

# HAYSCISD



Middle School  
Course Guide  
7th and 8<sup>th</sup> Grade

## Campus Directories

### **Barton Middle School**

4950 Jack C. Hays Trail  
Buda, TX 78610  
(512) 268-1472 -fax (512) 268-1610  
Aaron Lloyd Principal  
Viktoria Rask, Counselor  
Cindy Templer,  
Counselor

### **McCormick Middle School**

5700 Dacy Lane  
Buda, TX 78610  
(512) 268-8508 – fax (512) 295-4696  
James Cruz, Principal  
Rosario Rodriguez,  
Counselor  
Dr. Veronica Cervantes, Counselor

### **Chapa Middle School**

3311 Dacy Lane  
Kyle, Texas 78640  
(512) 268-8500 -fax (512) 295-7824  
Lisa Walls, Principal  
Magda Flores,  
Counselor  
Debbie Dinderman, Counselor

### **Simon Middle School**

3839 East FM 150  
Kyle, TX 78640  
(512) 268-8507 – fax (512) 268-4146  
Dr. Michael Watson,  
Principal  
Leslie Spinder, Counselor  
Melinda Dechick, Counselor

### **Dahlstrom Middle School**

3600 FM 967  
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(512) 268-8441 -fax (512) 295-5346  
Dedrah Ginn Principal  
Jessica Leinen, Counselor  
Michelle Schuchart, Counselor

### **Wallace Middle School**

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(512) 268-2891 - fax (512) 268-1853  
Sarah Hodges, Principal  
P. J. Crews, Counselor  
Stacey Lomax-Wendel,  
Counselor

### **Hays Consolidated Independent School District**

21003 IH 35  
Kyle, TX 78640  
Phone: 512-268-2141  
Dr. Eric Wright, Superintendent of Schools  
Sandra Dowdy, Chief Academic Officer  
Mary Noble, Deputy Academic Officer  
Jesus Gomez, Deputy Academic Officer  
Sami Kinsey, Deputy Academic Officer  
Dr. Jennifer Garcia-Edwardsen, Deputy  
Academic Officer  
Charlotte Winkelmann, Director of Counseling

# ACADEMIC & GENERAL INFORMATION

## GENERAL INFORMATION

### **General Information**

Hays Consolidated Independent School District's middle schools serve students in grades six to eight. Hays CISD middle schools are designed to meet the needs of young adolescents.

We encourage parents to contact the teachers often to build a teaming approach in working with his/her student. This allows better communication and support, as well as more individual attention for all students.

### **Enrollment**

A student enrolling in the district for the first time must be accompanied by his/her parent(s) or legal guardian and must provide satisfactory evidence of required immunizations, **proof of residence (utility bill or lease agreement)**, copy of birth certificate and social security card, and a withdrawal form from the previous school. To complete admission, the following demographic information is necessary: home address, home phone, mother's name, place of business and work phone, father's name, place of business and work phone, and a friend or relative's name and number in case of emergency.

### **Curriculum at a Glance**

Hays CISD provides middle school students a well-balanced curriculum that meets the requirements of the Texas Education Agency (TEA). The Hays CISD academic program offers all students the same basic course of study. Students in grades 6-8 are required to take core courses in English Language Arts and Reading, Mathematics, Science, Social Studies, Physical Education, and Fine Arts. These courses will be explained by subject area in this guide.

During the middle school years, students need to broaden their academic and career options and develop the foundation needed for success in high school. Sixth grade offerings do not contain courses in Pre-Advanced Placement.

A counselor can assist students and parents in choosing appropriate courses. Teachers may also make recommendations to parents to move students into advanced academic courses and will contact the parent to discuss this. If the parent wishes to move their child into advanced academic courses, the parent will need to conference with the current teacher and/or counselor.

### **Gifted and Talented Services**

**Pre-AP course names have changed to Advanced starting in 2021-22 because of the College Board trademark for the name.**

Identified gifted students are expected, but not required, to take a rigorous course of study to include Advanced Mathematics in middle school, Advanced courses in middle and high school and AP/Dual Credit/Dual Enrollment courses in high school.

*Differentiation:* Identified gifted and talented (G/T) students are offered differentiated learning opportunities within the classroom in Mathematics, English Language Arts & Reading, Science, and/ or Social Studies. Differentiation is an instructional model guiding teachers in developing classrooms which are actively attentive to the needs of academically diverse student populations. Differentiating instruction requires active planning for student learning differences in the classroom. In a differentiated classroom, students have multiple options for taking in or accessing information (content), making sense of ideas (process), and expressing what they learn (product). In addition, flexible grouping and acceleration opportunities are strategies used by the classroom teacher.

*G/T Cluster Grouping:* Cluster grouping is a method Hays CISD uses to meet the academic needs of G/T students. In Hays CISD schools, G/T students are clustered in core subject areas with a G/T trained classroom teacher. The G/T cluster teacher is responsible for teaching the core content academic curriculum as well as differentiating instruction for the G/T students.

*Advanced Mathematics:* Students in Advanced Mathematics experience a compacted curriculum. Four years of mathematics instruction are compacted into three years with students completing Algebra I in their eighth grade year. **It is recommended that all students take 4 years of math while enrolled in high school.**

*Pre-AP (7<sup>th</sup> & 8<sup>th</sup> grades):* Advanced classes are offered in English Language Arts & Reading, Science, and Social Studies by educators who are trained in advanced curriculum and in gifted and talented (G/T) education.

### **(Advanced Placement Classes)**

The Advanced Placement (AP) program is a cooperative educational endeavor between secondary schools, the College Board, and colleges and universities where college-level courses are taught in a high school program. At the end of each AP course, an AP Exam is offered. High school students who demonstrate qualifying scores on the AP exams (scores of 3 and above) can receive college credit and/or advanced standing at a college or university. The purpose of Advanced Placement courses is to give students the opportunity to develop skills that will enable them to be successful in AP courses. Advanced courses are characterized by an immersion in rigorous content, an accelerated pace, and performance assessments at the evaluative and creative levels of Bloom's Taxonomy. Typically, successful Advanced students are task-oriented, proficient readers, and able to prioritize their time. The curricula for the courses are built on the core academic curriculum following the Texas Essential Knowledge and Skills (TEKS) expectations for each course. Students are encouraged to take Advanced courses that are appropriate to their interests and academic strengths. The number of Advanced courses a student takes also varies with students' motivation, self-discipline, and available time outside of class. If you have any questions, please contact your child's teacher.

### **The following are characteristics of successful Advanced class students:**

#### **Personal characteristics**

- Reading on or above grade level
- Strong study skills and sufficient self-motivation to persevere when faced with challenging material or a more rapid pace of instruction
- Proficient oral and written communication skills
- Self-discipline to plan, organize, and carry out tasks to completion
- Interest and self-directedness in the Advanced course

#### **Academic characteristics**

- Successful completion of prerequisite coursework
  - Recommended grade of 90 or higher in an on-level class
  - Recommended grade of 80 or higher in an Advanced class
- Successful performance in related content area courses (example: math and science or English and social studies)
- Scores at Masters Grade Level on the most recent STAAR test closely related to the Pre-AP course being considered.

### **Preparing Your Schedule**

Students should consider their interests and abilities in selecting courses for eighth grade and high school. Therefore, when choosing elective courses, students should consider what it requires to accomplish their goals. A course that is required before another course can be taken is called a "prerequisite course." It is important students are aware of deadlines in selecting and changing course requests, as course selections are used to hire quality teachers and set the master schedule for the next year.

## **Definitions**

CAREER CRUISING – A planning online resource to assist students in developing a four year plan for high school, select courses, and create a portfolio. <http://xello.world.com/en>

DUKE 7<sup>TH</sup> GRADE TALENT SEARCH - The 7th Grade Talent Search identifies academically talented seventh graders based on standardized test scores achieved while attending elementary or middle school. Candidates are invited to take the ACT or the SAT college entrance exam as seventh graders, which allows them greater insight into their academic abilities. <http://www.tip.duke.edu/> (Pending 2021-22)

ELECTIVE - A course that a student chooses to take, although it is not specifically required.

PARENT SELF SERVE – Log in to Parent Self-Serve in the Parent Path window to view your child's assignments, grades, attendance, and email the teachers.

PREREQUISITE - A requirement that must be met in order to take a specific course.

REQUIRED COURSE - A specific course that a student must take and pass to be promoted to the next grade and ultimately to graduate from high school.

SEMESTER - An eighteen-week segment of the thirty-six week school year. Two semesters make up the school year on the middle school level.

STAAR (State of Texas Assessments of Academic Readiness) - The state testing program mandated by SB 1031 in 2007 and the grade 3-8 assessments mandated by HB 3 in the 2009 legislative session.

TEKS (Texas Essential Knowledge and Skills) - The statewide curriculum mandated by the Texas State Board of Education.

## **High School Credit and GPA**

Courses taken for high school credit while in middle school will count in the student's high school cumulative grade point average/GPA and recorded on the high school Academic Achievement Record (transcript).

