

Alamo Heights Junior School

2010 – 2011



Course Description Booklet

www.ahisd.net

ADMINISTRATION

Principal Mrs. Stephanie Kershner
Assistant Principal (A-K) Mrs. Georgia Franks
Assistant Principal (L-M) Mr. Jorge Aguilar

GUIDANCE

Counselor (A-K) Mr. Michael Snell
Counselor (L-M) Mrs. Brenda Woelfel
Wellness Counselor Mrs. Lisa Lucas

General Information Concerning AHJS Advanced GT Course Placement Process

Prerequisite: Student must meet criteria established by the AHISD Board of Trustees for placement in Advanced GT courses (see next page for more information).

For additional information and links, select the GT Placement link on the AHJS webpage. <http://www.ahisd.net/campuses/ahjs/placement/placement.htm>

The placement process includes:

- **Parent Inquiry** is made concerning student's eligibility for GT screening. Typically, the parent will be given a **Permission to Screen / Test** form by the guidance counselor.
- **Screening** (and sometimes **Testing**) takes place.
- Placement Committee meets to review the **Student Summary Profile** to see if the student meets the AHISD Board-approved criteria in the following areas:
 - o Objective Information
 - Standardized Ability Test scores (i.e. OLSAT verbal and nonverbal)
 - Standardized Achievement Test scores (i.e. Stanford reading and math)
 - o Subjective Information
 - Student Rating Scale completed by classroom teacher
 - Semester grade average
- If a student qualifies for GT, a **Permission to Enter** form is sent home.
- Other **Placement Review** options that are sometimes employed include:
 - o Appeal
 - o Probation
 - o Furlough
 - o Exit
- Students in Advanced GT courses must maintain a 70 semester average.

*Indicates throughout this handbook that the course has a prerequisite.

Gifted Education Information

Gifted Education Definitions:

"Gifted and talented student" means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area, possesses an unusual capacity for leadership, or excels in a specific academic field.
Education Code 29.121

"A gifted person is someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression."
National Association for Gifted Children (NAGC)

General Statement:

"Some of these abilities are very general and can affect a broad spectrum of the person's life, such as leadership skills or the ability to think creatively. Some are very specific talents and are only evident in particular circumstances, such as a special aptitude in mathematics, science, or music. The term giftedness provides a general reference to this spectrum of abilities without being specific or dependent on a single measure or index. It is generally recognized that approximately five percent of the student population, or three million children, in the United States are considered gifted." (NAGC)

Grades 6-8

AHISD Board Policy

The District shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options shall include:

1. Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently.
2. A continuum of learning experiences that leads to the development of advanced-level products and performances.
3. In-school, and when possible, out-of-school options relevant to the student's area of strength that are available during the school year.
4. Opportunities to accelerate in areas of strength.

19 TAC 89.3

Student must meet criteria established by the AHISD Board of Trustees for placement in any Advanced GT course.

ENGLISH

ENGLISH 6		
COURSE DESCRIPTION	<p>English 6 is a course that challenges students to write in a variety of modes throughout the year while utilizing correct and standard spelling, mechanics, and usage. These modes represent both the creative, story-telling side of writing (poetry, personal narratives, and short stories), as well as the expository and more practical writing side (persuasive essays and letter-writing). Students are encouraged to think creatively and critically throughout the writing process from choosing writing topics to crafting a final written product. Students also demonstrate clear focus, speaking effectively to communicate, and listening in both formal and informal situations.</p>	
	ENGLISH 6	ADVANCED 6
PACE	<p>Skills are introduced, modeled, practiced, and reviewed. Repetition and review occurs as needed. Skills are then embedded and practiced within the writing process throughout the year.</p>	<p>Curriculum is accelerated; the expected rate of reading and writing is beyond proficient. Students experience more independent tasks.</p>
DEPTH	<p>Writing and literacy concepts are aligned with TEKS and expanded with AHISD expectations. Areas of particular emphasis include choosing creative and appropriate writing topics, crafting detailed yet concise written descriptions, and writing grammatically correct sentences. Writing assignments often incorporate the writing process. Intense guidance through the basic steps of writing an essay often a paragraph at a time occurs before students begin independently. Much emphasis is placed on reviewing and practicing foundational grammatical concepts, key spelling rules, and problematic words.</p>	<p>Writing and literacy concepts are aligned with TEKS and significantly expanded with AHISD expectations. Areas of particular emphasis include choosing creative and appropriate writing topics, crafting detailed yet concise written descriptions, and writing grammatically correct essays and narratives. Writing assignments often incorporate the writing process. Grammatical concepts are reviewed. Emphasis is placed on how the use of these skills along with correct spelling and punctuation can enhance both the originality and the effectiveness of written pieces. Students learn how a more in depth knowledge of grammatical terms can provide a common vocabulary for discussing writing.</p>

ASSESSMENT	Major tests, projects, and/or essays are given approximately once or twice per six weeks and include aspects of higher-level thinking. Daily grades are taken regularly.	Major tests, projects, and/or essays are given approximately once or twice per six weeks and are designed to emphasize higher level, creative thinking. Daily grades are taken regularly.
HOMEWORK	Homework, such as writing assignments and grammar practice, is designed to reinforce learning. On average, students can expect 1-2 hours of homework each week.	Homework, such as writing assignments and grammar practice, is designed to extend learning. On average, students can expect 2-3 hours of homework each week. Assignments may require more thought, planning, and effort.

ENGLISH 7		
COURSE DESCRIPTION	The goal of English 7 is to develop an awareness of language and sharpen skills in critical reading and effective writing, as well as to recognize essential connections between literature and life. In literature, the focus of study is on essays, letters, drama, poetry, short stories and novels. Students write narratives, essays, poetry and letters, in addition to analyzing literary style and recognizing the role of the author's "voice." Other skills reinforced include speaking effectively and listening to both formal and informal models of communication.	
	ENGLISH 7	ADVANCED 7
PACE	Skills are introduced, modeled, practiced extensively, and reviewed. Repetition and re-teach occurs regularly. Skills are embedded and practiced in a spiraling mode throughout the year.	Curriculum is accelerated; the expected rate of reading and writing is beyond proficient. Students experience more independent tasks.

DEPTH	Writing and literacy concepts are aligned with the TEKS and expanded with AHISD expectations. Writing strategies are introduced and modeled, shared, and practiced extensively. Writing assignments include the writing process. Grammar and spelling instruction are embedded in the writing curriculum. Reading occurs in-class, with limited, independent reading.	Writing and literacy concepts are aligned with the TEKS and are significantly expanded with AHISD expectations. Writing strategies are introduced, modeled, practiced, and shared in a limited fashion. Reading begins in class, and is completed independently at home. Students extend concepts to make critical connections as well as synthesize ideas and strategies. Assignments are multi-tiered and students may work on multiple tasks simultaneously.
ASSESSMENT	Writing, tests, quizzes and grammar assignments are closely modeled in format to instructional material. Study guides and models are critical. Daily grades have a higher rate of frequency.	Major assignments, projects and essays, given one or two times per six weeks, are designed to elicit higher level, creative thinking and to incorporate multiple concepts. Daily grades have a higher rate of frequency.
HOMEWORK	On average, students can expect 1-2 hours of homework each week. Homework consists of extra practice of class work and include writing and grammar tasks.	On average, students can expect 2-3 hours of homework each week. Assignments may require more thought, planning, and effort. Homework consists of extension of class work at a higher level and include writing and grammar tasks.

