and personal financial literacy. All students who failed to meet standard on the previous year’s STAAR mathematics assessment, or who otherwise demonstrate need, will be placed in this academic support class.

Math Masters 7  
Course Number: 1951  
Full Year  
Prerequisite: Campus recommendation  
The course is in addition to the grade level mathematics course. It is designed to assist students who have not performed well on the mathematics portion of STAAR. The course includes topics, such as operations to solve problems with rational numbers, proportional relationships, probability and statistics, linear relationships, geometric relationships, one-variable equations and inequalities, statistical representations, and personal financial literacy. All students who failed to meet standard on the previous year’s STAAR mathematics assessment, or who otherwise demonstrate need, will be placed in this academic support class.

Math Masters 8  
Course Number: 1952  
Full Year  
Prerequisite: Campus recommendation  
The course is in addition to the grade level mathematics course. It is designed to assist students who have not performed well on the mathematics portion of STAAR. The course includes topics, such as operations to solve problems with rational numbers, decimal and scientific notation, using proportional relationships to describe dilations, proportional and non-proportional relationships involving slope, foundational concepts of functions, geometric formulas, equations and inequalities, foundational concepts of simultaneous linear equations, statistical procedures, and personal financial literacy. All students who failed to meet standard on the previous year’s STAAR mathematics assessment, or who otherwise demonstrate need, will be placed in this academic support class.

Mythbusters - Advanced STEM  
Course Number: 1370  
Full Year  
Prerequisite: 7th graders only; Teacher approval  
Separating truth from fiction can be tough. In this elective, students will endeavor to find the truth as we put myths to the test in the classroom! Students will problem-solve, collaborate, and make new discoveries. This class is inspired by the hit TV show “Mythbusters.” These MythBusting activities follow the STEM initiatives.

Student Aide  
Course Number: 2000  
Full Year  
Prerequisite: 8th graders only; Administrator approval  
A course designed to allow students the opportunity to learn responsibility through assisting educational professionals. Skills that may be learned are as follows: filing, phone etiquette, peer assistance, use of office equipment, communication skills, and others. Because confidentiality and quality of work are essential for this position, the student may not have a history of disciplinary infractions, and will need a teacher recommendation and an administrator’s approval.
Introduction to Debate: Digital Citizenship  
Course Number: 1820 (6th), 1821 (7th), 1822 (8th)  
Full Year  
Prerequisite: None  
This course will focus on debate as a medium to educate students regarding evolving platforms of social media and related legal, constitutional, and ethical issues. The course will highlight the debatable issues associated with digital citizenship, including the laws regarding social media, inappropriate usage, and online harassment. Students will also practice their research skills, reasoning ability, and critical thinking competency. They will apply these skills by sharing orally and in writing their developed opinions and research findings on course topics in a variety of debate formats including Lincoln/Douglas, Four Debater, and Socratic Seminar.

Viking Valor  
Course Number: 1860  
Semester  
Prerequisite: 6th graders only  
This class consists of several basic units of study:  
1. Utilizing resources (Middle School transition, time management, study skills, multi-media tools);  
2. Communication (building positive relationships and presenting information effectively);  
3. Critical thinking and problem solving; and  
4. Character development (anti-bullying, citizenship, and positive behavior development). **Required for 6th graders.**

Yearbook  
Course Number: 1215  
Full Year  
Prerequisite: None  
This course is designed for highly motivated, independent and creative individuals who wish to learn how to create and design a school yearbook using desktop publishing software. In addition to creating the yearbook, students will learn about and discuss age-appropriate social issues and character education to design visual media and promote awareness and demonstrate mastery.
## Program of Studies for Middle School Students

