

**Channelview ISD
Junior High
Educational Planning Guide
2015 – 2016**



Alice Johnson Junior High

Anthony Aguirre Junior High

Channelview Independent School District

ADMINISTRATION

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Steven Dennis – Vice President
Raquel Dobbins - Secretary
Patrick Lacy - Parliamentarian
Keith Liggett - Member
Greg Johnstone - Member
Alex Ybarra - Member

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Chief Financial Officer	Jennifer Carnathan	(281) 452-8003
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Director of Nutrition Services	David Bienvenu	(281) 860-3807
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Director of Technology	Darrell Cheney	(281) 860-1420

Administration Building

828 Sheldon Road Channelview, Texas 77530 (281) 452-8002
Web Address - <http://www.cvisd.org>

Tax Office

828 Sheldon Road Channelview, Texas 77530 (281) 457-7323

A student's junior high school years are spent strengthening skills developed in the elementary grades, putting those skills to new and more complex uses, and building the foundation necessary for success in high school and the years beyond. These years are critical to the student's academic success and emotional development. We encourage parents to be active participants in the total educational experience. The first step for next year is planning course selection. This booklet has been designed to help parents and students in this important decision-making process. The junior high counselors and principals will help, so please call them whenever assistance is needed.

Junior High School Directory

Alice Johnson Junior High

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Channelview, Texas 77530
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Principal

Jules Pichon

Counselors

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Anthony Aguirre Junior High

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Principal

Eric Lathan

Counselors

Tyra Gary
Catherine Johnson

Title IX Coordinator: Questions concerning the district's implementation of Title IX should be directed to the Title IX Coordinator, Mike Niemeyer, (281-452-8010), CISD Administration Building, 828 Sheldon Rd. Channelview, Texas 77530. This includes complaints regarding sexual harassment.

Section 504 Coordinator: Information concerning the identification or services for students under Section 504 can be obtained by calling or writing the campus principal or the District 504 Coordinator, Gloria Roach, (281-452-8006), CISD Administration Building, 828 Sheldon Rd., Channelview, Texas 77530.

The Channelview Independent School District does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, or age in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. The District Title IX Coordinator is Assistant Superintendent of Administration, Robert Worthy.

El Distrito Escolar Independiente de Channelview no discrimina por motivos de raza, religión, color, origen nacional, género, sexo, discapacidad, o edad en la prestación de servicios de educación, actividades y programas, incluyendo programas vocacionales, de acuerdo con el Título VI de los Derechos Civiles la Ley de 1964, según enmienda, Título IX de las Enmiendas Educativas de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmendada. El Coordinador del Distrito del Título IX es el Asistente Superintendente de Administración, Mike Niemeyer.

TABLE OF CONTENTS

Course Descriptions	5-6
Foundation Courses	
English Language Arts	7-9
Science	10-11
Math	12-13
Math Course Recommendation Chart	14
Social Studies	15-17
Elective Courses	18
AVID	19
Career and Technical Education	
Exploring Construction Technology	20
Advanced Construction Trades	20
Robotics	20
Technology Education – Modular Synergistic Lab	21
Foreign Language	21
Physical Education/LOTC/Athletics	22
Visual and Performing Arts	
Art	23
Band	23-24
Choir	24-25
Communication Applications	25
Character Counts	25
Office Assistant	25
Teen Leadership	25
Journalism	26
Yearbook	26
Exploring Cultures	26
General Information	
Course Selection Form	28
Promotion Requirements	28
Student Success Initiative	28
Advanced Placement Program	29-31
Junior High Pre-AP Agreement	32
Academic Integrity Guidelines	33
High School Supplement	
Planning Your Freshman Year	35
Course Credit	35
Credit by Exam Without Prior Instruction	35
Dual Credit	35-36
Grade Classification	37
Graduation Requirements	37
Distinguished Achievement Program	38
Graduations Plans and EOC Requirements	39-41

Course Descriptions

English Language Arts

Science

Math

Social Studies

Electives

COURSE DESCRIPTIONS

This section of the planning guide contains descriptions of all courses offered in grades six through eight in Channelview ISD. Descriptions are divided into content areas and include information about course content, grade placement, eligibility, and high school credit when applicable.