ENGLISH 8	
COURSE DESCRIPTION	English 8 is a course focused on literature, writing, vocabulary, and grammar. Literary terms are covered through in depth studies of the novel (fiction, nonfiction, autobiography) and various short stories. Literature is used as a springboard for the various modes of writing, with an emphasis on persuasive, expository, and descriptive. Grammar skills are taught and vocabulary is enriched through literary works and the writing process. Students write a variety of texts that demonstrate a clear focus, reading for understanding, speaking effectively to communicate, and listening in both formal and informal settings.
	ENGLISH 8
	ADVANCED 8

PACE	Skills are introduced, modeled, practiced extensively, and reviewed. Repetition and re-teach occurs regularly. Skills are embedded and practiced in a spiraling mode throughout the year.	Curriculum is accelerated; the expected rate of reading and writing is beyond proficient. Students experience more independent tasks. The reading of simultaneous texts is occasionally expected.
DEPTH	Writing and literacy concepts are aligned with the TEKS and expanded with AHISD expectations. Areas of particular emphasis include the study of literary elements. Systematic vocabulary study occurs throughout the year. Writing assignments often include the writing process and writing grammatically correct sentences.	Writing and literacy concepts are aligned with the TEKS and significantly expanded with AHISD expectations. Areas of particular emphasis include writing for a variety of purposes, creating critical responses to literature, through writing and discussion, expanding vocabulary through etymology and structure and mechanics of formal writing. Writing assignments often include the writing process and writing grammatically correct sentences.
ASSESSMENT	Major tests, projects, and essays are given approximately every 2-3 weeks. Daily grades are taken more regularly.	Major tests, projects, and/or essays are given approximately every 2 weeks. These are designed to stimulate critical and creative thinking.
HOMEWORK	On average, students can expect 1-2 hours of homework each week.	On average, students can expect 2-3 hours of homework each week. Assignments may require more thought, planning, and effort. Most reading is accomplished outside of class, and reading simultaneous texts is occasionally expected.

READING

READING 6		
COURSE DESCRIPTION	<p>Reading 6 is a course that offers areas of instruction in fluency, vocabulary development, comprehension skills, media literacy, literary devices and terms, and research through literary and expository text studies. Writing conventions and listening and speaking skills are embedded within the curriculum. Students begin to develop higher level thinking skills necessary to analyze, synthesize, and evaluate various forms of texts on an instructional and independent level. In addition, they are expected to read independently, write in response to prompts about what they read, and create projects using self-selected literature. Students are engaged in independent reading in class for 15 minutes each day. Students continue to develop their confidence and enjoyment of reading.</p>	
	READING 6	ADVANCED 6
PACE	<p>Skills are introduced, modeled, practiced extensively, and reviewed. Repetition and re-teach occurs regularly. Fluency continues to develop. Two class novels are covered.</p>	<p>Guided practice time is minimal. Students experience more independent tasks. Fluency is above average. Three class novels are covered. A greater amount of reading is required during and outside of class.</p>
DEPTH	<p>Curriculum is aligned with the TEKS and expanded with AHISD expectations. Concepts are introduced, modeled, practiced and reviewed. Concepts are revisited to reinforce and extend student understanding of fiction and non-fiction texts from the simple to complex. Systematic vocabulary study occurs throughout the year. Higher-level thinking skills are utilized.</p>	<p>Curriculum is aligned with the TEKS and significantly expanded with AHISD expectations. Students analyze literature and make connections through various fiction and non-fiction texts. They begin to use literature studies as models for their own writing, and a greater amount of writing is required. Assignments are more rigorous, and lessons are developed for students to apply their learning using challenging, self-selected literature. Students deepen their understanding of vocabulary through context and etymology.</p>

ASSESSMENT	Daily work, tests, benchmarks, quizzes, and projects are closely modeled in format to instructional material. The use of detailed study guides is common. Formats emphasize comprehension of texts and incorporate components of higher-level thinking. Daily grades are taken regularly.	Daily work, tests, benchmarks, quizzes, and projects, are closely modeled in format to instructional material and are longer in length. The format is designed to emphasize higher- level thinking that requires a firm grasp of knowledge and comprehension of texts. Greater independence is needed to complete tasks. Daily grades are taken regularly.
HOMEWORK	Primary homework is nightly reading with students recording their reading in a log. Most written reflections and connections are done in class. A book project is required each six weeks. Class time is given to outline or lay a foundation for the project, but independent work at home may be required to complete the assignment. Homework will also include studying for quizzes and tests. On average, students can expect 1-2 hours of homework each week.	Students are expected to independently read a greater amount and set proximal goals for pages read each six weeks. A reading reflection, log and analogy are completed each night. A six weeks book project and literary response are completed out of class. Homework will also include studying for quizzes and tests. On average, students can expect 2-3 hours of homework each week. Assignments may require more thought, planning, and effort.

READING 7		
COURSE DESCRIPTION	Reading 7 is a course that helps students become life-long, independent readers, while developing the skills they need to be successful when reading literature as well as content area selections. Seventh grade reading develops students' reading comprehension skills, vocabulary, and critical thinking through novels and short stories, nonfiction selections, and research. Students will continue literary element studies. Students are expected to read independently; to write in response to prompts about literature; to evaluate relevant issues; to analyze characters, plot, theme; and to apply what they have learned to their own lives.	
	READING 7	ADVANCED 7

PACE	<p>Skills are introduced, modeled, practiced extensively, and reviewed. Repetition and re-teach occurs regularly. Fluency continues to develop. Two to three class novels are covered.</p>	<p>Guided practice time is minimal. Students experience more independent tasks. Fluency is above average. Three class novels are covered. A greater amount of reading is required during and outside of class.</p>
DEPTH	<p>Curriculum is aligned with the TEKS and expanded with AHISD expectations. Concepts are introduced, modeled, practiced and reviewed. Concepts are revisited to reinforce and extend student understanding of fiction and non-fiction texts from the simple to complex. Systematic vocabulary study occurs throughout the year. Higher-level thinking skills are utilized.</p>	<p>Curriculum is aligned with the TEKS and significantly expanded with AHISD expectations. Levels of literature and materials are more advanced and challenging. Students analyze literature and make connections through various fiction and non-fiction texts and focuses to a greater extent on understanding and writing about symbols, themes, and the author's message They use literature studies as models for their own writing, and greater amount of writing is required. Assignments are more rigorous, and lessons are developed for students to apply their learning with challenging, self-selected literature. Students deepen their understanding of vocabulary through context and etymology.</p>
ASSESSMENT	<p>Daily work, tests, benchmarks, quizzes, and projects are closely modeled in format to instructional material. The use of detailed study guides is common. Formats emphasize comprehension of texts and incorporate components of higher-level thinking. Daily grades are taken regularly.</p>	<p>Daily work, tests, benchmarks, quizzes, and projects, are closely modeled in format to instructional material and are longer in length. The format is designed to emphasize higher-level thinking that requires a firm grasp of knowledge and comprehension of texts. Daily grades are taken regularly.</p>

HOMEWORK	<p>Primary homework is nightly reading with students recording their reading in a log. Most written reflections and connections are done in class. A book project is required each six weeks. Class time is given to outline or lay a foundation for the project, but independent work at home may be required to complete the assignment. Homework will also include studying for quizzes and tests. On average, students can expect 1-2 hours of homework each week.</p>	<p>Students are expected to independently read a greater amount each six weeks. A book project and literary response are completed out of class throughout each grading period. A reading reflection is completed each night. Homework will also include studying for quizzes and tests. On average, students can expect 2-3 hours of homework each week. Assignments may require more thought, planning, and effort.</p>
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READING 8	
COURSE DESCRIPTION	<p>Reading 8 course provides TAKS intervention and continued development of reading strategies. Instruction and enrichment in increasing fluency and enhancing comprehension are included. Novels, a variety of expository texts, and technology integration are utilized to support learning. Deeper comprehension application to future expository text learning for high school and college readiness is provided. This course provides strategic reading instruction for their classroom reading as well as for their personal reading. This is a required course for students who did not meet TAKS expectations in reading.</p>