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts 6 or Pre-AP English Language Arts 6</td>
<td>English Language Arts 7 or Pre-AP English Language Arts 7</td>
<td>English Language Arts 8 or Pre-AP English Language Arts 8</td>
</tr>
<tr>
<td>Math 6 or Pre-AP Math 6</td>
<td>Math 7 or Pre-AP Pre-Algebra 7*</td>
<td>Math 8 or HS Algebra I</td>
</tr>
<tr>
<td>Science 6</td>
<td>Science 7 or Pre-AP Science 7</td>
<td>Science 8 or Pre-AP Science 8</td>
</tr>
<tr>
<td>World Cultures 6</td>
<td>Texas History 7</td>
<td>U.S. History 8</td>
</tr>
<tr>
<td>PE 6 or Pre-Athletics</td>
<td>PE 7 or Athletics 7</td>
<td>PE 8 or Athletics 8</td>
</tr>
<tr>
<td>Tech Apps 6/Viking Valor</td>
<td>Tech Apps 7/Health</td>
<td>3 of the following electives:</td>
</tr>
<tr>
<td>2 of the following electives:</td>
<td>2 of the following electives:</td>
<td></td>
</tr>
<tr>
<td>Art 6</td>
<td>Art 7</td>
<td></td>
</tr>
<tr>
<td>Beginning Band</td>
<td>Beginning Band</td>
<td></td>
</tr>
<tr>
<td>Exploratory Spanish</td>
<td>Advanced Band</td>
<td></td>
</tr>
<tr>
<td>Introduction to Debate</td>
<td>Spanish IA</td>
<td></td>
</tr>
<tr>
<td>G/T Enrichment: Critical Thinking</td>
<td>Introduction to Debate</td>
<td></td>
</tr>
<tr>
<td>Math Masters 6</td>
<td>Mythbusters - Advanced STEM</td>
<td></td>
</tr>
<tr>
<td>G/T Enrichment: Critical Thinking</td>
<td>Math Masters 7</td>
<td></td>
</tr>
<tr>
<td>Math Masters 7</td>
<td>G/T Enrichment: Critical Thinking</td>
<td></td>
</tr>
</tbody>
</table>

*Pre-AP Math 6 required.
## Appendix B

### Foundation High School Program Graduation Plan Side-by-Side

<table>
<thead>
<tr>
<th>Foundation High School Program</th>
<th>Foundation High School Program Plus Endorsement</th>
<th>Distinguished Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 Credits Required by State</td>
<td>26 Credits Required by State</td>
<td>26 Credits Required by State</td>
</tr>
<tr>
<td>28 Credits Required by LVISD</td>
<td>28 Credits Required by LVISD</td>
<td>28 Credits Required by LVISD</td>
</tr>
</tbody>
</table>

**22 Credits Required by State**

**28 Credits Required by LVISD**

**26 Credits Required by State**

**28 Credits Required by LVISD**

**Required for Automatic Admission (top 10%) to Texas state colleges and universities**

<table>
<thead>
<tr>
<th>English Credits: ELA, I, II, III, one advanced English course</th>
<th>English Credits: ELA, I, II, III, one advanced English course</th>
<th>English Credits: ELA, I, II, III, one advanced English course</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 credits</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>3 Math Credits: Algebra I, Geometry, one credit in any authorized math course</td>
<td>4 Math Credits: Algebra I, Geometry, two credits in any authorized advanced math course</td>
<td>4 Math Credits: Algebra I, Geometry, Algebra II, one credit in any authorized advanced math course</td>
</tr>
<tr>
<td>3 Science Credits: Biology, two credits in any authorized advanced science course</td>
<td>4 Science Credits: Biology, three credits in any authorized advanced science course</td>
<td>4 Science Credits: Biology, three credits in any authorized advanced science course</td>
</tr>
<tr>
<td>2 Languages Other Than English Credits</td>
<td>2 Languages Other Than English Credits</td>
<td>2 Languages Other Than English Credits</td>
</tr>
<tr>
<td>1 Physical Education Credit</td>
<td>1 Physical Education Credit</td>
<td>1 Physical Education Credit</td>
</tr>
</tbody>
</table>

**28 Credits Required by LVISD**

**28 Credits Required by LVISD**

**28 Credits Required by LVISD**

**Required for Automatic Admission (top 10%) to Texas state colleges and universities**

<table>
<thead>
<tr>
<th>English Credits: ELA, I, II, III, one advanced English course</th>
<th>English Credits: ELA, I, II, III, one advanced English course</th>
<th>English Credits: ELA, I, II, III, one advanced English course</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 credits</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>3 Math Credits: Algebra I, Geometry, one credit in any authorized math course</td>
<td>4 Math Credits: Algebra I, Geometry, two credits in any authorized advanced math course</td>
<td>4 Math Credits: Algebra I, Geometry, Algebra II, one credit in any authorized advanced math course</td>
</tr>
<tr>
<td>3 Science Credits: Biology, two credits in any authorized advanced science course</td>
<td>4 Science Credits: Biology, three credits in any authorized advanced science course</td>
<td>4 Science Credits: Biology, three credits in any authorized advanced science course</td>
</tr>
<tr>
<td>2 Languages Other Than English Credits</td>
<td>2 Languages Other Than English Credits</td>
<td>2 Languages Other Than English Credits</td>
</tr>
<tr>
<td>1 Physical Education Credit</td>
<td>1 Physical Education Credit</td>
<td>1 Physical Education Credit</td>
</tr>
</tbody>
</table>