General Education

Courses designed to meet the requirements as established in the Texas Essential Knowledge and Skills (TEKS).

Pre-Advanced Placement

Pre-AP courses are courses whose content, rigor, and course sequence offer a challenging curriculum and prepare students for the option of taking Pre-AP and Advanced Placement courses in high school.

Special Education

Special Education Modified Curriculum courses for students with disabilities are determined by their Admission, Review, and Dismissal Committee. Modified courses can be taught in the general and/or special education setting as documented in the student's current Individual Education Plan. These courses are developed from the student's individualized goals and objectives which are based on the Texas Essential Knowledge and Skills.

English as a Second Language (ESL)

It is the goal of the Channelview Secondary English Language Learner (ELL) Program to develop the English fluency of our English Language Learners by providing academic, linguistic, social and cultural support for the ELL through English as a Second Language (ESL) class and sheltered instruction strategies in the core content areas. The ELL Program enables our English Language Learners to become competent in the comprehension, speaking, reading, and composition of the English language. Through the integrated use of second language methodology and sheltered instruction students also master the Texas Essential Knowledge and Skills for English Language Arts in addition to the core content areas of mathematics, science and social studies. The program is designed to transition ELLs with limited English fluency to an advanced level of speaking, listening, reading, and writing within the developmental time frame suggested by the Texas Education Agency.

English Language Arts

English Language Arts (ELA)

Grade: 6

Course Description: In English Language Arts students will master previously learned skills in increasingly complex presentations, reading selections, and written compositions. Sixth grade students will read from classic, contemporary, and informational texts. They will select and compose different forms of writing, such as personal reflection and literary response. They will also search multiple texts to complete research reports and projects, and evaluate the purposes and effects of film, print, and technological presentations.

Pre-Advanced Placement English Language Arts

Grade: 6

Eligibility: Level II (Satisfactory)

Note: Students must demonstrate high academic performance.

Course Description: Grade 6 (Pre-AP) students will increase and refine the skills specified in sixth grade Language Arts/Reading. These advanced skills include intensive independent reading, grammar/usage refinement, essay writing, and independent research

English as a Second Language (ESL)

Grade: 6

Eligibility: LPAC approval

Note: Only recent immigrant students with limited English proficiency may qualify. Course placement will be determined by LPAC based on student testing.

Course Description: ELL students will receive intensive instruction in listening, speaking, reading, writing, and comprehending English, with a focus on the TEKS in English using strategies and methodologies appropriate for English Language Learners. These students increase and refine communication skills, practice several types of writing, and are exposed to a variety of genres from world literature. Within this course, students also learning various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills. Students develop competence in English, preparing them to be successful in all academic subjects.

English Language Arts (ELA)

Grade: 7

Course Description: This English course is a cumulative and sequential program focusing on reading, writing, research, listening/speaking, oral and written conventions and viewing/representing knowledge and skills. Throughout the year students refine and master increasingly complex presentations, reading sections, and written compositions. Students continue to read widely in classic and contemporary selections and informational text. Students produce a variety of multi-paragraph compositions.

Pre-Advanced Placement English Language Arts**Grade: 7****Eligibility: Level II (Satisfactory) or Advanced Score on STAAR Reading; classroom performance**Note: Students must demonstrate high academic performance.

Course Description: Pre-AP 7th grade ELA will guide students in developing higher level thinking skills in English composition through the in-depth study of concepts in varied literary selections, research and writing. Students will be provided with a foundation for advanced study by surveying various literary genres, emphasizing writing and developing vocabulary. Pre-AP seventh grade students will read a variety of classic and contemporary selections and informational texts. Students will be required to critically analyze the effect of literary techniques such as style, tone, and mood. Students will be expected to recognize and analyze various types of text structures used by authors as well as be required to utilize various forms of writing for specific purposes such as to inform, persuade, or entertain. The course activities will include class discussion, vocabulary studies, several multifaceted projects, and major tests. Students will be required to do at least one oral presentation using aids. Students will be expected to take notes during lecture sessions and use the notes to complete higher level thinking activities. Students will be required to complete extensive amounts of research and compile data from multiple primary and secondary sources for various projects, and they will be expected to effectively use the conventions of written language and edit their compositions to produce error-free essays.