READING: DYSLEXIA I & II		
COURSE DESCRIPTION	<p>The two years of dyslexia courses are designed for students who have a dyslexia designation and need support in specific reading-related skills. Each course takes the place of other reading classes. Each level of dyslexia includes three strands: (1) word recognition (i.e. phonemic awareness) and vocabulary, (2) reading comprehension and literature, (3) multi-sensory grammar and writing. Level I concentrates on the first two strands with some experience added in strand three. Level II reviews and, as needed, re-teaches strand one, while emphasizing strands two and three. A multi-sensory approach to learning is employed in both courses (<i>emphasis added</i>). Focus areas for both Dyslexia I and II (designed as a two-year program, with more emphasis in grade 7 on written expression)</p>	
FOCUS AREAS	FOCUS AREA	RESOURCE USED
	<ul style="list-style-type: none"> ○ Decoding/Word Attack/Vocabulary ○ Oral Fluency 	<ul style="list-style-type: none"> ○ Rewards Program ○ Reading Fluency book, TMSFA

	<ul style="list-style-type: none"> ○ Comprehension/Reading Strategies/Literary Elements ○ TAKS Preparation ○ Spelling Rule Application ○ Handwriting Practice ○ Written Expression 	<ul style="list-style-type: none"> ○ materials for one minute reads ○ Paperback books, Read XL books, Reader's Companion workbooks, short stories, nonfiction passages ○ Measuring Up workbook, TAKS practice passages from TAKS Released Tests, Teacher-made Materials ○ Teacher-made materials, using information from International Dyslexia Association ○ As needed ○ Teacher-made materials coordinated with fluency, comprehension, etc.
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MATH

MATH 6			
COURSE DESCRIPTION	<p>The Mathematics 6 course includes a study of the concepts and skills associated with the understanding of numbers, the place-value system, the basic operations (addition, subtraction, multiplication, and division) and adding and subtracting decimals and fractions. Students will study problem solving techniques, measurement concepts using both metric and customary units, properties and relationships of geometric shapes, representation of numbers on a line, percent, and ratios to describe proportional relationships. Emphasis is placed on algebraic reasoning and using ratios to describe direct proportional relations.</p> <p>Sixth grade Advanced/GT Math is an accelerated curriculum that combines the 6th grade curriculum with additional concepts from the 7th grade curriculum. These concepts include multiplication and division of decimals and fractions, percent proportions, squares and square roots, geometric concepts, and operations with integers. Additional emphasis is placed on algebraic thinking and higher-level thinking skills.</p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">MATH 6</td> <td style="width: 50%; text-align: center;">ADVANCED 6</td> </tr> </table>	MATH 6	ADVANCED 6
MATH 6	ADVANCED 6		

PACE	Units of study approximately range from two–four weeks. Typically, a new topic or expansion of topic will be every other day.	Units of study last approximately range from two–four weeks. Typically, a new topic or expansion of topic will be covered each day.
DEPTH	Concepts are aligned with the TEKS and expanded with AHISD expectations.	Concepts are aligned with the TEKS and expanded with AHISD expectations.
ASSESSMENT	Comprehensive tests are given, on average, every two-three weeks. Additional assessments may also include daily assignments, projects, quizzes, and benchmark assessments.	Comprehensive tests are given, on average, every two-three weeks. Additional assessments may also include daily assignments, projects, quizzes, and benchmark assessments.
HOMEWORK	On average, students can expect three hours of course work per week outside of class to reinforce concepts and skills.	On average, students can expect three hours of course work per week outside of class to reinforce and expand on classroom concepts. Assignments may require more thought, planning and effort.

MATH 7

COURSE DESCRIPTION	<p>The Mathematics 7 course is designed to give students the fluency in number operations and an introduction to the foundational concepts they require for success in Pre-Algebra. Students will develop skills with a variety of different number forms including fractions, decimals, percents, and integers, will compare, order, convert between different forms, and solve application problems using these different forms of numbers. Algebraic concepts will include writing, manipulating and solving simple equations, including those that display proportional relationships. Geometric concepts focus on attributes and measurement of 2- and 3-dimensional figures. In addition, students will explore concepts of probability, data analysis, charts and graphs, and statistics. This course emphasizes real-world applications and will use their foundational skills in conjunction with problem-solving strategies and conceptual understanding.</p> <p>Seventh grade Advanced/GT math is an accelerated course of comprehensive content that includes all standard topics of junior high school mathematics. This course enables the students to make the transition from elementary school mathematics to algebra in one year.</p>
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	Emphasis is placed on pre-algebra skills and concepts such as variables, equation solving, and problem solving. Topics of instruction include but are not limited to positive and negative numbers, rational numbers, geometric figures, ratio, proportion, percent, scientific notation, functions, equations and inequalities, the coordinate plane, area and volume, right triangles, statistics and probability, and trigonometric ratios.	
	MATH 7	ADVANCED 7
PACE	Units of study last, on average, every two–four weeks. Typically, a new topic or expansion of topic will be every other day.	Units of study last, on average, every two–four weeks. Typically, a new topic or expansion of topic will be covered each day.
DEPTH	Concepts are aligned with the TEKS and expanded with AHISD expectations.	Concepts are aligned with the TEKS and expanded with AHISD expectations.
ASSESSMENT	Comprehensive tests are given, on average, every two-three weeks. Additional assessments may also include daily assignments, projects, quizzes, and benchmark exams.	Comprehensive tests are given, on average, every 2 weeks. Tests are longer in length and presented in a format designed to emphasize higher-level thinking. Additional assessments may also include daily assignments, projects, quizzes, and benchmark exams.
HOMEWORK	On average, students can expect three hours of course work per week outside of class to reinforce concepts and skills.	On average, students can expect three hours of course work per week outside of class to reinforce and expand on classroom concepts. Assignments may require more thought, planning and effort.

MATH 8		
	PRE-ALGEBRA	ALGEBRA I
COURSE DESCRIPTION	<p>Pre-Algebra is a course designed to introduce students to basic algebra concepts. Students will develop skills to manipulate and solve equations with different forms of numbers and variables. Many of the concepts will build upon proportional relationships including similar figures, percentages, and predicting with probability. Units will include rational numbers, comparing and ordering different forms of numbers, statistics, charts and graphs, probability, and geometry. The entire course will emphasize real-world application problems as well as theoretical understanding. Students will be expected to use their foundational skills to develop problem-solving strategies.</p>	<p>Algebra I is the foundation course in the formal mathematics sequence. Students use a variety of representations (concrete, numerical, algorithmic and graphical), tools and technologies. Students will model mathematical situations to solve meaningful real world problems with a focus on linear and quadratic functions, real numbers, operations with algebraic expressions, solving and graphing equations and inequalities in one or two variables, factoring polynomials, radicals and exponents. This course is intended to provide the mathematics necessary for the successful study of Geometry and Algebra II.</p>
PACE	<p>Units of study approximately range from two–four weeks. Typically, a new topic or expansion of topic will be covered each day.</p>	<p>New sections are covered, on average, every day. The pace is an accelerated level of Algebra I.</p>
DEPTH	<p>Concepts are aligned with the TEKS and expanded with AHISD expectations.</p>	<p>Concepts are aligned with TEKS and significantly expanded with AHISD expectations. Students are expected to read and interpret problem situations and explain solutions to problems both orally and in clear, concise, well-written sentences. Additional topics may include trigonometric functions and linear regression.</p>
ASSESSMENT	<p>Comprehensive tests are given, on average, every two-three weeks. Additional assessments may also include daily assignments, projects, quizzes, and benchmark assessments.</p>	<p>Comprehensive tests are given, on average, every 2 weeks; tests are longer in length, timed and presented in a format designed to emphasize higher-level thinking and introduce AP testing format.</p>