## **Top Ten Gets You In**

The Texas public college or university of your choice must automatically admit you if (1) your academic average 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. As a result, the University of Texas, at Austin, will automatically admit all eligible 2018 summer/fall applicants who rank within the top 6% of their high school graduating class, with the remaining spaces to be filled through holistic review. Only students graduating under the Distinguished Level of Achievement Foundation Plan will be eligible for automatic admission.

## **State of Texas Assessments of Academic Readiness (STAAR)**

STAAR is the state's student testing program that began in the 2011-2012 school year. The standardized testing program includes students in grades 3-12 and focuses on readiness for success in subsequent grades and courses and, ultimately, for college and career.

Over the course of their public school career, students participating in STAAR will be tested in the core subject areas - reading, writing, mathematics, science, and social studies.

### **The STAAR tests for middle grades cover the following subjects and grades:**

Grade 6: Mathematics, Reading

Grade 7: Mathematics, Reading, Writing

Grade 8: Mathematics, Reading, Science, Social Studies

High School: 5 End-of-Course assessments

Students enrolled in 7<sup>th</sup> Grade Advanced Math will take the 8<sup>th</sup> grade STAAR Mathematics assessment.

Students enrolled in Advanced Algebra 1 in 8<sup>th</sup> grade will take the STAAR Algebra 1 EOC assessment.

Visit the Texas Education Agency website for more news and information about STAAR.

<http://tea.texas.gov/student.assessment/staar/>

## NAVIGATING YOUR FUTURE

### Preparing for your future starts now!

Here are some tips that can prepare you to begin thinking about high school and college today. Your future depends on it!

**MIDDLE SCHOOL COURSES-** Challenge yourself now with classes that can help you in high school. The courses you select in middle school can make an impact on high school.

- Challenge yourself - select courses that match your abilities, but are also challenging. You will be more prepared for high school. The more challenging courses you can take in high school the more prepared you are for college or other post-secondary opportunities.
- Investigate your options - determine what middle school courses can be taken for high school credit. Some courses you can take online throughout the year and Summer School. Talk to your counselor about the middle school courses you can take for high school credit. High School coursework is more demanding and requires organizational skills and determination to get the work done.
- Research available courses - determine what classes will build your skills for courses that you will be taking in high school.
- Begin to attend teacher tutorials when they are offered
- Visit with your counselor regarding your interests and future plans.
- In 8<sup>th</sup> grade, counselors will discuss your Personal Graduation Plan and talk about graduation requirements, including the Endorsements. A student can graduate with more than one endorsement on their academic achievement record (transcript). The colleges and universities are not concerned with the number of endorsements or the name of the endorsements, as long as the student is college ready and has met all admissions guidelines for the deadline for admission.
- **HB 5- Foundation High School Graduation Program with Endorsements**  
Freshman in 2014 and beyond will be graduating under HB 5 Foundation High School Graduation Program with Endorsements. Students must graduate with a coherent sequence of courses for an Endorsement (Career Cluster); this endorsement will go on the student's Academic Achievement Record (transcript). For more information on the new graduation plans and the Navigate Your Future Endorsement Guide, students and parents can go to <https://www.hayscisd.net/site/Default.aspx?PageID=432>

**PLANNING FOR HIGH SCHOOL –** Create a plan and choose courses carefully

- Use your xello.world account to investigate career choices based on your talents and dreams to inform the creation of your 4 year personal graduation plan.
- Create your 4 year graduation plan in the Spring of 7<sup>th</sup> grade year with your middle school and high school counselor
- Attend the 9<sup>th</sup> grade parent information night and tour day in the Spring of 8<sup>th</sup> grade. Tours are pending due to COVID.
- Use your 4 year personal graduation plan to assist in selecting courses for 9<sup>th</sup> grade
- Hays CISD offers many opportunities for students to earn college credit while enrolled in high school. These include College Board Advanced Placement and Dual Credit and Concurrent Enrollment courses. The AP and Career and Technical courses are open enrollment and participation is based on the prerequisites of each course. See the Dual Credit section in the high school course guide for admission requirements regarding these course options.

**EXPLORE CAREERS-** Investigate career choices based on your talents and dreams.

- Take the *Career Matchmaker Inventory* on your xello.world account.
- Consider your abilities and the areas in which you excel.
- Think about your interests and make a list.
- Talk to your parents and other people about their careers.
- Describe the lifestyle you want.
- Read books or research different careers on the internet.
- Talk to your school counselor about your career interests.

**PLANNING FOR COLLEGE-** Learn skills to help achieve your goals.

- Start by developing good study habits.
- Get organized.
- Manage your time with a schedule planner.
- Read frequently, do your homework, and maintain good grades.
- Prepare for tests.
- Ask for help.
- Start a resume with your summer activities and leadership opportunities you complete.
- Seniors begin the process of applying for financial aid. All senior students should fill out the FAFSA. The FAFSA requires parent and student income tax information. Begin early in the senior year to collect all needed documents for applying for financial aid in the fall. Parents and students can use prior income tax documentation for the FAFSA. The earlier a student can apply, the more likely he/she is in getting awarded a scholarship or grant from the university.

**PAYING FOR COLLEGE-** Learn how to get money for college and who provides it. The lack of money is no reason to elect not to go to college or other post-secondary options. You just need to know where to look.

- In your senior year, there is federal aid and state aid that you can apply for. Some are scholarships and grants that you don't have to pay back.
- Start now to earn and save money by yourself with a part-time or summer job.
- If they haven't already, encourage your family to save for your future education.
- If all else fails, you can borrow the money in the form of student loans that you can pay back later.
- The federal and state governments provide different forms of financial aid.
- Organizations and private groups provide scholarships and award student aid.
- You may not qualify for every kind of aid, but you may qualify for some aid.
- FAFSA completion in 12<sup>th</sup> grade is a graduation requirement. (Free Application for Federal Student Aid.)

# COURSE DESCRIPTIONS

## Required Courses

### ENGLISH LANGUAGE ARTS AND READING

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#### **7th Grade English Language Arts and Reading**

**Course Number: E70.MY**

**PEIMS: 03200520**

In Grade 7, English Language Arts and Reading is organized into the following integrated strands: Developing and Sustaining Foundational Language Skills, Comprehension Skills, Response Skills, Multiple Genres, Author's Purpose and Craft, Composition, as well as Inquiry and Research. Developing and Sustaining Foundational Language Skills: Students will develop oral language through listening and speaking; use newly acquired vocabulary expressively; read grade level text with fluency and comprehension; and read grade-appropriate texts independently. Comprehension Skills: Students will use metacognitive skills to develop and deepen comprehension of increasingly complex texts. Response Skills: Students will respond to an increasingly challenging variety of sources that are read, heard, or viewed. Multiple Genres: Students will recognize and analyze genre specific characteristics, structures, purpose, and literary elements within and across complex traditional, contemporary, classical, and diverse texts. Author's Purpose and Craft: Students will use critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. Students will apply author's craft purposefully in order to develop his or her own products and performances. Composition: Students will use the writing process recursively to compose multiple texts that are meaningful and apply the appropriate conventions. Inquiry and Research: Students will engage in both short-term and sustained recursive inquiry processes for a variety of purposes.

#### **7th Grade English Language Arts & Reading,**

**Advanced : Course Number: E70.PY**

**PEIMS: 03200520**

Pre-AP curriculum serves as the foundation for the Advanced Placement Program. Emphasis is placed on developing critical and creative thinking, as well as, analysis of the style of selected authors and works through required reading. Students are expected to manage and actively engage in extensive in and out of class reading, individual and group research projects, challenging class discussions, and a variety of writing assignments in order to obtain a rich, rigorous, and preparatory language experience. Advanced students should expect to continue in the AP program with a goal of taking the AP test in high school. Students will focus on skills required for the Advanced Placement Exam. 7<sup>th</sup> grade Advanced English covers the same concepts as those in 7<sup>th</sup> grade English except presentation of content is more accelerated and complex. This is an advanced course recommended for students with a strong interest

in English Language Arts and good study skills. Out of class time will be necessary for success in course work.

*This course includes a summer reading component.* **An Advanced Letter of Understanding must be submitted at the start of the school year in order for students to take this course.**

#### **8th Grade English Language Arts and Reading Course**

**Number: E80.MY**

**PEIMS: 03200530**

In Grade 8, English Language Arts and Reading is organized into the following integrated strands: Developing and Sustaining Foundational Language Skills, Comprehension Skills, Response Skills, Multiple Genres, Author's Purpose and Craft, Composition, as well as Inquiry and Research. Developing and Sustaining Foundational Language Skills: Students will develop oral language through listening and speaking; use newly acquired vocabulary expressively; read grade level text with fluency and comprehension; and read grade-appropriate texts independently. Comprehension Skills: Students will use metacognitive skills to develop and deepen comprehension of increasingly complex texts. Response Skills: Students will respond to an increasingly challenging variety of sources that are read, heard, or viewed. Multiple Genres: Students will recognize and analyze genre specific characteristics, structures, purpose, and literary elements within and across complex traditional, contemporary, classical, and diverse texts. Author's Purpose and Craft: Students will use critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. Students will apply author's craft purposefully in order to develop his or her own products and performances. Composition: Students will use the writing process recursively to compose multiple texts that are meaningful and apply the appropriate conventions. Inquiry and Research: Students will engage in both short-term and sustained recursive inquiry processes for a variety of purposes.