English as a Second Language (ESL)**Grade: 7****Eligibility: LPAC approval**Note: Only recent immigrant students with limited English proficiency may qualify. Course placement will be determined by LPAC based on student testing.

Course Description: ELL students will receive intensive instruction in listening, speaking, reading, writing, and comprehending English, with a focus on the TEKS in English using strategies and methodologies appropriate for English Language Learners. These students increase and refine communication skills, practice several types of writing, and are exposed to a variety of genres from world literature. Within this course, students also learning various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills. Students develop competence in English, preparing them to be successful in all academic subjects.

English Language Arts (ELA)**Grade: 8**

Course Description: This English course is a cumulative and sequential program focusing on listening/speaking, reading, writing, and viewing/representing knowledge and facts. Throughout the year students refine and master increasingly complex presentations, reading, selections, and written compositions. Students continue to read widely in classic and contemporary selections and informational text. Eight grade students will produce a variety of multi paragraph compositions with varied sentence structure, and they will present oral and written research reports, including presentations strengthened by visuals and media.

Pre-Advanced Placement English Language Arts

Grade: 8

Eligibility: Level II (Satisfactory) or Advanced Score on STAAR Reading; classroom performance

Note: Students must demonstrate high academic performance.

Course Description: Pre-AP 8th grade ELA is a summative course in writing and literature that will prepare students to deal with increasingly complex and diverse forms of written material in preparation for future advanced ELA courses. In addition to reading traditional fictional and non-fictional works, students will be required to read articles from newspapers, magazines, and peer-reviewed journals. Students will be required to analyze material using their knowledge of literary techniques and will be required to prepare increasingly complex presentations and written compositions. Students will be required to distinguish and appropriately use various writing forms and produce multi-paragraph compositions. Students will be required to read both primary and secondary sources for various research projects. Projects may include a written report with appropriate citations as well as visual aids, media presentations and/or oral presentations. One vocabulary lesson will be assigned each week and students are expected to complete this work independently. Students are expected to increase their functional vocabulary based on these lessons and other material presented in class. Students will read a wide variety of classic and contemporary texts.

English as a Second Language (ESL)

Grade: 8

Eligibility: LPAC approval

Note: Only recent immigrant students with limited English proficiency may qualify. Course placement will be determined by LPAC based on student testing.

Course Description: ELL students will receive intensive instruction in listening, speaking, reading, writing, and comprehending English, with a focus on the TEKS in English using strategies and methodologies appropriate for English Language Learners. These students increase and refine communication skills, practice several types of writing, and are exposed to a variety of genres from world literature. Within this course, students also learning various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills. Students develop competence in English, preparing them to be successful in all academic subjects.

Science

Science Grade: 6

Course Description: Sixth grade science is interdisciplinary in nature; however, because the foundation of this course is the Texas Essential Knowledge and Skills (TEKS), much of the content focus is on physical science. Students will explore scientific investigations while learning about matter, energy, force and motion, earth and space, and organisms' interactions with their environment. This course is designed to provide students with the opportunity to develop their academic and problem solving skills through scientific inquiry and hands-on exploration.

Pre-Advanced Placement Science Grade: 6

Eligibility: Level II (Satisfactory)

Note: Students must demonstrate high academic performance.

Course Description: The science concepts in this course include those covered in sixth grade science; however, concepts are covered in greater depth. Students will be provided with a foundation for advanced study by participating in field and laboratory investigations requiring the use of critical thinking and high level investigative processes. Students will work with tools such as a triple beam balance, thermometer, calculator, and computer to collect and analyze information. Because this course prepares students for advanced high school sciences, students will be required to use the higher-level thinking skills of analysis, synthesis, and evaluation to demonstrate understanding of the sixth grade content.