HOMEWORK	On average, students can expect three hours of course work per week outside of class, to reinforce and expand on concepts.	On average, students can expect three to five hours of course work per week outside of class to reinforce and expand on classroom concepts. A summer review assignment is required and will be assessed the first week of school. Assignments may require more thought, planning and effort.
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SCIENCE

SCIENCE 6		
COURSE DESCRIPTION	This course emphasizes problem solving using an inquiry-based approach with a focus on physical science. Content strands include <i>scientific investigations and reasoning</i> , whereby students conduct laboratory and field investigations on the following concepts: <i>matter and energy, force, motion, and energy types, earth and space, and organisms and the environment</i> . Mathematics and technology are embedded in this curriculum. Overarching concepts include change and constancy, patterns and cycles, systems, models, and scale.	
	SCIENCE 6/ *SCIENCE 6 (SPANISH IMMERSION)	ADVANCED 6
PACE	It is typical to explore units within the content strands for sixth grade in four to six week time frame.	It is typical to explore units with the content strands for sixth grade in three to five week time frame.
DEPTH	Concepts are aligned with the TEKS and expanded with AHISD expectations.	Concepts are aligned with the TEKS and significantly expanded with AHISD expectations. The course emphasizes critical thinking skills.

ASSESSMENT	Comprehensive exams are given approximately every six weeks. Other types of assessments include class discussion and participation, homework, quizzes, technology based simulations and activities, laboratory experiments, and benchmarks.	Comprehensive exams are given approximately every six weeks; exams may be longer in length, timed, and presented in a format designed to emphasize higher-level thinking skills. Other types of assessments include class discussion and participation, homework, quizzes, technology based simulations and activities, laboratory experiments, and benchmarks.
HOMEWORK	On average, a student can expect 1-2 hours of homework per week. Labs, project completion, reading written material, and skills practice are typical homework assignments.	On average, a student can expect 2-3 hours of homework per week. Assignments may require more thought, planning, and effort. Labs, project completion, reading written material, and skills practice are typical homework assignments.

SCIENCE 7		
COURSE DESCRIPTION	This course emphasizes problem solving using an inquiry-based approach with a focus on organisms and the environment. Content strands are emphasized with more depth at the 7 th grade level to include <i>scientific investigations and reasoning</i> , whereby the student conducts laboratory and field investigations on the following concepts: <i>matter and energy, force, motion, and energy types, earth and space, and organisms and the environment</i> . Mathematics and technology are embedded in this curriculum. Overarching concepts include change and constancy, patterns and cycles, systems, models, and scale.	
	SCIENCE 7	ADVANCED 7
PACE	It is typical to explore units within the content strands in a three week time frame.	It is typical to explore units with the content strands in two to three weeks time frame.
DEPTH	Concepts are aligned with TEKS and expanded according to AHISD expectations.	Concepts are aligned with the TEKS and significantly expanded with AHISD expectations. The course emphasizes critical thinking skills.

ASSESSMENT	Comprehensive exams are given approximately every 2-3 weeks. Other types of assessments include class discussion and participation, homework, projects, quizzes, technology-based simulations and activities, laboratory experiments, reports, and benchmarks.	Comprehensive exams are given approximately every 2-3 weeks. Exams may be longer in length, timed, and presented in a format designed to emphasize higher-level thinking skills. Other types of assessments include class discussion and participation, homework, projects, quizzes, technology based simulations and activities, laboratory experiments, reports, and benchmarks. Students are expected to explain and elaborate on major concepts.
HOMEWORK	On average, a student can expect 1-2 hours of homework per week. Labs, project completion, reading written material, and skills practice are typical homework assignments.	On average, a student can expect 2-3 hours of homework per week. Assignments may require more thought, planning, and effort. Labs, project completion, reading, written material, and skills practice are typical homework assignments.

SCIENCE 8		
COURSE DESCRIPTION	This course emphasizes problem solving using an inquiry-based approach with a focus on earth and space science. Content strands are emphasized with more depth at the 8 th grade level to include <i>scientific investigations and reasoning</i> , whereby the student conducts laboratory and field investigations on the following concepts: <i>matter and energy, force, motion, and energy types, earth and space, and organisms and the environment</i> . Mathematics and technology are embedded in this curriculum. Overarching concepts include change and constancy, patterns and cycles, systems, models, and scale.	
	SCIENCE 8	ADVANCED 8
PACE	It is typical to explore units within the content strands for eighth grade in two to three week time frame.	It is typical to explore units within the content strands for eighth grade in one and a half to two week time frame.
DEPTH	Concepts are aligned with TEKS and expanded according to AHISD expectations.	Concepts are aligned with the TEKS and significantly expanded with AHISD expectations. The course emphasizes critical thinking skills.

ASSESSMENT	Comprehensive exams are given approximately every 2-3 weeks. Other types of assessments include class discussion and participation, homework, projects, quizzes, technology based simulations and activities, laboratory experiments, reports, and benchmarks.	Comprehensive exams are given approximately every 2-3 weeks. Exams may be longer in length, timed, and presented in a format designed to emphasize higher-level thinking skills. Other types of assessments include class discussion and participation, homework, projects, quizzes, technology based simulations and activities, laboratory experiments, lab reports, and benchmarks. Students are expected to explain and elaborate on major concepts.
HOMEWORK	On average, a student can expect 1-2 hours of homework per week. Labs, project completion, reading written material, and skills practice are typical homework assignments.	On average, a student can expect 2-3 hours of homework per week. Assignments may require more thought, planning, and effort. Labs, project completion, reading written material, and skills practice are typical homework assignments.

SOCIAL STUDIES

SOCIAL STUDIES 6	
COURSE DESCRIPTION	This course involves the study of people, places, and societies of the contemporary world from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Units of study include all of the following: the influence of individuals and groups on historical and contemporary events in those societies and identifying the locations and geographic characteristics of various societies, different ways of organizing economic and governmental systems, including limited and unlimited government, and the nature of citizenship in various societies, comparisons of institutions common to all societies such as government, education, and religious institutions, how levels of technology affect the development of the various societies and identifying different points of view about events and finally the concept of frame of reference is introduced as an influence on an individual's point of view.

	SOCIAL STUDIES	*SPANISH IMMERSION
PACE	Typical pace on average is three to five weeks per unit of study.	*This curriculum mirrors the 6 th grade Social Studies course; however instruction and student work is primarily in Spanish only.
DEPTH	Units are designed to promote critical-thinking skills, organization, and information acquisition through established research methodologies, from a variety of sources including technology.	
ASSESSMENT	Evaluations may be projects, traditional exams, benchmarks or performance-based assessments and can be expected approximately every two to three weeks. Daily grades are taken regularly.	
HOMEWORK	On average, students can expect one to two hours of Social Studies homework each week. Homework assignments may consist of completion of class assignments, reinforcement of concepts and skills, reading or test preparation.	