#### **8th Grade English Language Arts & Reading,**

**Advanced: Course Number: E80.PY**

**PEIMS: 03200530**

The Advanced curriculum serves as the foundation for the Advanced Placement Program. Emphasis is placed on developing critical and creative thinking, as well as, analysis of the style of selected authors and works through required reading. Students are expected to manage and actively engage in extensive in and out of class reading, individual and group research projects, challenging class discussions, and a variety of writing assignments in order to obtain a rich, rigorous, and preparatory language experience. Advanced students should expect to continue in the AP program with a goal of taking the AP test in high school. Students will focus on



skills required for the Advanced Placement Exam. 8<sup>th</sup> grade Advanced English covers the same concepts as those in 8<sup>th</sup> grade English except presentation of content is more accelerated and complex. This is an advanced course recommended for students with a strong interest in English Language Arts and good study skills. Out of class time will be necessary for success in course work. *This course includes a summer reading component. An Advanced Letter of Understanding must be submitted at the start of the school year in order for students to take this course.*

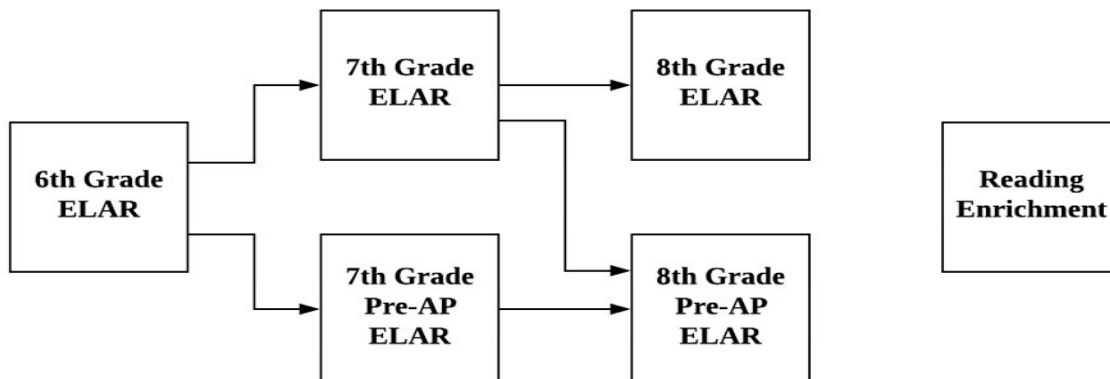
**English as a Second Language (ESL)/English for Non-English Speakers**

ESL classes prepare students for academic success in all content areas. Students learn English in a highly structured way in order to obtain, process, and construct knowledge as well as to demonstrate their knowledge of subject matter information through oral and written expression. Placement by LPAC.

**Reading Enrichment**

This course is offered in addition to the grade level English Language Arts course. It is designed to address reading deficiencies and to re-teach previously un-mastered skills and accelerate literacy concepts and abilities. This course offers students an opportunity to read with competence, confidence, and understanding through instruction in word recognition, vocabulary, and comprehension strategies. **Note:** This course may be required instead of an elective. Students will be placed in the reading enrichment class based on student assessment data received by the district during the summer.

**Middle School English Language Arts Flow Chart**



## MATHEMATICS

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### **7th Grade Mathematics**

**Course Number: M70.MY**

**PEIMS: 03103000**

The primary focal areas in Grade 7 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability.

Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems.

Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations.

### **7th Grade Advanced Mathematics**

**Course Number: M71.PY**

**Prerequisite:** Must complete 6<sup>th</sup>

Advanced Math course or take CBE

7 Grade Math with a minimum score of 80%

**PEIMS: 03103000**

Grade 7 Advanced Mathematics is the continuation of an accelerated mathematics program designed to prepare students to study Algebra I in Grade 8 and to continue their high school mathematics education to Advanced Placement Calculus and/or Advanced Placement Statistics. The course will cover a majority of the Grade 7 mathematics standards and all of the Grade 8 mathematics standards. Students are placed in advanced mathematics beginning in Grade 6. Principal permission is required to enroll in the Grade 7 Advanced Mathematics course if a student did not complete the Grade 6 Advanced Mathematics course.

**An Advanced Letter of Understanding must be submitted at the start of the school year in order for students to take this course.**

*Students enrolled in Grade 7 Advanced Mathematics will take the STAAR Grade 8 Mathematics Assessment.*

### **8th Grade Mathematics**

**Course Number: M80.MY**

**PEIMS: 03103100**

The primary focal areas in Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems.

Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations.

### Advanced 8<sup>th</sup> Grade Algebra I

**Course Number: M40.PY**

**Prerequisite:** Must complete 7<sup>th</sup> Advanced Math course or 8<sup>th</sup> Math or take CBE 8 Grade Math with a minimum score of 80%

**Credit: 1**

**PEIMS: 03100500**

There is a strong expectation that all of the students in a Pre-AP mathematics program are preparing for mathematics courses beyond Algebra II, such as Advanced Placement Calculus and/or Advanced Placement Statistics in Grades 11 or 12 of high school.

In Grade 8 Algebra I Advanced, students will build on the knowledge and skills for mathematics in Grade 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real- world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Principal permission is required to enroll in the Grade 8 Algebra I Advanced course if a student did not complete the Grade 7 Advanced Mathematics course.

**An Advanced Letter of Understanding must be submitted at the start of the school year in order for students to take this course.**

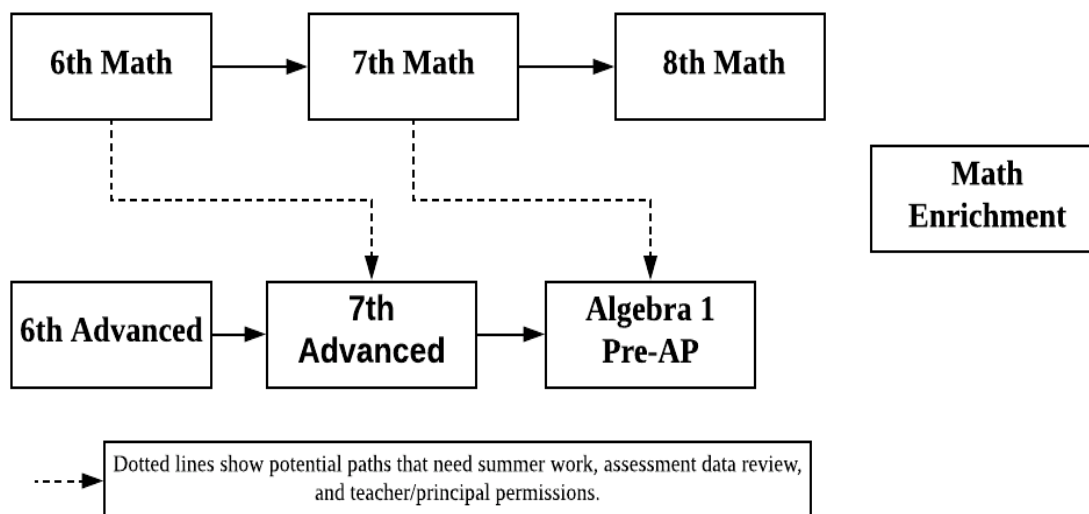
**Students enrolled in Advanced Algebra 1 in 8<sup>th</sup> grade will take the STAAR Algebra 1 EOC assessment.**

*This course will count for high school credit and will become a permanent part of the student's high school transcript. Grade 8 Algebra I Advanced will be factored into the student's high school cumulative grade point average/GPA.*

### Mathematics Enrichment

This course is in addition to the grade level mathematics course. It is designed to address deficiencies, re-teach prior learning, and accelerate mathematical concepts and skills. Problem solving, number sense, and algebraic reasoning will be emphasized. **Note:** This course may be required instead of an elective. Students will be placed in a mathematics enrichment class based on assessment data received by the district during the summer.

## Middle School Math Course Flow Chart



## SCIENCE

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### 7th Grade Science Course

**Number: I70.MY**

**PEIMS: 03060700**

Seventh grade science focuses primarily on organisms and environments and the biology applications of the four scientific strands. Topics in seventh grade will include:

- Matter and Energy—conservation of energy in living systems, the flow of energy through biological systems from the sun and photosynthesis through organisms described as producers.
- Force, Motion, and Energy—interactions between the muscular and skeletal systems, growth of seedlings, and how catastrophic events can shape and restructure the environment.
- Organisms and Environments—relationship between living organisms and their environment, how organisms obtain energy, natural selection, plant and animal cell internal structures, and major functions of body systems.