Science Grade: 7

Course Description: Seventh grade science is interdisciplinary in nature; however, because the foundation of this course is the Texas Essential Knowledge and Skills (TEKS), much of the content focus is on life science. Students will explore scientific investigations while learning about living organisms through the integration of environmental science, ecology, and space exploration. This course is designed to provide students with the opportunity to develop their academic and problem solving skills through scientific inquiry and hands-on exploration.

Pre-Advanced Placement Science Grade: 7

Eligibility: Level II (Satisfactory)

Note: Students must demonstrate high academic performance.

Course Description: The science concepts in this course include those covered in seventh grade science; however, concepts are covered in greater depth. Students will be provided with a foundation for advanced study by participating in field and laboratory investigations requiring the use of critical thinking and high level investigative processes. Students will work with tools such as a microscope, temperature or pH probe, calculator, and computer to collect and analyze information. In addition, students will be expected to conduct independent research projects with teacher direction and guidance. Because this course prepares students for advanced high

school sciences, students will be required to use the higher-level thinking skills of analysis, synthesis, and evaluation to demonstrate understanding of the seventh grade content.

Science
Grade: 8

Course Description: Eighth grade science is interdisciplinary in nature; however, because the foundation of this course is the Texas Essential Knowledge and Skills (TEKS), much of the content focus is on earth and space science. Students will explore scientific investigations while learning about the interactions of matter and energy as explored through solar, weather, and ocean systems. In addition, students will expand their knowledge of chemistry and experiment with the relationship between force and motion. This course is designed to provide students with the opportunity to develop their academic and problem solving skills through scientific inquiry and hands-on exploration.

Pre-Advanced Placement Science
Grade: 8

Eligibility: Level II (Satisfactory)

Note: Students must demonstrate high academic performance.

Course Description: The science concepts in this course include those covered in eighth grade science; however, concepts are covered in greater depth. Students will be provided with a foundation for advanced study by participating in field and laboratory investigations requiring the use of critical thinking and high level investigative processes. Students are required to use higher level mathematics skills while working with tools such as a spectroscope, psychrometer, anemometer, calculator, and computer to collect and analyze information. Because this course prepares students for advanced high school sciences, students will be required to use the higher-level thinking skills of analysis, synthesis, and evaluation to demonstrate understanding of the eighth grade content.

Mathematics

Mathematics

Grade: 6

Course Description: Sixth grade math involves addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals as well as percent and geometry for everyday use. The course also includes work on exponents, place value, integers, sets, number theory, prime numbers, graphing, measurements and problem solving.

Pre-Advanced Placement Mathematics

Grade: 6

Eligibility: Students must meet assessment requirements for placement in this course.

Note: Students must demonstrate high academic performance.

Course Description: This course covers all 6th grade math TEKS and the first semester of 7th grade math with a concentration in pre-algebra. This course is designed to prepare students for advanced study of math at the high school level. The primary focal points are using direct proportional relationships in number, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; and using statistical measures to describe data. Students will extend their foundation skills in number, operation, quantitative reasoning, patterns, relationships, and algebraic thinking. Students utilize algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other; and they connect verbal, numeric, graphic, and symbolic representations of relationships. Students use geometric properties and relationships, as well as spatial reasoning to model and analyze situations and solve problems. The students will use algebra in working with problem-solving, geometry, number theory, polynomials and rational numbers.

Mathematics

Grade: 7

Course Description: Seventh grade math focuses on concepts and skills using proportional relationships involving numbers, geometry, measurement, and probability. Skills in 7th grade mathematics include operations with decimals, fractions, and integers. This course will also include concepts related to percent, functions, equations, graphing, and the use of statistical measures to describe data.

Pre-Algebra

Grade: 7

Eligibility: Pre-AP Math in 6th grade or successful results on placement exam; Level II (Satisfactory) or Advanced performance on 6th grade STAAR math; successful classroom performance in math

Note: Students must demonstrate high academic performance.