TEXAS HISTORY 7

COURSE DESCRIPTION	<p>This course focuses on the history of Texas from early times to the present, examining the full scope of Texas history, including Texas as a Republic, Early Statehood, Texas in the Civil War and Reconstruction, Cotton, Cattle and Boxcars, 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 on Texas. Units of study will include the following: the distribution of population within and among the regions and the factors that caused Texas to change from an agrarian to an urban society; the structure and functions of municipal, county, and state governments, including the influence of the U.S. Constitution on the Texas Constitution, and an examination of the rights and responsibilities of Texas citizens; a study of primary and secondary sources that examine the rich and diverse cultural background of Texas to identify the different racial and ethnic groups who settled in order to build a republic and then a state; and the impact of scientific discoveries and technological innovations on the development of Texas in various industries, such as agriculture, energy, medicine, technology, and aerospace.</p>	
	TEXAS HISTORY	*SPANISH IMMERSION
PACE	<p>Typical pace on average is three to five weeks per unit of study.</p>	<p>*This curriculum mirrors the 7th grade Social Studies course; however, instruction and student work is primarily in Spanish only.</p>
DEPTH	<p>Units are designed to promote critical-thinking skills, organization, and information acquisition through established research methodologies, from a variety of sources including technology.</p>	
ASSESSMENT	<p>Evaluations may be projects, traditional exams, benchmarks or performance-based assessments and can be expected approximately every two to three weeks. Daily grades are taken regularly.</p>	
HOMEWORK	<p>On average, students can expect one to two hours of Social Studies homework each week.</p>	

U.S. HISTORY 8

COURSE DESCRIPTION	<p>This course involves the study of the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early Republic, westward expansion, sectionalism, Civil War, and Reconstruction. Students explore the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Units of study include all of the following: analyzing the various economic factors that influenced the development of colonial America and the early years of the Republic; identifying the origins of the free enterprise system; examining the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents; evaluating the impact of Supreme Court cases and major reform movements of the 19th century and the rights and responsibilities of citizens of the United States, as well as the importance of effective leadership in a democratic society; evaluating the impact of scientific discoveries and technological innovations on the development of the United States. In addition, students evaluate bias in written, oral, and visual material.</p>	
	U.S. HISTORY	ADVANCED
PACE	<p>Typical pace on average is three to five weeks per unit.</p>	<p>Concepts are aligned with AHISD expectations. The course emphasizes critical thinking skills. Typical pace on average is three to four weeks per unit.</p>
DEPTH	<p>Units are designed to promote critical-thinking skills, organization, and information acquisition through established research methodologies from a variety of sources, including electronic technology.</p>	<p>Units are designed to promote critical-thinking skills, organization, and information acquisition through established research methodologies from a variety of sources, including electronic technology.</p>
ASSESSMENT	<p>Evaluations may be projects, traditional exams, benchmarks or performance-based assessments and can be expected approximately every two to three weeks. Daily grades are taken regularly.</p>	<p>Assessments or projects are given at the same pace but may require more thought, planning, and effort. Exams are longer in length and designed to emphasize higher-level thinking and writing skills.</p>

HOMEWORK	On average, students can expect one to two hours of Social Studies homework each week.	On average, students can expect two to three hours of Social Studies homework each week.
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ENGLISH AS A SECOND LANGUAGE (ESL)

	ESL I	ESL II	ESL III
COURSE DESCRIPTION	<p>Students in ESL I have English skills at a beginner level. They have ESL I for two class periods: English and Reading. Some students are recent arrivals with no English knowledge. Others are limited-English with limited proficiency in reading, writing, listening, and speaking. Some of these students are recent immigrants (1-2 years). ESL I focuses on acquiring conversational and academic English via basic employability skills, phonics, pronunciation, vocabulary development and grammar. ESL I offers culturally responsive instruction and includes cultural adjustment support.</p>	<p>Students in ESL II have the English skills at an intermediate level. ESL II counts as their English course and they take regular reading. Most of the students have been in the U.S. schooling for more than three years; most take the TAKS on grade level. ESL II focuses on providing comprehensive input using the TEKS along with higher order thinking skills. Linguistically, the students work on developing cognitive academic language, while strengthening their communication skills. There are more proficient speakers of English in this class, allowing for meaningful interaction between peers. Native culture and language are integrated via multicultural lessons.</p>	<p>Students in ESL III have the English skills at an advanced or advanced-high level. ESL III counts as their reading course and they all take regular English. These are the transitional students: they are almost ready to exit the ESL program but need the extra support for an additional year. Students take TAKS on grade level. Linguistic development focuses on cognitive academic language via enhanced English literacy.</p>

PACE	There are typically three weeks per unit of study.	This curriculum is similar to 6 th grade English, but targeted for English language learners (ELLs).	This curriculum is similar to 7 th grade Reading but targeted for English language learners (ELLs); therefore, ELLs strategies are utilized.
DEPTH	Knowledge, Comprehension, Application, Analysis	Knowledge, Comprehension, Application, Analysis	Knowledge, Comprehension, Application, Analysis, and Synthesis
ASSESSMENT	Weekly Quizzes Benchmarks TELPAS LAS links	Weekly Quizzes Benchmarks TELPAS LAS links TAKS	Weekly Quizzes Benchmarks TELPAS LAS links TAKS
HOMEWORK	Homework is assigned daily for students to practice the four language domains: listening, speaking, reading, and/or writing.	Homework is assigned two to three times a week as an extension to an activity or as an overview of lesson learned. Sometimes students finish assignments at home if there is insufficient class time.	Homework is assigned on a daily basis to ensure reading at home. Each student completes a reading log to track their reading.

AUDITORY SUPPORT

ACADEMIC INTERVENTION MENTORING (AIM)	
DESCRIPTION	AIM is designed for students who are hearing impaired and require additional academic support to be successful in the general education curriculum. AIM assists students with assignments, audiological management, as well as test-taking strategies. The course requires prior approval by the AI teacher for enrollment.

SPECIAL EDUCATION

ENGLISH 6, 7, 8 RESOURCE

DESCRIPTION

This course is designed for the special education student who needs significant support in the area of language arts. Students are given opportunities to develop and strengthen reading, vocabulary, writing, spelling, grammar, and oral communication skills by taking into consideration each student's strengths and readiness levels.

READING 6, 7, 8 RESOURCE

DESCRIPTION

This course is designed to remediate reading difficulties. Students learn word attack skills, including phonemic awareness, structural analysis, and contextual cues. Vocabulary development and comprehension skills are also emphasized. Reading skills are applied to a variety of practical situations. In addition, students are exposed to a variety of genres.

MATH 6, 7, 8 RESOURCE

DESCRIPTION

This course is designed for the special education student, who needs significant support in mathematics. This class offers a modified curriculum, which provides students with opportunities to strengthen their basic skills in math calculations, math reasoning and other life-related mathematical processes for their levels of abilities. A hands-on approach to learning is stressed.

COURSE MANAGEMENT

DESCRIPTION	This course is designed for the special education student who needs structure and consistency in order to be successful in the least restrictive environment. Contracting for behavior and assignment completion will be implemented as necessary. Instructional targets for this course include and are not limited to: following directions, thinking critically, listening, social/self-advocacy skills, note-taking, and test-taking strategies.
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ALTERNATE CENTERED EDUCATION (ACE)

DESCRIPTION	The ACE class is designed for the special education student who requires additional support and structure in the school environment. Content and curriculum for this highly structured class are modified for each student according to his/her individual needs. This behavior modification class stresses self-responsibility. Students likely to be placed in the ACE program are those experiencing affective/behavioral difficulties that impede academic progress.
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STUDENT SUPPORT TEAM (SST)

DESCRIPTION	Student Support Team (SST) class is dedicated to helping students with disabilities reach the highest level of independence they can possibly reach. With the support of paraprofessionals and peer tutors, students receive individual instruction in: functional academics, domestic skills, vocational skills, recreation and leisure skills, and community skills. These skills assist our students to become more productive and independent in all life environments.
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ELECTIVE COURSES

Alamo Heights Junior School offers a wide variety of electives. A determination is made as to the number of students interested in certain electives. An elective schedule for the next year based on these figures is then planned out. Staff is assigned based on choices; therefore, the student should give careful consideration to his/her selections. An asterisk (*) indicates those courses that require a teacher recommendation, a prerequisite course, or prior experience.