**LVISD Requires 28 Credits to Graduate**

**LVISD Requires 28 Credits to Graduate**

**LVISD Requires 28 Credits to Graduate**

*LVISD requirement.
Appendix C

Explanation of Eligibility for Automatic College Admission

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. In accordance with Texas Education Code (TEC), §51.803, a student is eligible for automatic admission to a college or university as an undergraduate student if the applicant earned a grade point average in the top 10 percent of the student's high school graduating class, or the top 7 percent of eligible 2017 summer/fall freshman applicants for admission to the University of Texas at Austin, and the applicant:

1. Successfully completed the requirements for the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP);
2. Earned the distinguished level of achievement under the Foundation High School Program; or
3. Satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

In accordance with Title 19 Texas Administrative Code (TAC), §5.5(e), high school rank for students seeking automatic admission to a general academic teaching institution on the basis of class rank is determined and reported as follows.

1. Class rank shall be based on the end of the 11th grade, middle of the 12th grade, or at high school graduation, whichever is most recent at the application deadline.
2. The top 10 percent of a high school class shall not contain more than 10 percent of the total class size.
3. The student's rank shall be reported by the applicant's high school or school district as a specific number out of a specific number total class size.
4. Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate.

An applicant who does not satisfy the course requirements is considered to have satisfied those requirements if the student completed the portion of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program that was available to the student but was unable to complete the remainder of the coursework solely because courses were unavailable to the student at the appropriate times in the student's high school career as a result of circumstances not within the student's control.

To qualify for automatic admission an applicant must:

1. submit an application before the deadline established by the college or university to which the student seeks admission;
2. meet all curriculum requirements for admission established by the college or university to which the student seeks admission; and
3. provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program or the portion of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program that was available to the student.

Colleges and universities are required to admit an applicant for admission as an undergraduate student if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college-level grade point average and performance on standardized tests.

*The University of Texas at Austin*

Beginning with admissions for the 2011-2012 school year, The University of Texas at Austin (UT) is no longer required to automatically admit applicants in excess of 75% of its enrollment capacity for first-time resident undergraduate students. Should the number of applicants who qualify for automatic admission exceed 75% of enrollment capacity, UT shall provide notice of the percentage of qualified applicants that are anticipated to be offered admission. For the fall of 2017 academic year, UT has determined that it will automatically admit all eligible applicants who rank within the top 7% of their high school graduating classes. Please note that students admitted to UT under the Automatic Admission policy will be required to complete at least 6 semester credit hours during evening or other low-demand hours in order to ensure the efficient use of available classrooms.

**Additional Resources**

For the complete text of this statute, please refer to the Texas Education Code (TEC), §51.803, available online at http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm.

For questions related to the Automatic Admission policy, please visit the Texas Education Agency’s Automatic College Admission webpage at http://www.tea.state.tx.us/index2.aspx?id=2147485632.
# Appendix D
## Lago Vista ISD
### Foundation Plus Endorsement Graduation Checklist
#### Students Entering High School After 2014-2015

**Key:** ✓ = Completed  E = Enrolled  N = Need

### English – 4.0 Credits
- English I
- English II
- English III
- English IV

### Math – 4.0 Credits
- Algebra I
- Geometry
- Additional Math* or Advanced Math**
- Advanced Math**

*Additional Math Options: Math Models
**Advanced Math Options: Algebra II, Precalculus, Independent Study in Math, AP Calculus AB, AP Calculus BC, AP Computer Science, Statistics & Risk Management

### Science – 4.0 Credits
- Biology
- Additional Science*
- Advanced Science**

*Additional Science Options: IPC, Chemistry, AP Chemistry, Physics, AP Physics 1
**Advanced Science Options: Chemistry, Physics, AP Biology, AP Chemistry, AP Physics 1, AP Environmental Science, Anatomy and Physiology, Medical Microbiology, Pathophysiology, Forensic