Course Description: This course covers all of the concepts of 7th and 8th Mathematics with a concentration in pre-algebra. This course is designed to prepare students for advanced study of math at the high school level. The primary focal points are using direct proportional relationships in number, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; and using statistical measures to describe data. Students will extend their foundation skills in number, operation, quantitative reasoning, patterns, relationships, and algebraic thinking. Students utilize algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other; and they

connect verbal, numeric, graphic, and symbolic representations of relationships. Students use geometric properties and relationships, as well as spatial reasoning to model and analyze situations and solve problems. The students will use algebra in working with problem-solving, geometry, number theory, polynomials and rational numbers. Pre-Algebra will prepare the student for higher intellectual engagement required in Algebra 1 by starting the development of skills and acquisition of knowledge as early as possible.

Mathematics**Grade: 8**

Course Description: This 8th grade math course will cover the same topics as Pre-Algebra. Problem solving in the real world, number and numeration concepts, operations and computation, geometry and measurement, probability and statistics, graphing, and relations and functions are topics that will be included.

Algebra 1 (High School Credit)**Grade: 8**

Eligibility: Successful completion of Pre-Algebra in 7th grade; Level II (Satisfactory) or Advanced performance on STAAR math

Note: Upon successful completion of this course, students will be awarded one high school credit toward graduation. The high school level semester and final exams are required in this course. This course will not count for high school grade points or class rank. Students will be required to take the STAAR EOC exam for Algebra I at the end of the spring semester. If a student does not achieve a 70 or above by the end of the first semester, he/she will be placed in a Pre-Algebra course and will not receive high school credit.

Course Description: Algebra 1 is a first year mathematics course for those students who plan to take Calculus in high school. This two-semester course emphasizes linear and quadratic functions, as well as other non-linear functions. Students will use functions to determine one quantity from another, to represent and model problem situations, and to analyze and interpret relationships. Students will work in many situations to set up equations and inequalities and use a variety of methods to solve them. Students will also use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts. The student will use higher level thinking skills to be able to use sentences to express solutions.

Student Skills Necessary for Algebra 1: The base of knowledge upon which Algebra 1 must build includes: mastery of fractions, decimals, integers, patterns, order of operations, exponential numbers, basic probability, number/variable substitution, and basic knowledge of a graphing calculator.

Units of Study:

Linear Functions	Rational polynomial expressions
Linear Inequalities	Graphing polynomial functions
Systems of Equations	Radicals and Exponents
Functions	Quadratic equations
Polynomial functions	Quadratic function
Special functions	Scatter plots
Solution of stated problems	Simple probability

Channelview ISD Mathematics Course Recommendation Chart

This chart indicates recommended course sequences for grades 9 through 12.

(Bold type indicates preferred course.)

It is strongly suggested that student and parent(s) consult with student's counselor and mathematics teacher in order to determine the most appropriate course and sequence.

This Year's Math Course	Next Year's Course
8 th grade math	Algebra I
Algebra I (8 th grade)	Pre-AP Geometry
Algebra I	Geometry
Geometry	Math Models with Applications Algebra II
Pre-AP Geometry	Pre-AP Algebra II
Algebra II	Pre-calculus or AP Statistics
Pre-AP Algebra II	Pre-AP Pre-calculus
Pre-calculus	AP Statistics
Pre-AP Pre-calculus	AP Calculus AB
AP Calculus AB	AP Calculus BC

Social Studies

Contemporary World Cultures

Grade: 6

Course Description: Students will investigate the interaction of man throughout the world and explore the many cultures found around the world. Student will learn about the many customs, traditions, political systems, history and religious beliefs that are associated with the different cultures. Contributions made by the different cultures to continually develop our global society. Students will use maps, technology, past and present text to enhance learning.

Pre-Advanced Placement Contemporary World Cultures

Grade: 6

Eligibility: Level II (Satisfactory) or Advanced Score on STAAR Reading; classroom performance

Note: Students must demonstrate high academic performance.