PHYSICAL EDUCATION / ATHLETICS

PHYSICAL EDUCATION 6

DESCRIPTION

The Physical Education curriculum is designed to guide students in the process of being physically active over their lifetime. The area of focus is on the five health-related components of fitness, which include cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. Through wellness and health units, individual sports and team sports, cooperative and team building activities, students gain the knowledge and skills to continue being active throughout their lifetime. A school-wide intramural all-star program in team sports is also provided for those students chosen by their peers and/or coach to represent their class in a particular sport. This is a semester class.

PHYSICAL EDUCATION 7 & 8

DESCRIPTION

The Physical Education curriculum is designed to guide students in the process of being physically active over their lifetime. The area of focus is on the five health-related components of fitness, which include cardio vascular endurance, muscular endurance, muscular strength, flexibility, and body composition. Through wellness and health units, individual sports and team sports, cooperative and team building activities, students gain the knowledge and skills to continue being active throughout their lifetime. Those students meeting the requirements for a P.E. Waiver must and present their documentation to the coach. Three semesters of Physical Education or Athletics is required during the combined 7th and 8th grade years.

ATHLETICS* 7 & 8

DESCRIPTION	<p>Athletics is offered in place of Physical Education to seventh and eighth graders as a full year or fall semester course. Athletics is a rigorous course designed for those students who are serious about participation in athletic teams. Class time is used for specialty work in football, volleyball, basketball, and track. When one of these sports is in season, class time as well as before or after school time will be used for practice. When not participating in a seasonal sport, athletes will concentrate on weight -lifting, conditioning, and agility drills. Students interested in participating in school-sponsored teams and being in athletics must meet established criteria. Requirements: (1) Students enrolling in athletics for the first time must obtain a physical examination. A report of the doctor's exam must be on file in the coach's office by the first day of school. Forms are available through the school's coaches or counselors. (2) Students must maintain passing grades in all classes and compete in at least one of the team sports. (3) A coach's signature is required on the student's choice sheet for admission into an athletics period.</p>
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6th GRADE ELECTIVE COURSES

INTERRELATED ARTS 6

DESCRIPTION	<p>This course is designed as an exploratory elective to provide sixth grade students with the opportunity to experience three different fine arts areas (art, choir, and theatre arts) within one school year. Each section will be divided into 12-week segments as described below. These three courses comprise a full year course. Below is a description of each of these three courses.</p>
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ART 6

DESCRIPTION	<p>This course is designed to allow each student to explore a variety of media and methods. Process and creativity are emphasized as well as art history and instruction in the Elements and Principles of Design. This is a twelve-week course and one third of the interrelated arts wheel.</p>
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CHOIR 6

DESCRIPTION

Students are given the opportunity to explore their singing voices, to sing a variety of music styles, and to learn basic composition skills (i.e. writing music). Emphasis is given to proper singing technique, and good sight-reading skills. There will be one required concert for each 12-week group of 6th graders. Other performance opportunities may present themselves during the year. This is a twelve-week course and one third of the interrelated arts wheel.

THEATRE ARTS 6

DESCRIPTION

This course is a performance-oriented course, designed to develop self-confidence and social skills. Students are exposed to the basic principles of voice improvement, public speaking, physical articulation and the play production process. This is a twelve-week course.

CHOIR 6 - FULL YEAR

DESCRIPTION

This is the beginning choir class offered at the Junior School. This course is offered to all students interested in being a part of a fun, positive singing ensemble. Emphasis will be placed on helping young singers better understand and learn about their own personal voice and the role they can play in helping create an excellent choral ensemble. Students will participate in seasonal concerts with the other Junior School choirs and high school choirs, and they will participate in community performances and fun exciting music activities.

BAND 6

DESCRIPTION

This beginner band course is a positive, fun, musical experience geared for all students in the sixth grade wanting to play an instrument and be a part of the largest organization on campus. Students are matched to the various instruments according to ability and interest. The curriculum includes: concert performances, competitions, and festival contests. This is a full-year course.

STRINGS 6

DESCRIPTION

This course is a continuation of the string classes from elementary school plus the introduction of playing in a string orchestra. Students must be currently enrolled in strings to be eligible for Strings 6. Outside attendance at scheduled rehearsals and performances is required. This is a full-year course.

7th and 8th GRADE ELECTIVE COURSES FULL YEAR

ART PORTFOLIO 7 & 8*

DESCRIPTION

Emphasis will be on extended application of the elements and principles of design. Students will experience a variety of activities and expand skills in 2-dimensional and 3-dimensional areas such as still life, painting, drawing, portraiture, sculpture, and ceramics. Art history and criticism will be part of every studio lesson. This class is designed for students who desire to pursue art as a life interest or wish to explore art careers. This course is open to all eighth grade students who have had two semesters of art with a current Art average of 80 or above. Students who have not had two semesters of art may apply with a portfolio of their artwork to the instructor. Requirements: Two previous semesters of art (with current Art average of 80 or above), sketchbook assignments, successful completion of all class and homework assignments, and art fee.

BAND 7 & 8*

DESCRIPTION

The band program is designed for students with at least one year of previous experience on band instruments. The band experience includes a thorough review of the basics of wind and/or percussion performance and further development of these to the highest levels of technical skill. Students will be placed by audition into appropriate sections for daily instruction based on instrumentation needs and skill level of the student. Additional rehearsals and weekly sectionals outside of the school day will be scheduled as needed throughout the year to prepare for concert and contest performances. The performance opportunities are many and varied to include large and small group ensembles, concert performances, U.I.L. and festival contests, and competitions.

STRINGS 7 & 8*

DESCRIPTION

This course is designed for students who are currently enrolled in strings playing violin, viola, cello or bass. Outside attendance at scheduled rehearsals and concerts is required. Director approval is necessary so that the student can be placed appropriately. Prerequisite: Director approval.

BOYS CHOIR 7 & 8

DESCRIPTION

The Boys' Choir is composed of 7th and 8th grade boys. This group performs solo, as well as in combination with the Girls Choir. Class emphasis focuses on the adolescent boy's changing voice and the unique demands and opportunities that this particular age group must face. Students participate in seasonal concerts throughout the year as well as other special performances, such as UIL Concert and Sight Reading. Students also have the opportunity to audition individually for TMEA All Region Honor Choir. Students are also encouraged to participate in many other events and activities such as community performances and solo and ensemble competition. They are also given opportunities to attend music festivals.

GIRLS CHOIR 7 & 8

DESCRIPTION

The girls' choir is composed of 7th and 8th grade girls. This ensemble performs solo as well as in combination with the Boys Choir. Class emphasis focuses on the adolescent girl's changing voice and the unique demands and opportunities that this particular age group must face. Students participate in seasonal concerts throughout the year as well as other special performances, such as UIL Concert and Sight Reading. Students also have the opportunity to audition for TMEA All Region Honor Choir. Students are encouraged to participate in many other events and activities including social opportunities, community performances, and solo and ensemble competitions. They are also given opportunities to attend music festivals.

OFFICE ASSISTANT*

DESCRIPTION

Eighth grade office assistants work in the office areas with the principal, assistant principals, guidance counselors, and secretaries. Students' jobs include a variety of tasks, such as taking telephone messages, delivering messages, showing new students around campus, issuing textbooks, keeping records, alphabetizing, and helping with general office procedures under supervision. The school depends on the student to be trustworthy, tactful, and responsible. Criteria includes student screening for academic standing, demonstration of responsible leadership, and the ability to get along well with other students and adults.

TEACHER ASSISTANT*

DESCRIPTION

Eighth grade students may apply to assist teachers in their classrooms. Criteria includes: student's academic standing, demonstration of responsible leadership, trustworthiness, cooperation and the ability to get along well with other students and adults.