### Social Studies – 3.0 Credits
- World Geo. or World His.
- US History
- Government (.5)
- Economics (.5)

### Speech – 1.0 Credit
- Professional Communications

### Health – .5 Credit
- Health/Lifetime Nutrition & Wellness

### Money Matters – .5 Credit
- Money Matters

### Fine Arts – 1.0 Credit
- Fine Art I

### Physical Education – 1.0 Credit
- PE

### Language Other Than English (LOTE) – 2.0 Credits
- LOTE I
- LOTE II

---

**EOC & Scores**
- Algebra I
- Biology I
- English I
- English II
- US History

**Endorsement(s)**
- STEM
- Business & Industry
- Arts & Humanities
- Multidisciplinary

**Performance Acknowledgments**
- **Dual Credit**
  - 12 hours/3.0
- **Bilingualism/Biliteracy**
  - 3 credits at 80%; or
  - Level IV at 80%; or
  - 3 or Higher on AP
- **Advanced Placement**
  - 3 or Higher on AP exam
- **College Readiness**
  - PSAT/NMSQT Commended Scholar; or
  - College Readiness on 2 ACT Plan Subject Tests; or
  - SAT score of 1250 on Reading/Math; or
  - ACT composite score of 28

(Continue on the Next Page)
### Endorsement Sequence(s)

#### Arts & Humanities
- **Fine Arts**
  - ☐ Fine Arts I
  - ☐ Fine Arts II
  - ☐ Fine Arts III [or I]
  - ☐ Fine Arts IV [or II]

- **Spanish**
  - ☐ Spanish I
  - ☐ Spanish II
  - ☐ PAP Spanish III
  - ☐ AP Spanish IV

#### Business & Industry
- **Architecture & Construction**
  - ☐ Professional Communications
  - ☐ Construction Technology
  - ☐ Advanced Construction Technology (2.0 credits)

- **Welding (Manufacturing)**
  - ☐ Professional Communications
  - ☐ Welding
  - ☐ Advanced Welding (2.0 credits)

- **Business Information Management**
  - ☐ Professional Communications
  - ☐ Stats & Risk Management
  - ☐ BIM I
  - ☐ BIM II

- **Business Leadership**
  - ☐ Professional Communications
  - ☐ BIM I
  - ☐ BIM II

- **Audio/Video Production**
  - ☐ Professional Communications
  - ☐ A/V Production
  - ☐ Advanced A/V Production (2.0 credits)

- **Computer Information Technology**
  - ☐ Professional Communications
  - ☐ BIM I
  - ☐ CS Programming I
  - ☐ OnRamps Computer Fluency

- **Journalism**
  - ☐ Beginning Yearbook (DIM)
  - ☐ Advanced Journalism I
  - ☐ Advanced Journalism II
  - ☐ Advanced Journalism III

- **Speech Communication**
  - ☐ Professional Communications
  - ☐ Debate I
  - ☐ Debate II
  - ☐ Debate III

- **STEM** *(Algebra II, Chemistry, and Physics REQUIRED)*
  - ☐ PAP Algebra II
  - ☐ Chemistry
  - ☐ Physics
  - ☐ PAP Precalculus
  - ☐ AP Calculus

- **Advanced Placement Science**
  - ☐ Algebra II
  - ☐ AP Chemistry
  - ☐ AP Physics

- **Advanced Placement Mathematics**
  - ☐ AP Calculus

- **Computer Information Technology**
  - ☐ Algebra II
  - ☐ Chemistry
  - ☐ Physics
  - ☐ CS Programming I
  - ☐ PAP CS Programming II
  - ☐ AP Computer Science

- **Health Science**
  - ☐ Algebra II
  - ☐ Chemistry
  - ☐ Physics
  - ☐ Medical Microbiology (.5)
  - ☐ Pathophysiology (.5)
  - ☐ Anatomy & Physiology

---

**Note:** After selecting at least one Endorsement Program of Study, students may choose to meet additional requirements for the following endorsements:

1. STEM – Completion of Algebra II and two additional math courses for which Algebra II is a prerequisite
2. STEM – Completion of Chemistry, Physics, and two additional science courses.
3. STEM – Completion of Algebra II, Chemistry, Physics and a sequence of three additional credits from two of the following disciplines: Math or Science.
4. Multi-disciplinary – Completion of four credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics.
5. Multi-disciplinary – Completion of four credits in Advanced Placement or Dual Credit: 1 English, 1 math, 1 science, and 1 social studies.

**Total Credits:** ______

*Foundation Plus Endorsement requires 26 credits. LVISD requires 28 credits to graduate. Only 2 local credits may count towards graduation, unless recommended by ARD.*