### 7th Grade Science, Advanced Course

**Number: I70.PY**

**PEIMS: 03060700**

Advanced students should expect to continue in the AP program with a goal of taking an AP science course and test in high school. Students will focus on skills required for the Advanced Placement science exam. 7<sup>th</sup> grade Advanced Science covers the same concepts as those in 7<sup>th</sup> grade science except presentation of content is more accelerated and complex. This is an advanced course recommended for students with a strong interest in science and good study skills. Out of class time will be necessary for success in course work. **An Advanced Letter of Understanding must be submitted at the start of the school year in order for students to take this course.**

### 8th Grade Science

**Course Number: I80.MY**

**PEIMS: 03060800**

Eighth grade science focuses primarily on earth and space science and the geology and astronomy applications of the four scientific strands. Topics in eighth grade science will include:

- Matter and Energy—understanding that matter is composed of atoms, the organizational structure behind the periodic table, and the nature of chemical reactions and the formation of new substances. Emphasis will be placed on the use of chemical formulas and recognition of chemical equations to show chemical reactions form new substances.
- Force, Motion, and Energy—study of Newton's laws and the way they relate to geologic processes and astronomical phenomena, evidence of Newton's laws in everyday objects and activities, and performing calculations of speed using distance and time measurements.
- Earth and Space—understanding cycles within the Sun, Earth and Moon systems, seasons, tides, lunar phases, Earth's features and plate tectonics, origin of the universe, erosional features on satellite views, climate, and weather patterns.
- Organisms and Environments—understanding interdependence between systems, aquatic and terrestrial systems, biotic and abiotic factors, short and long term environmental changes, and human impact.

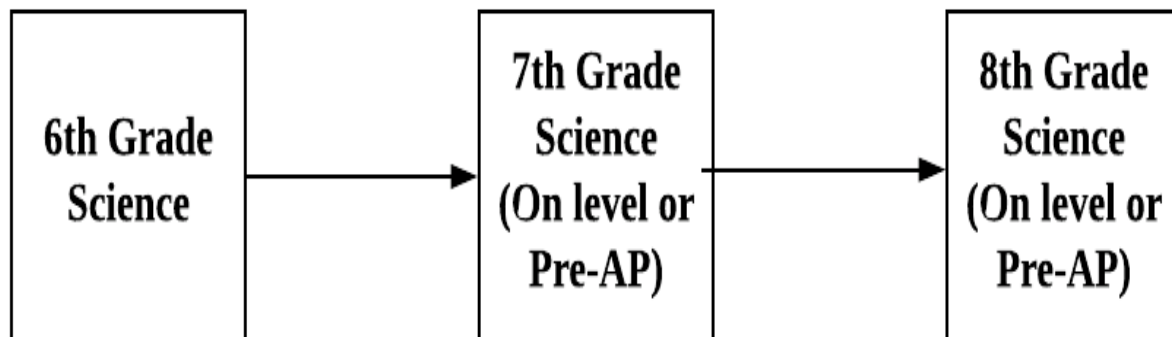
### 8th Grade Science, Advanced Course

**Number: I80.PY**

**PEIMS: 03060800**

Advanced students should expect to continue in the AP program with a goal of taking an AP science course and test in high school. Students will focus on skills required for the Advanced Placement science exam. 8<sup>th</sup> grade Advanced Science covers the same concepts as those in 8<sup>th</sup> grade science except presentation of content is more accelerated and complex. This is an advanced course recommended for students with a strong interest in science and good study skills. Out of class time will be necessary for success in course work. **An Advanced Letter of Understanding must be submitted at the start of the school year in order for students to take this course.**

## Middle School Science Flow Chart



## SOCIAL STUDIES

### **7th Grade Texas History**

**Course Number: S70.MY**

**PEIMS: 03343000**

In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. 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.

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. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological

Innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.

### **7th Grade Texas History,**

**Advanced Course Number:**

**S70.PY**

**PEIMS: 03343000**

7<sup>th</sup> grade Pre-AP Texas History covers the same concepts as those in 7<sup>th</sup> grade Texas History except presentation of content is more accelerated and complex. Pre-AP is an advanced course recommended for students with a strong interest in history and good study skills. Out of class time will be necessary for success in course work. **An Advanced Letter of Understanding must be submitted at the start of the school year in order for students to take this course.**

### **8th Grade U.S. History**

**Course Number: S80.MY**

**PEIMS: 03343100**

In Grade 8 students study the history of the United States from the early colonial period through Reconstruction.

Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balanced, federalism, separation of powers, and individual rights, reflected in the U. S. Constitution and other historical documents. Students evaluate the impact of the Supreme Court cases and major reform movements of the 19<sup>th</sup> 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. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual materials.

### **8th Grade U.S. History,**

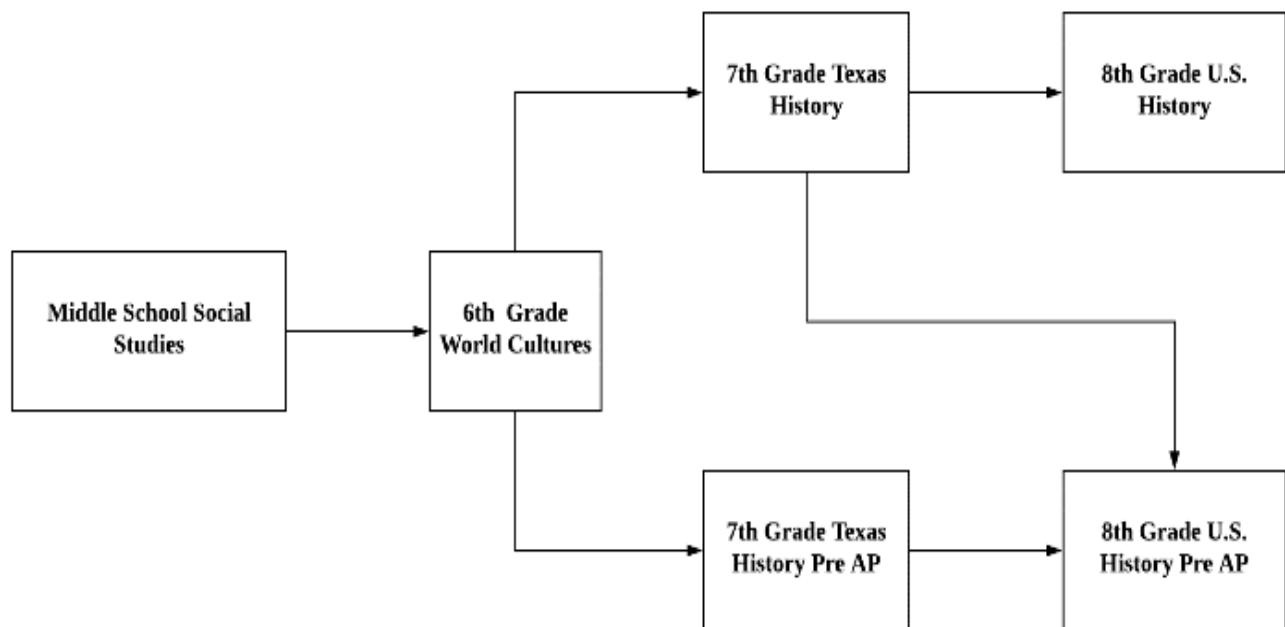
**Advanced**

**Course Number: S80.PY**

**PEIMS: 03343100**

Students will study the history of the United States from colonization through Reconstruction similar to 8<sup>th</sup> grade U. S. History, with an emphasis on higher level thinking skills through independent reading, analytical writing and in-depth discussions. Advanced students should expect to continue in the AP program with a goal of taking an AP social studies course and test in high school. Students will focus on skills required for the Advanced Placement social studies exam. Pre-AP is an advanced course recommended for students with a strong interest in history and good study skills. Out of class time will be necessary for success in course work. **An Advanced Letter of Understanding must be submitted at the start of the school year in order for students to take this course.**

# Middle School Social Studies Flow Chart



## MIDDLE SCHOOL PHYSICAL EDUCATION

SB 530 requires all middle school students to take at least four semesters of Physical Education.

Athletic courses take the place of Physical Education in 7<sup>th</sup> and 8<sup>th</sup> grade.

Each student must complete yearly fitness assessments identified as FITNESS GRAM. All information regarding this assessment is available on

[www.fitnessgram.net](http://www.fitnessgram.net)

Hays CISD's physical education program is intended to increase the health and well being of each student enrolled in the class. A wide variety of recreational games/activities will be introduced throughout the school year. Students will exhibit and understand the importance of cooperation and teamwork within the classroom setting. This class will instill within the students the importance of maintaining a healthy lifestyle by becoming physically fit.