LIBRARY ASSISTANT*	
DESCRIPTION	Eighth grade library aides learn skills to help other students and teachers locate and use library materials and computers. They assist in the daily functioning of the library by checking out books and audio-visual materials, shelving, processing, running errands, and helping with other procedures and special projects. The school and library depends on these student aides to be trustworthy, tactful, and responsible.

PEER TUTOR*	
DESCRIPTION	Student Support Team (SST) Peer Tutoring is available to eighth grade students who wish to have an opportunity for service in the educational programming of disabled students. Peer tutors have two major roles: trainers and advocates. As trainers, tutors will have the opportunity to work with handicapped peers in various classroom arrangements. Training in classroom activities may occur in an inclusive class, physical education class, during lunch, or in the SST classroom. As advocates, peer tutors will set the example to others that disabled people need the same consideration and respect that all people deserve. Course requirements include peer tutor interaction with disabled students, writing a daily journal, three reflection projects, and exhibiting responsible and appropriate behavior. Prerequisite: Teacher evaluation and interview are necessary prior to admittance to this course.

LANGUAGES OTHER THAN ENGLISH

	FRENCH I	PRE-AP FRENCH I
COURSE DESCRIPTION	Students will be introduced to the exciting and challenging skill of communication in French. Students engage in interactive activities promoting their acquisition of speaking, listening, reading and writing skills. Students are expected to communicate about their immediate world, which include	This intensive course is designed for the 8 th grade students who demonstrate strong language skills and are motivated to begin the course of language study in French at an advanced level. It is the first in a series designed to prepare students for the French AP exam. Students enrolling in this course will

	<p>their personal interests, school life, family, friends, community and self. Grammar and vocabulary are embedded within a wide variety of academic and cultural topics and are practiced through the imitation and repetition of specified concepts and sentences resulting in the students' ability to create and express their own thoughts about specific topics. Additional classroom activities provide an understanding of the civilizations, customs and cultures of the French-speaking people. Upon completion of French I, students should possess the ability to engage in simple conversations and correspondence, coherently expressing themselves within the limitations of their knowledge of vocabulary and structure.</p>	<p>be expected to take three years of French during their high school career. Students in the French I Pre-AP course will explore the same course content listed for French I as well as elements of language communication and culture in greater depth at a faster pace while striving for accuracy in French.</p>
<p>PAGE</p>	<p>Students have frequent opportunities to practice and reinforce concepts in class in the target language. Reinforcement may include oral and written practice emphasizing vocabulary, language structure and basic communication expressions.</p>	<p>Intensive study of both authentic readings including short poems, more extensive use of listening materials including songs and rhymes, and broader coverage of cultural information result in a faster paced class. Productive skills (speaking and writing) are also practiced at a more advanced level. Basic TEKS concepts spiral and are addressed throughout the year.</p>
<p>DEPTH</p>	<p>Students explore concepts aligned with TEKS and expanded with AHISD and College Board expectations. Concepts include communication, culture, connections, comparisons and communities. To achieve this objective, the student is guided through reading, discussion, and personal application of dialogues, as well as essential questions.</p>	<p>Writing and literacy concepts are aligned with TEKS and significantly expanded with AHISD and AP College Board expectations; course of study recommended for the 9th grade student who is planning to take Advanced Placement French, or French in 11th and 12th grade. Students: -are able to work independently, and to collaborate in a positive way. -manage time well and can handle assignments with a variety of time</p>

		frames. - monitor their own understanding and progress, and take the initiative to resolve problems by asking questions, using outside resources, and working with the teacher outside class to reach the course goals.
ASSESSMENT	Comprehensive tests or Performance Based Assessments are given approximately every 2-3 weeks. Typically, extra credit is minimal.	Comprehensive tests and/or performance based assessment activities are given approximately every 10 days; tests are longer, timed and designed to emphasize higher level thinking and to introduce AP testing format. AP style rubrics are used in grading.
HOMEWORK	On average, a student is assigned 15-20 minutes of homework daily. Students need to study vocabulary and structure in context every day using handouts and online textbooks as support.	On average, a student is assigned 30 minutes of homework daily. Students need to study vocabulary and structure in context every day using handouts and online textbooks as support. Students: -are self-directed in completing homework, make up work and assignments. -are expected to complete a variety of readings, homework assignments and projects outside class; the amount of time required may vary depending on students' skill level.

LATIN I	
COURSE DESCRIPTION	The emphasis in Latin 1 is on the development of skills leading to the comprehension of the written language. Language concepts are taught through the study of Latin vocabulary and grammar, thus enabling the students to use English more effectively and to learn other languages. The students read Latin stories aloud to learn correct pronunciation. The subjects of these readings include Greek and Roman mythology, Roman life, and history.
PACE	Students have frequent opportunities to practice and reinforce concepts in class in the target language. Reinforcement may include oral and written practice emphasizing vocabulary and basic communication expressions.

DEPTH	Students explore concepts aligned with TEKS and expanded with AHISD and College Board expectations. Concepts include communication, culture, connections, comparisons and communities.
ASSESSMENT	Comprehensive tests or Performance Based Assessments are given approximately every 2-3 weeks. Typically, extra credit is minimal.
HOMEWORK	On average, a student is assigned 15 to 30 minutes of homework 4 to 5 nights weekly.

	SPANISH I	PRE-AP SPANISH I
COURSE DESCRIPTION	Students will be introduced to the necessary, exciting and challenging skill of communication in Spanish. Students engage in interactive activities promoting their acquisition of speaking, listening, reading and writing skills. Students are expected to communicate about their immediate world, which include their personal interests, school life, family, friends, community and self. Grammar and vocabulary are embedded within a wide variety of academic and cultural topics and are practiced through the imitation and repetition of specified concepts and sentences resulting in the students' ability to create and express their own thoughts about specific topics. Additional classroom activities provide an understanding of the civilizations, customs and cultures of the Spanish-speaking	This intensive course is designed for the 8 th grade students who demonstrate strong language skills and are motivated to begin the course of language study in Spanish at an advanced level. It is the first in a series designed to prepare students for the Spanish AP exam. Students enrolling in this course will be expected to take four years of Spanish during their high school career. Students in the Spanish I Pre-AP course will explore the same course content listed for Spanish I as well as elements of language communication and culture in greater depth at a faster pace while striving for accuracy in Spanish.

	<p>people. Upon completion of Spanish I, students should possess the ability to engage in simple conversations, coherently expressing themselves within the limitations of their knowledge of vocabulary and structure.</p>	
PACE	<p>Students have frequent opportunities to practice and reinforce concepts in class in the target language. Reinforcement may include oral and written practice emphasizing vocabulary and basic communication expressions.</p>	<p>Intensive study of both authentic readings including short poems, more extensive use of listening materials including songs and rhymes, and broader coverage of cultural information result in a faster paced class. Productive skills (speaking and writing) are also practiced at a more advanced level. Basic TEKS concepts spiral and are addressed throughout the year.</p>
DEPTH	<p>Students explore concepts aligned with TEKS and expanded with AHISD and College Board expectations. Concepts include communication, culture, connections, comparisons and communities. To achieve this objective, the student is guided through reading, discussion, and personal application of dialogues, as well as longer narratives.</p>	<p>Writing and literacy concepts are aligned with TEKS and significantly expanded with AHISD and AP College Board expectations; course of study recommended for the 9th grade student who is planning to take Advanced Placement Spanish in 11th and 12th grade. Students: -are able to work independently, and to collaborate in a positive way. -manage time well and can handle assignments with a variety of time frames. -monitor their own understanding and progress, and take the initiative to resolve problems by asking questions, using outside resources, and working with the teacher outside class to reach the course goals.</p>
ASSESSMENT	<p>Comprehensive tests or Performance Based Assessments are given approximately every 2-3 weeks. Typically, extra credit is minimal.</p>	<p>Comprehensive tests and/or performance based assessment activities are given approximately every 10 days; tests are longer, timed and designed to emphasize higher-level thinking and to introduce AP testing format. AP</p>

		style rubrics are used in grading.
HOMEWORK	<p>On average, a student is assigned 15-20 minutes of homework daily. Students need to study vocabulary and structure in context every day using handouts and online textbooks as support.</p>	<p>On average, a student is assigned 30 minutes of homework daily. Students need to study vocabulary and structure in context every day using handouts and online textbooks as support.</p> <p>Students:</p> <ul style="list-style-type: none"> -are self-directed in completing homework, make up work and assignments. -are expected to complete a variety of readings, homework assignments and projects outside class; the amount of time required may vary depending on students' skill level.