Course Description: The Pre-AP Contemporary World Cultures course is designed to prepare students for Pre-AP and AP courses at the high school level. The goal of the advanced program is to maintain a broad perspective that encompasses social studies and to provide an opportunity for in-depth studies. Students will study the relationships among many different approaches and ideas in the study of the countries around the world, their political framework, customs, traditions and influences on the United States as well as other countries from early times to the present. The focus in each unit will go beyond key individuals and events, to the issues and their impacts on the many countries around the world. Students in the Pre-AP classes will be expected to do more extensive reading and writing assignments. They will also be involved in activities that will improve critical thinking skills. These students will also be provided with opportunities to do research and construct a variety of projects throughout the year.

Texas History

Grade: 7

Course Description: Students will study the history of Texas from early times to the present. Students examine in depth the full scope of Texas history, including the cultures of Native Americans living in Texas prior to European exploration and the eras of mission-building, colonization, revolution, republic, and statehood. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. 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 examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas. Students analyze the impact of scientific discoveries, technological innovations, and industries on the development of Texas. Global economic interdependence as it relates to Texas socioeconomic concerns will be emphasized. Students continuously use primary and secondary sources incorporating basic social studies skills to acquire information about Texas. Various performance-based assessments, library research, and projects will be assigned and administered.

Pre-Advanced Placement Texas History**Grade: 7****Eligibility: Level II (Satisfactory) or Advanced Score on STAAR Reading; classroom performance**Note: Students must demonstrate high academic performance.

Course Description: The Pre-AP Texas history course is designed to prepare students for Pre-AP and AP courses at the high school level. The goal of the advanced program is to maintain a broad perspective that encompasses social studies and to provide an opportunity for in-depth studies. Students will study the relationships among many different approaches and ideas in the study of the history of Texas from early times to the present. The focus in each era will go beyond key individuals and events, to the issues and their impacts. Students in the Pre-AP classes will be expected to do more extensive reading and writing assignments. They will also be involved in activities that will improve critical thinking skills. These students will also be provided with opportunities to do research and construct a variety of projects throughout the year.

American History**Grade: 8**

Course Description: Students study in depth the history of the United State from the early colonial period through Reconstruction, which is the first part of a two-year student of U.S. history. The second part, comprising U.S. history since Reconstruction to the present, is provided at the high school level. Historical content focuses on the political, economic, cultural and social events and issues related to the colonial and revolutionary eras; the creation and ratification of the U.S. Constitution, challenges to the early republic, westward expansion, sectionalism, Civil War, and Reconstruction. Using critical thinking skills, as well as basic social studies skills, including the identification of bias in written, oral, and visual material students will describe the physical characteristics of the U.S. and their impact on population distribution and settlement patterns in the past and present; 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; examine the American beliefs and principals, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents; evaluate the impact of supreme court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a democratic society; and evaluate the impact of scientific discoveries and technological innovations on the development of the U.S. Various projects and performance-based assessments will be included in the course.

Pre-Advanced Placement American History**Grade: 8****Eligibility: Level II (Satisfactory) or Advanced Score on STAAR Reading; classroom performance**Note: Students must demonstrate high academic performance.

Course Description: Pre-AP 8th grade U.S. History will guide students in developing higher level thinking skills in preparation for AP U.S. History at the 11th grade level. Students will perform an in-depth study of the concepts in the development of the United States prior to colonization through the events leading to independence and the establishment of the Republic

through the Civil War and Reconstruction period. Students who take Pre-AP U.S. History are provided with the foundation for advanced studies and are expected to perform under a higher standard than students who attend regular social studies classes. Students in the Pre-AP classes will be expected to do more extensive reading and writing assignments. As a component of the preparation for high school Pre-AP and AP courses, students will be required to do research and construct a variety of projects throughout the year.

ELECTIVE COURSES

Elective courses help students discover and develop personal interests, choices, and abilities related to his/her careers and education.