### **7th Grade PE – all year**

**Girls PE Course Number: F71.MY**

**Boys PE Course Number: F70.MY**

**PEIMS: 03823000**

### **8th Grade PE – all year**

**Girls PE Course Number: F81.MY**

**Boys PE Course Number: F80.MY**

**PEIMS: 03823000**

### **Dance, MS1 (1<sup>st</sup> year in Dance)**

**Course Number: D01.MY**

**PEIMS: 03154120**

Students will learn the basic elements of dance styles and acquire the wellness information and skills necessary to become healthy adults. Students take levels of Dance according to the number of years they have taken the course in middle school, not according to previous dance experience. The TEKS for both Fine Arts Dance and PE/Wellness will be taught in this course. Student may be able to take dance as either a fine arts class or as a PE class. This course may include rehearsals outside the school day.

### **Dance, MS2 (2<sup>nd</sup> year in Dance)**

**Course Number: D02.MY**

**PEIMS: 03154220**

Students will continue their learning of the elements of dance styles. Students take levels of Dance according to the number of years they have taken the course in middle school, not according to previous dance experience. The TEKS for both Fine Arts Dance and PE/Wellness will be taught in this course. Student may be able to take dance as either a fine arts class or as a PE class. This course may include rehearsals outside the school day.

### **Dance, MS3 (3<sup>rd</sup> year in Dance)**

**Course Number: D03.MY**

**PEIMS: 03154320**

Students will continue their learning of the elements of dance styles. This level of Dance focuses more on choreography and performance readiness. Students take levels of Dance according to the number of years they have taken the course in middle school, not according to previous dance experience. The TEKS for both Fine Arts Dance and PE/Wellness will be taught in this course. Student may be able to take dance as either a fine arts class or as a PE class. This course may include rehearsals outside the school day.



## MIDDLE SCHOOL ATHLETICS

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We have high expectations of all student-athletes. All Hays CISD student-athletes are held to a level far beyond that of the normal student body.

In order to participate in athletics the **student-athlete and parent must read, complete, and sign the athletic online forms** and have a sports physical in order to be eligible. The forms must be returned to your child's Middle School Athletic Coordinator before the 1<sup>st</sup> day of school to participate in the athletic class or on the athletic teams outside of the school day.

**All students** must pass a UIL approved physical examination and complete all appropriate forms each year before participating in athletics.

The athletic physical exam must be dated after **April 1, 2021** for participation in the 2021-22 school year in accordance with board policy.

Coaches of any athletic team may develop stricter guidelines and requirements for students in their sport. Students who do not meet the physical or behavior requirements for participation in athletics may be removed from athletics at the coach's discretion.

All students participating in athletics will also be required to agree to abide by the Extracurricular Code of Conduct.

Participation:

1. Athletics requires participation in interschool competition. This includes daily practice and/or competition before and/or after school and on weekends.
2. It is mandatory that athletes dress out for class each day so that the athlete is better able to participate.
3. If a student fails one class for the nine weeks, that student will not be able to play in games but is still required to practice until they regain eligibility.

**District forms for athletic participation can be found at <http://hayscisd.rankonesport.com> and will be available after April 1, 2021 for the 2021-22 school year.**

**Each student must complete a yearly fitness assessment identified as FITNESSGRAM. All information regarding this assessment is available on [www.fitnessgram.net](http://www.fitnessgram.net)**

### 7th Grade Athletics

**Girls Athletics Course Number: F73.MY  
Boys Athletics Course Number: F72.MY  
PEIMS: 03823000**

### 8th Grade Athletics

**Girls Athletics Course Number: F83.MY  
Boys Athletics Course Number: F82.MY  
PEIMS: 03823000**

## Elective Courses

### FULL YEAR COURSES

*Not all electives are offered at every middle school campus.*

*Students will be given their first choice elective if possible.*

*However, they may be placed in their second or third choice, so choose carefully.*

*Any student not receiving a passing score on reading and/or math STAAR may be placed in an enrichment course in lieu of an elective.*

#### **Art, MS1 (1<sup>st</sup> Year in Art)**

**Course Number: A01.MY**

**PEIMS: 03154110**

Four basic strands--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. This course is designed to expose students to a variety of media and tools; they will create various projects while they explore different forms of art. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations. Student work will be exhibited throughout the school and in art shows and contests.

#### **Art, MS2 (2<sup>nd</sup> Year in Art)**

**Number: A02.MY**

**PEIMS: 03154210**

Art students must have completed the Art, MS1, or an art course in middle school, in order to take this higher level art class. Students will focus on individual expression, elements and principles of design, and expanding their skill level while studying various artists and art styles. This course is designed to help students further explore many different types of media and tools; they will create various projects while they continue to explore and develop their own unique style in different forms of art. Student work will be exhibited throughout the school and in art shows and contests. *Students who complete Art, MS2 in 7<sup>th</sup> Grade are encouraged to take Art 1 for high school credit in 8<sup>th</sup> grade.*

#### **Band**

**Beginning Band, MS1 (1<sup>st</sup> Year in Band)**

**Course Number: B01.MY**

**PEIMS: 03154130**

**Band, MS2 (2<sup>nd</sup> Year in Band)**

**Course Number: B02.MY**

**PEIMS: 03154230**

**Band, MS3 (3<sup>rd</sup> Year in Band)**

**Course Number: B03.MY**

**PEIMS: 03154330**

Band is designed as a progressive learning and skill development course in instrumental music. Students will develop concentration, prepare and practice individual parts, develop self and group discipline, and coordination. They will study music history and band literature. Students will express themselves in musical performances and explore career opportunities. All directors assist in a team teaching environment.

#### **Jazz Band**

**Jazz Band, MS2 (1<sup>st</sup> Year in Jazz Band)**

**Course Number: B72.MY**

**PEIMS: 03154235**

**Jazz Band, MS3 (2<sup>nd</sup> Year in Jazz Band)**

**Course Number: B73.MY**

**PEIMS: 03154335**

Advanced 7<sup>th</sup> and 8<sup>th</sup> grade band students explore and learn techniques of jazz, swing, pop, rock, blues, showmanship, and basic improvisation. This course may include rehearsals and performances outside the school day. Not all campuses offer Jazz band.

## **Choir**

**Choir, MS1 (1<sup>st</sup> Year in Choir)**

**Course Number: C01.MY**

**PEIMS: 03154131**

**Choir, MS2 (2<sup>nd</sup> Year in Choir)**

**Course Number: C02.MY**

**PEIMS: 03154231**

**Choir, MS3 (3<sup>rd</sup> Year in Choir)**

**Course Number: C03.MY**

**PEIMS: 03154331**

The purpose of choir is to help students learn vocal techniques and sight-reading skills that will enhance their abilities to enjoy many kinds of music throughout their lives. This will include daily work on vocal techniques, continuation of the Kodaly system of music reading, singing in two and three-part harmony, concert etiquette and learning to prepare a vocal score. As they learn and prepare music for performance, students will explore other cultures.

### **What We Do:**

- ◇ Improvesinging voices
- ◇ Learn to sing in two and three parts
- ◇ Learn to readmusic
- ◇ Learn a varietyof songs to perform
- ◇ Learnconcert etiquette
- ◇ Learnproper dictionfor singing
- ◇ Develop confidence
- ◇ Learn to competefairly
- ◇ Learn to work as a team

### **Special Activities**

- ◇ Fall, winter and spring concerts
- ◇ Specialprograms for schoolandcommunity
- ◇ Solo and Ensemble Contest
- ◇ Field trip near end of school year

**Dance, MS1 (1<sup>st</sup> year in Dance)**

**Course Number: D01.MY**

**PEIMS: 03154120**

Students will learn the basic elements of dance styles and acquire the wellness information and skills necessary to become healthy adults. Students take levels of Dance according to the number of years they have taken the course in middle school, not according to previous dance experience. The TEKS for both Fine Arts Dance and PE/Wellness will be taught in this course. Student may be able to take dance as either a fine arts class or as a PE class. This course may include rehearsals outside the school day.

**Dance, MS2 (2<sup>nd</sup> year in Dance)**

**Course Number: D02.MY**

**PEIMS: 03154220**

Students will continue their learning of the elements of dance styles. Students take levels of Dance according to the number of years they have taken the course in middle school, not according to previous dance experience. The TEKS for both Fine Arts Dance and

PE/Wellness will be taught in this course. Student may be able to take dance as either a fine arts class or as a PE class. This course may include rehearsals outside the school day.

**Dance, MS3 (3<sup>rd</sup> year in Dance)**

**Course Number: D03.MY**

**PEIMS: 03154320**

Students will continue their learning of the elements of dance styles. This level of Dance focuses more on choreography and performance readiness. Students take levels of Dance according to the number of years they have taken the course in middle school, not according to previous dance experience. The TEKS for both Fine Arts Dance and PE/Wellness will be taught in this course. Student may be able to take dance as either a fine arts class or as a PE class. This course may include rehearsals outside the school day.