	7TH SPANISH I PAP/SI	8TH SPANISH II PAP/SI
COURSE DESCRIPTION	<p>Spanish I PAP/SI is for immersion students who have successfully completed 6th grade Science Immersion and/or Social Studies Immersion. This class takes the place of Reading in 7th grade so students will be covering reading strategies and objectives as well.</p> <p>This course is conducted in Spanish and exposes students to the Hispanic culture through its literature and language. Students engage in interactive activities promoting their acquisition of speaking, listening, reading and writing skills. Grammar and vocabulary are embedded within a wide variety and cultural topics. This class provides opportunities to enable students to improve their oral fluency and writing skills in addition to reading comprehension and fluency. They will be involved in lively reading and discussing short</p>	<p>Spanish II PAP/SI is for immersion students who have successfully completed Spanish I PAP/SI in 7th grade.</p> <p>This course is conducted in Spanish and exposes students to the Hispanic culture through its literature and language. Students engage in interactive activities promoting their acquisition of speaking, listening, reading and writing skills. Grammar and vocabulary are embedded within a wide variety and cultural topics. This class provides opportunities to enable students to improve their oral fluency and writing skills in addition to reading comprehension and fluency. They will be involved in lively reading and discussing short stories and novels from a variety of Spanish speaking authors, oral presentations, compositions and discussions of contemporary issues.</p>

	<p>stories and novels from a variety of Spanish speaking authors, oral presentations, compositions and discussions of contemporary issues.</p>	
<p>PACE</p>	<p>Readings are addressed with more direct teach and re-teach. Students have many opportunities to practice and reinforce concepts.</p> <p>Students are expected to read two Spanish books and two English books at their independent reading level from different genres every six weeks for the reading contract that consists of literature and vocabulary logs and a project over one of the Spanish books read.</p>	<p>Readings are higher level with more of a review of reading skills as applied to literature. Students have many opportunities to practice and reinforce concepts.</p> <p>Students are expected to read two Spanish books at their independent reading level from different genres every six weeks for the reading contract that consists of literature and vocabulary logs and a project over one of the Spanish books read.</p>
<p>DEPTH</p>	<p>7th grade reading TEKS are covered along with Spanish TEKS. Writing and literacy concepts are aligned with TEKS and significantly expanded with AHISD and AP College Board expectations; course of study recommended for the 9th grade student who is planning to take the Advanced Placement Test in Spanish in grades 10-12.</p> <p>Students:</p> <ul style="list-style-type: none"> -are able to work independently, and to collaborate in a positive way. -manage time well and can handle assignments with a variety of time frames. -monitor their own understanding and progress, and take the initiative to resolve problems by asking questions, using outside resources, and working with the teacher outside the class to reach the course goals. 	<p>Writing and literacy concepts are aligned with TEKS and significantly expanded with AHISD and AP College Board expectations; course of study recommended for the 9th grade student who is planning to take the Advanced Placement Test in Spanish in grades 10-12.</p> <p>Students:</p> <ul style="list-style-type: none"> -are able to work independently, and to collaborate in a positive way. -manage time well and can handle assignments with a variety of time frames. -monitor their own understanding and progress, and take the initiative to resolve problems by asking questions, using outside resources, and working with the teacher outside the class to reach the course goals.

ASSESSMENT	Comprehensive tests or Performance Based Assessments are given approximately every 2-3 weeks.	Comprehensive tests or Performance Based Assessments are given approximately every 2-3 weeks.
HOMEWORK	<p>Students are asked to read every night. The amount of time will vary from student to student for any activity that needs to be completed both in class and at home.</p> <p>Students:</p> <ul style="list-style-type: none"> -are self-directed in completing homework, make up work and assignments. -are expected to complete a variety of readings, homework assignments and projects outside of class; the amount of time required may vary depending on the students' skill level. 	<p>Students are asked to read every night. The amount of time will vary from student to student for any activity that needs to be completed both in class and at home.</p> <p>Students:</p> <ul style="list-style-type: none"> -are self-directed in completing homework, make up work and assignments. -are expected to complete a variety of readings, homework assignments and projects outside of class; the amount of time required may vary depending on the students' skill level.

THEATER ARTS 7 & 8	
DESCRIPTION	<p>This full-year course, designed to develop self-confidence and social skills, will appeal to students who have expressed or demonstrated high interest in developing their artistic and technical knowledge of theater.</p> <p>Emphasis is placed on vocal and physical character development, the study of selected classical literature, creative dramatics, exploration of technical theater, creative writing and the play production process. *The study of theater provides teacher-guided experiential activities for practical application of acquired skills in an environment of artistic freedom; therefore, the most successful students will be those who possess self-discipline as well as high interest in theater arts.</p>

ADVANCED THEATER ARTS 8

DESCRIPTION

This full-year course is open to eighth grade students who have had a full year of theatre arts. Focus will be on the development of creative expression and performance. Students will participate in a variety of brief Dramatizations, as well as full-length class productions enhancing performance skills. Students will be exposed to different genres of theatre and be expected to present an understanding of performances based in those time periods. Student will develop and refine skills using digital cameras and editing software. At the completion of this course students will exhibit knowledge of character development, purpose of the director, as well as technical aspects of theatre. Prerequisite: One full year of theatre arts.

7th and 8th GRADE ELECTIVE SEMESTER COURSES

ART I

DESCRIPTION

This semester course is open to any seventh or eighth grader. Focus will be on the development of drawing and painting skills with a variety of media and techniques. The elements of art and principles of design will be explored through topics such as still life, realism, advertising, and portraiture. Art history and criticism will be part of all studio lessons and students will be introduced to ceramics. Requirements: Art fee, sketchbook assignments, successful completion of all class and homework assignments.

ART II*

DESCRIPTION

Students in this course will continue working with the concepts and media introduced in Art I. In addition to this, students will explore three-dimensional projects using clay, wood and paper-mache. Students will explore printmaking and will learn calligraphy. Prerequisite: Art I, art fee, sketchbook assignments, and successful completion of all class and homework assignments.

WORLD ART

DESCRIPTION

This semester course is open to any seventh or eighth grader. The focus will be on the arts and crafts of selected cultures around the world. Project focus and media will vary according to the culture studied, but will include painting, drawing, printmaking, sculpture, textiles, art history/criticism and geography. Requirements: Art fee, sketchbook assignments, successful completion of all class and homework assignments.

JAZZ BAND*

DESCRIPTION

This spring semester course is open to seventh and eighth graders. The class will be performance-based with concerts throughout the spring at school and in the community. Through performance, students will learn jam and rock styles, improvisation, and pop music history. Jazz band will use the following instruments: saxophone, trombone, trumpet, drum set, piano, guitar, and bass guitar. Flute and clarinet players who choose jazz band will be taught to play saxophone. Jazz band will meet as a class during the second semester. Prerequisite: Teacher recommendation is required.