**Beginning GuitarMS1 (1<sup>st</sup> Year in**

**Mariachi Strings) Course**

**Number: B81.MY**

**PEIMS: 03154133**

This course is the first year and a prerequisite for 8<sup>th</sup> grade and at the high school level. Band class is not a prerequisite for this course. This course is intended for 7th grade beginners who will study the violin.

Practices take place during the school day and special events occur during the school year. *Mariachi is only available to students at Chapa Middle School, Simon Middle School, and Wallace Middle School in 7<sup>th</sup> and 8<sup>th</sup> grade.*

**Intermediate Mariachi MS2 (2<sup>nd</sup>**

**Year in Mariachi Course Number:**

**B82.MY**

**PEIMS: 03154233**

This course is the prerequisite for Mariachi in 8th grade and at the high school level. Band class is not a prerequisite for this course. This course is intended for 7th grade intermediate level students who will study the Mariachi for the 2<sup>nd</sup> year.

Practices take place during the school day and special events occur during the school year. All trumpet players wishing to playtrumpet in the mariachi must also **be enrolled in band**. All other instruments (violin, guitar, guitarron and vihuela) are not required to beenrolled in band, but previous enrollment in a mariachi program is required. *Mariachi is only available to students at Chapa Middle School, Simon Middle School, and WallaceMiddle School.*

**Mariachi, MS3 (3<sup>rd</sup> Year in Mariachi Strings)**

**Course Number: B83.MY**

**PEIMS: 03154333**

The Mariachi class offers the students an opportunity to explore cultural diversity while learning musical techniques. Band class is not a prerequisite for this course. Practices take place during the school day and special events occur

during the school year. The instruments include the violin, guitar, vihuela and guitarron. All trumpet players wishing to play trumpet in the mariachi must also **be enrolled in band**. All other instruments (violin, guitar, guitarron and vihuela) are not required to be enrolled in band, but previous enrollment in a mariachi strings or string (orchestra) program is required. *Mariachi is only available to students at Chapa Middle School, Simon Middle School, and Wallace Middle School.*

**Theatre, MS1 (1<sup>st</sup> Year in Theatre)**

**Course Number: T01.MY**

**PEIMS: 03154140**

Students will get to know themselves better and develop a deeper understanding of the world around them by experiencing theatre first hand. By participating in pantomime, clowning, improvisation, storytelling, puppetry, role-playing, and set design, the students will have an opportunity to increase their skills in imagination, concentration and observation.

**Theatre, MS2 (2<sup>nd</sup> Year in Theatre)**

**Course Number: T02.MY**

**PEIMS: 03154240**

Theatre, MS2 students must have completed Theatre, MS1, or a theatre course in middle school, in order to take this higher level theatre class. Students will participate in advanced improvisation, monologues, and scene work from various scripts. Students will also be part of advanced technical work such as lighting, sound editing, and set construction, which may at times include painting. Activities may include performance nights, competitions and full-scale productions.

*Students who complete Theatre, MS2 in 7<sup>th</sup> Grade are encouraged to take Theatre 1 for high school credit in 8<sup>th</sup> grade.*

**Advanced Journalism**

**Course Number: J10.MY**

**PEIMS: 84000100**

Advanced journalism is a hands-on course designed to produce the middle school yearbook and/or newspaper. Students in this course will assume a role on staff, i.e. section editor or business manager, and learn to function as part of a higher organized production team. Staff members will conceive ideas to be included in the book, conduct research of school events through interviews, compose and edit stories, plan and produce photographs, and create page designs using advanced design concepts. Staff members may also be responsible for yearbook sales and advertisements sales.

**Coding Foundations**

**7<sup>th</sup> Grade Course Number: V23.MS**

**8<sup>th</sup> Grade Course Number: V23.MS**

**PEIMS: 03580100, 03580120**

The Introduction to Coding course begins by teaching the fundamental skills behind many multimedia formats necessary to build a programmed, animated autobiographical short in MIT's block language. By diving into animation, design basics, and audio manipulation, students learn programming basics like loops, conditional reasoning, and user interaction. This is a one semester course.

Students will also learn and use the problem-solving framework and creative design cycle. Students then begin building interactive applications in Scratch. With a focus on mathematics, including an exploration of coordinate planes, positioning using the x and y-axis, variables, conditional statements, functions, and randomness, students will use these concepts to create numerous elements of interactive games, such as primary character movement, timers, points, enemies, barriers, and multiple levels. Students will build multiple interactive games throughout this course, utilizing the problem solving framework and group development principles. Students will also begin to build out websites using HTML and CSS in Mozilla's online code editor, Thimble. Students will learn how to integrate basic tags, lists, images, and links into a web page and manipulate the color, background color, and alignment of their content through CSS. By the end of this course, students will build out two websites.

## ONE SEMESTER COURSES

**Not all electives are offered at every middle school campus. Students will be given their first choice elective if possible.**

*However, they may be placed in their second or third choice, so choose carefully.*

*Any student not receiving a passing score on reading and/or math STAAR may be placed in an enrichment course in lieu of an elective.*

### Investigating Careers

**Course Number:**  
**V10.MS**

**PEIMS: 12700400**

The goal of this course is to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics; Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. Career development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success. The students research labor market information, learn job-seeking skills, and create documents required for employment

### Journalism

**Course Number:**  
**J00.MS**

**PEIMS:**  
**84000110**

Journalism is a one-semester class involved in producing a school newspaper and/or yearbook. The students learn about types of mass media, and the ethics and responsibilities of the media. Newsgathering and writing techniques are taught, and students conduct surveys and interviews. Students analyze news stories of our community and contribute to our local newspaper.

**Some MS offer a YR. long journalism class. J00.MY**

### Advanced Journalism

**Course Number:**  
**J10.MS**

**PEIMS: 84500003**

Advanced journalism is a hands-on course designed to produce the middle school yearbook and/or newspaper. Students in this course will assume a role on staff, i.e. section editor or business manager, and learn to function as part of a higher organized production team. Staff members will conceive ideas to be included in the book, conduct research of school events through interviews, compose and edit stories, plan and produce photographs, and create page designs using advanced design concepts. Staff members are also responsible for yearbook sales and advertisements sales.

### Teen Leadership

**Course Number: L30.MS**

**PEIMS: 85000200**

Teen Leadership is a course in developing leadership and social skills. Students will learn to express themselves and make the best of relationships with others. Students also learn how to make presentations and develop communication skills. This course is not offered at all MS in HCISD.

### Broadcast Media

**7<sup>th</sup> grade Course Number: V61.MS**

**8<sup>th</sup> grade Course Number: V62.MS,  
V.62.MY (WMS)**

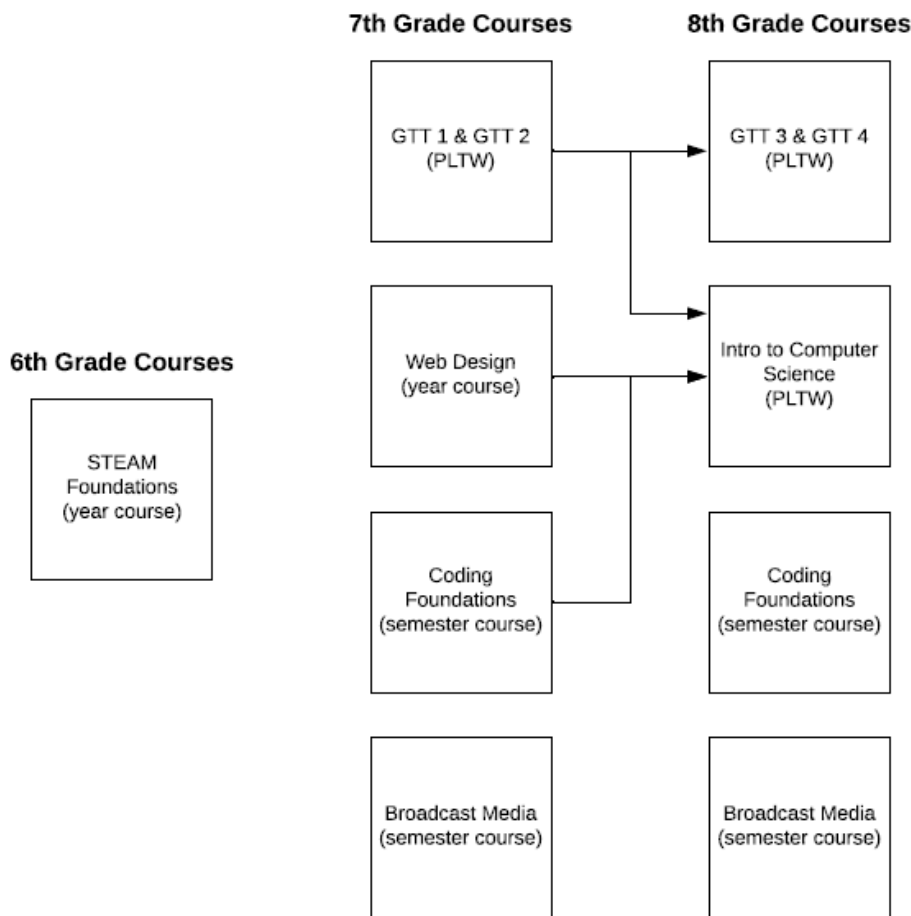
This is an introduction to Broadcast Media. Broadcast Media is taught in high school. This is not a pre-requisite to Broadcast Media in high school. This course teacher students about broadcast preparation and delivery. Student will use various forms of media to communicate school, community and work events. There may be presentation responsibilities to the student body. **This is a full year course at Wallace MS.**

If 8<sup>th</sup> grade students are interested in a student aide position, there is an application process and they should discuss with their school counselor or teacher for more information. If selected, the student will receive a P or F for their grade.

**Web Design**  
**7<sup>th</sup> and 8<sup>th</sup> Grade Course**  
**Number: V42.MY**  
**PEIMS: 03580100, 03580120**

Through the creation of websites using HTML and CSS using Thimble, students will focus on collaboration, both locally with peers and globally with online tools and resources. In the beginning of the course, students will explore the interconnected

nature of the internet and how it promotes collaboration among developers. Students will enhance the design of their websites using resources created by other developers such as fonts, layouts, and media players. They will then have the opportunity to showcase their skills by creating a social media design project. Additionally, students will research the digital divide and how it affects the global community. They will work collaboratively with their peers to present case studies on countries affected by their access to technology and the internet. Finally, students will develop a website proposing how to solve the digital divide. **This course counts as one HS credit and is figured into GPA and rank.**



## HIGH SCHOOL CREDIT, FULL YEAR COURSES

### **Project Lead the Way: Gateway to Technology I & II** **BLOCK COURSE NUMBER: GTTAYR**

#### **GTT I: Design, Modeling and Automation**

**Course Number: G10.MS**

**Credit: .5**

**PEIMS: N1303756**

**Prerequisite: Introduction to GTT**

GTT I is only offered in the Fall semester. In GTT I, students complete the foundation units of Design & Modeling and Automation & Robotics in the GTT course sequence. These two units must be completed before taking other GTT high school credit courses. In Design & Modeling students begin to recognize the value of an engineering notebook to document and capture their ideas. They are introduced to and use the design process to solve problems and understand the influence that creative and innovative design has on our lives. Students use industry standard 3D modeling software to create a virtual image of their designs and produce a portfolio to showcase their creative solutions. In Automation & Robotics students trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use a robust robotics platform to design, build, and program a solution to solve an existing problem.

*This course will count for high school credit and will become a permanent part of the student's high school transcript. GTT I will be factored into the student's high school cumulative grade point average/GPA.*

#### **GTT II: Applied Science and Technology**

**Course Number: G20.MS**

**Credit: .5**

**PEIMS: N1303757**

**Prerequisite: GTT I (N1303756)**

GTT II is only offered in the Spring semester. In GTT II students complete the Science of Technology and Magic of Electrons units. In the Science of Technology unit, students apply the concepts of physics, chemistry and nanotechnology to STEM activities and projects. In Magic of Electrons students explore the science of electricity, behavior and parts of atoms, and sensing devices through hands-on projects. Students acquire knowledge and skills in basic circuitry design and examine the impact of electricity on our lives.

*This course will count for high school credit and will become a permanent part of the student's high school transcript. GTT II will be factored into the student's high school cumulative grade point average/GPA.*

### **Project Lead the Way: Gateway to Technology III & IV** **BLOCK COURSE NUMBER: GTTBYR**

#### **GTT III: Energy, Environment and Flight**

**Course Number: G30.MS**

**Credit: .5**

**PEIMS: N1303758**

**Prerequisite: GTT I (N1303756) & II (N1303757)**

GTT III is only offered in the Fall semester. In GTT III, students complete the units of Energy & the Environment and Flight & Space in the GTT course sequence. In Energy & the Environment, students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption. In the Flight & Space unit, the exciting world of aerospace comes alive. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil. Custom-built simulation software allows students to experience space travel.

*This course will count for high school credit and will become a permanent part of the student's high school transcript. GTT III will be factored into the student's high school cumulative grade point average/GPA.*

#### **GTT IV: Architecture and Biomedical Science**

**Course Number: G40.MS**

**Credit: .5**

**PEIMS: N1303759**

**Prerequisite: GTT III (N1303758)**

GTT IV is only offered in the Spring semester. In GTT IV students complete the Green Architecture and Medical Detectives units. In the Green Architecture unit, students learn how to apply the concept of "green" choices to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using Autodesk's 3D architectural design software. The Medical Detectives unit has students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hand-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

*This course will count for high school credit and will become a permanent part of the student's high school transcript. GTT IV will be factored into the student's high school cumulative grade point average/GPA.*

**Art 1 – High School Credit****8th Grade Course Number: A03.MY****Credit: 1****PEIMS: 03500100****Prerequisite: Students must have completed one year of middle school fine arts, preferably an art course, to be enrolled in this course**

This course provides an introduction to drawing, sculpting, color and design techniques. A variety of media will be explored (may include): pencil, charcoal, paint, pastel, cardboard, clay, printmaking and other media. The course focuses on the elements and principles of design and will give the students an opportunity to use higher order thinking skills to create original works of art. Artists and art history will be introduced to help the students build a foundation in art. Students will also be guided with vocabulary to talk about art and critique it in an organized manner. Evaluation is based off of given criteria, the use of the elements and principles of design, craftsmanship and creativity. A folder/sketchbook will be kept to record ideas and information given to the students. Student work will be exhibited throughout the school and in art shows and contests.

*This course will count for high school credit and will become a permanent part of the student's high school transcript. Art I will be factored into the student's high school cumulative grade point average/GPA.*

**Introduction to Computer Science - PLTW****8th Grade Course Number: V50.MY****Credit: 1****Prerequisite: None**

Designed to be the first computer science course for students who have never programmed before, Introduction to Computer Science is an optional starting point for the Project Lead the Way (PLTW) Computer Science program. Students work in teams to create apps for mobile devices using MIT App Inventor. They explore the impact of computing in society and build skills in digital citizenship and cybersecurity. Beyond learning the fundamentals of programming, students build computational-thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis. In addition, students transfer the understanding of programming gained in App Inventor to text-based programming in Python and apply their knowledge to create algorithms for games of chance and strategy.

*This course will count for high school credit and will become a permanent part of the student's high school transcript. Introduction to Computer Science will be factored into the student's high school cumulative grade point average/GPA*

**Spanish 1 – High School Credit****8th Grade Course Number: P00.MY****Credit: 1****PEIMS: 03440100**

In Spanish I, the students will be introduced to current examples of everyday speech in a visual and realistic way. The students will learn to communicate using the skills of listening, speaking, reading, and writing. They will develop these skills by using knowledge of the language, including grammar and culture, learning strategies and content from other subject areas to socialize, to provide information, and to express feelings and opinions. Students who pass this course will be able to take Spanish II in ninth grade.

*This course will count for high school credit and will become a permanent part of the student's high school transcript. Spanish I will be factored into the student's high school cumulative grade point average/GPA.*

**Theatre 1 – High School Credit****8th Grade Course Number: T03.MY****Credit: 1****PEIMS: 03250100****Prerequisite: Students must have completed one year of middle school fine arts, preferably a theatre course, to be enrolled in this course**

Theatre Arts I is a course in which students will explore the world of theatre including history, acting, technical production elements and playwriting. Students will be working on many projects in groups and attendance and participation are critical for classroom success

*This course will count for high school credit and will become a permanent part of the student's high school transcript. Theatre I will be factored into the student's high school cumulative grade point average/GPA*



### **Spanish 3 Advanced**

**Number: P30.MY**

**Prerequisite: Spanish Levels I & II, or CBE**

**Placement.**

**PEIMS: 03440330**

**Credit: 1 credit Spanish III Advanced**

This course is for students who have taken Spanish for Native Speakers Levels I & II or have tested out of Spanish 1 and 2. The course also allows students to prepare for the AP Spanish exam. The course is conducted primarily in Spanish.

Previously learned grammar will be reviewed and extended upon. Students will read, write, listen, and speak in preparation for the exam. Preparation for the AP exam is the primary goal of the course. The course will involve readings from the AP literature list in preparation for AP Spanish V. The analytical discussions from readings will be both oral and written. *There is a strong expectation that all of the students in an Advanced Foreign Language program are preparing for Advanced Placement Foreign Language courses. Students will focus on skills required for the Advanced Placement Exam.*

**An Advanced Letter of Understanding must be submitted at the start of the school year in order for students to take this course.**

*This course will count for high school credit and will become a permanent part of the student's high school transcript. Spanish III Advanced will be factored into the student's high school cumulative grade point average/GPA*

## HIGH SCHOOL CREDIT, ONE SEMESTER COURSES

### Health 1 – High School Credit

8th Grade Course Number: F40.MS

Credit: .5

PEIMS: 03810100

This course is a required course for high school graduation in Hays CISD. This course satisfies the health requirement for high school credit. In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal-interpersonal skills are needed to promote individual, family, and community health. In Health 1, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.

*This course will count for high school credit and will become a permanent part of the student's high school transcript. Health will be factored into the student's high school cumulative grade point average/GPA*

### Professional Communications

Course Number: V60. MS

Grade Placement: 9-12

Prerequisite: None

Credit: .5

PEIMS#: 13009900

Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet search. *This course fulfills the requirement for Professional Communications for graduation credit. This Course will count for high school credit and will become a permanent part of the student's high school transcript. This course will be factored into the students' high school cumulative grade point average.*

### Foundations of Personal Fitness – High School Credit

8th Grade Course Number: F50.MS

Credit: .5

PEIMS: PES00052

**Prerequisite: Students must have completed two years of middle school physical education to be enrolled in this course.**

This course satisfies .5 credit of the 1 credit requirement of PE for high school graduation. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives-students designing their own personal fitness program.

Students who plan to take Athletics, Band, ROTC, Cheerleading, and Drill Team should NOT take this course in middle school as these activities count for PE credit in high school.

Students should only be enrolled in this class after they have completed their two year middle school PE requirement.

*This course will count for high school credit and will become a permanent part of the student's high school transcript. Foundations of Personal Fitness will be factored into the student's high school cumulative grade point average/GPA*



## Hays Consolidated Independent School District

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The purpose of this Letter of Understanding is to provide information to parents and students and to facilitate students' success in academically challenging courses. Advanced and AP courses stimulate and challenge students to perform at an advanced academic level. Therefore, Pre-AP and AP coursework requires students to engage in more independent analytical reading and writing assignments, both inside and outside of the classroom. While Advanced and AP courses are open to any student wishing to enroll, parents and students should consider the extra effort required of students who typically experience success in Advanced and AP courses. The decision to enroll in Pre-AP and AP courses ultimately rests with the parents and the students.

The Advanced Placement (AP) program is a cooperative endeavor between secondary schools, the College Board, and colleges and universities. It gives high school students exposure to college-level material through involvement in an AP course, and then gives them an opportunity to show what they have learned by taking an AP Exam. Colleges and universities often grant credit, placement, or both, to students who are successful in the course and on the AP exam. Students can find colleges with AP credit policies by visiting AP Credit Policy Info. <http://www.collegeboard.com/ap/creditpolicy>.

The content and curricular goals of each AP discipline are outlined in an AP Course Description supplied by the College Board. AP courses are characterized by an immersion in college-level content, an accelerated pace, and a performance assessment at the synthesis and evaluative levels. Typically, successful AP students are task-oriented, proficient readers, and able to prioritize time effectively. The AP program prepares students for the future by introducing tools that will serve them well throughout their college career.

Advanced courses are academically advanced courses designed to challenge motivated students to understand rigorous content. The curricula for the courses are built on the core academic curriculum following the Texas Essential Knowledge and Skills (TEKS) expectations for each course.

Students are encouraged to take Advanced and AP courses that are appropriate to their interests and academic strengths. The number of Advanced and AP courses a student takes also varies with students' motivation, self-discipline, and available time outside of class. Advanced Courses are rigorous and may require extra commitment and work.

Due to the rigor, high level of expectation and preparation time required in Advanced and AP courses, students and parents must submit a signed letter of understanding at the start of the school year.

Confirmation of receipt of this Letter of Understanding will be completed by electronic signature through the online student registration process for the 2021-22 school year.

*Confirmation of receipt of this Letter of Understanding will be completed by electronic signature through the online student registration process for the 2020-21 school year.*

**General Course Expectations:**

- Successful completion of each Advanced and AP course requires additional hours of individual study time outside of class on a regular basis.
- For a student whose grade average for the first semester is less than 70, a student-parent-teacher-counselor conference may be held to evaluate the advisability of the student remaining in the class.
- **Students are encouraged to take the AP exam** for every AP course in which they are enrolled during the 2021-22 school year. The exams are given over a two-week period in May. Hays CISD supplements the cost of AP exams. Students may also apply for additional financial assistance.
- Guidelines for grading shall be clearly communicated to students and parents. In accordance with grading guidelines, a student shall be permitted a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. (Board Policy EIA (Local))
- Students found to have engaged in academic dishonesty may be subject to disciplinary and academic penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. (Board Policy EIA (Local))

**Exit Policy/Process**

- Attend a documented student/parent/teacher conference
- Obtain an Exit Conference Course Drop Form from the counseling office
- Attend a conference between student, parent/guardian, teacher, and principal or designee. If the request is approved, schedule changes will be subject to course availability. If a student transfers out of an Advanced or AP class, the student's grades will directly transfer to the course into which the student enters if the course is a different level course of the same subject.

**Student Agreement:**

In signing up for this Advanced and/or AP course, I agree to organize my time and effort to successfully complete all work in this rigorous course. I have read the course description, and I agree to the college preparatory and college level requirements and expectations of the class. I understand that I may need to seek additional help from my teacher outside of class.

**Parent or Guardian Agreement:**

I understand the expectations of this Advanced and/or AP course, and I agree to support and encourage my son/daughter in his/her endeavors in the course. I will notify the teacher of any concerns relating to the course or my student's progress. I understand that my son/daughter may need to seek additional help from the teacher outside of class.

*Confirmation of receipt of this Letter of Understanding will be completed by electronic signature through the online student registration process for the 2020-21 school year.*

## Hays Consolidated Independent School District Advanced Course List

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6<sup>th</sup> Grade Advanced Math

7<sup>th</sup> Grade Advanced Math

8<sup>th</sup> Grade and 9<sup>th</sup> grade

Algebra 1 Advanced

Geometry Advanced

Algebra II Advanced

Pre-Calculus

Advanced

7<sup>th</sup> Grade English Language Arts

Advanced

8<sup>th</sup> Grade English Language Arts

Advanced

English I Advanced

English II Advanced

7<sup>th</sup> Grade Science

Advanced

8<sup>th</sup> Grade Science

Advanced

Biology 1 Advanced

Chemistry 1 Advanced

7<sup>th</sup> Grade Texas History

Advanced

8<sup>th</sup> Grade U.S. History

Advanced

World Geography Advanced

French III Advanced

German III

Advanced

Spanish III

Advanced

## Hays Consolidated Independent School District AP Course List

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AP Statistics AP  
Calculus AB AP  
Calculus BC

AP English III: English Language and Composition  
AP English IV: English Literature and Composition

AP Biology 2  
AP Chemistry 2  
AP Physics 1: Algebra-Based  
AP Physics 2: Algebra-Based  
AP Physics 2C: Electricity & Magnetism  
AP Physics 2C: Mechanics  
AP Environmental Science

AP Human Geography  
AP World History  
AP United States History  
AP United States Government & Politics  
AP Macroeconomics  
AP Comparative Government & Politics  
AP Psychology

AP French IV: Language and Culture  
AP German IV: Language and Culture  
AP Spanish IV: Language and Culture  
AP Spanish V: Literature and Culture

AP Studio Art Drawing Portfolio  
AP Studio Art/2-D Design Portfolio  
AP Studio Art/3-D Design Portfolio  
AP Art History  
AP Music Theory

AP Computer Science A  
AP Computer Science Principles  
AP Research and AP Seminar (Capstone classes)



# Hays Consolidated Independent School District

## 2021-22

### NOTICE

### ACCESS TO STUDENT RECORDS

It is the policy of the Hays CISD Schools not to discriminate on the basis of sex, handicap, race, color, or national origin in its education programs, activities or employment as required by Title IX, Section 504, Title VI and ADA.

Hays CISD will take steps to insure that a lack of English language skills will not be a barrier to admission and participation in all educational programs.

For information about your rights or grievance procedures contact the 504 Coordinator, Debbie Brown, or Title IX, Title VI, ADA Coordinator, Adrianna Price, at 21003 IH 35, Kyle, Texas 78640 (512) 268-2141.

The principal is the custodian of records for all students in the assigned school. The Superintendent is the custodian of records for students who have withdrawn or graduated.

Public law 93-380 provides for protection of the rights and privacy of parents and students. The Hays CISD will abide by the provisions of this act by making available to parents (or eligible student) the official records and files included in his/her cumulative record folder as provided by the law. Hays CISD will not release personally identifiable records or files of students without the permission of appropriate persons except as provided in the law.

[www.hayscisid.net](http://www.hayscisid.net)

#### **Things could change . . .**

This catalog is a guide based on information as it is known in January. There could be changes that affect course offerings after this catalog is issued: the status of advanced or elective courses, graduation requirements, and students' class schedules. If there are changes, those changes will be made and approved by one of the following: Texas Legislature, Texas Education Agency or the Hays CISD School Board of Trustees.