6th Grade	7th Grade	8th Grade
<p>Elective choices are limited to:</p> <p>Physical Education (2 semesters) or Leadership Office Training Corp (2 semesters) and Visual/Performing Arts (2 semesters)</p>	<p><u>7th Graders have two options</u></p> <p><u>Option 1:</u> ONE (1) year long elective or <u>Option 2:</u> TWO (2) one semester electives</p> <p>AVID I (full year)</p> <p><u>Visual/Performing Arts</u> Instrument Fundamentals (full year) Band (full year) Choir (full year) Visual Art (one semester)</p> <p>Exploring Construction Technology I (one semester) Exploring Construction Technology II (one semester)</p> <p>Introduction to Robotics (one semester) General Robotics (one semester) Advanced Robotics (one semester)</p> <p>Technology Education-Synergistics I (one semester) Technology Education-Synergistics II (one semester)</p> <p>Character Counts (one semester) Teen Leadership (one semester)</p> <p>Leadership Officer Training Corp (full year)</p> <p>Journalism (full year)</p>	<p><u>8th Graders have three options</u></p> <p><u>Option 1:</u> TWO (2) year long electives or <u>Option 2:</u> FOUR (4) one semester electives or <u>Option 3:</u> ONE (1) year long elective <u>and</u> TWO (2) one semester electives</p> <p>AVID I (full year) AVID II (full year)</p> <p>8th grade – Athletics / Sports <u>Visual/Performing Arts</u> Instrument Fundamentals (full year) Band (full year) Choir (full year) Visual Art (one semester)</p> <p>Exploring Construction Technology I (one semester) Exploring Construction Technology II (one semester)</p> <p>Introduction to Robotics (one semester) General Robotics (one semester) Advanced Robotics (one semester)</p> <p>Technology Education-Synergistics I (one semester) Technology Education-Synergistics II (one semester)</p> <p>Character Counts (one semester) Teen Leadership (one semester)</p> <p>Leadership Officer Training Corp (full year)</p> <p>Yearbook (full year)</p> <p>Office Assistant (one semester)</p>
<p>Electives are offered based on enrollment and are subject to change.</p>		<p>High School Credit Art I (full year) Spanish I (full year) Communication Applications (one semester)</p>

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.

AVID I - Advancement Via Individual Determination (full year)

Grade: 7 and 8

Note: Students must complete an application and be selected for AVID. Upon acceptance into AVID, students must enroll in one or more Pre-AP courses.

Course Description: In the first year AVID elective course students will refine short and long-term goals, and as a result, begin to understand the value in taking charge of their actions. Students will start working on intrapersonal and interpersonal skills, as well as formal and informal speech. Students will complete self-evaluations and peer evaluations, related to reading, writing, organization, and speaking. In broadening their writing practice, students will begin considering audience, purpose and form in their writing. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand their knowledge bases of note-taking, in relation to studying and test preparation. Students will be exposed to different field trips, guest speakers and research, to increase their knowledge of college and career options.

AVID II - Advancement Via Individual Determination (full year)

Grade: 8

Note: Students must have completed year one of AVID and must enroll in one or more Pre-AP courses.

The second year of the AVID elective course is the year of preparation for high school. Students will regularly exhibit and utilize the skills and strategies learned in the first year AVID course. Students will refine previous goals, focusing on their transition to high school as part of a college preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure and voice. Major writing assignments include persuasive, expository, descriptive and timed writing. Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon their test preparation and test-taking knowledge. They will broaden their experiences with analyzing test and utilizing appropriate reading strategies in various settings. Students will become more involved in the presentations of guest speakers and field trips, particularly as they relate to preparation and prior knowledge. Students will also participate in college preparatory testing and build connections with the high school they will attend.

Career and Technical Education
Connecting Junior High School with High School College and Careers

Exploring Construction Technology I (one semester)

Grades: 7 and 8

Course Description: This exploratory course is designed for students to investigate the types of activities performed in the construction industry. Through laboratory experiences, students will explore the skills and tools of this industry, including hand and power tools. Students will demonstrate construction safety, and they will be introduced to construction math. Technical drawings will be explored.

Exploring Construction Technology II (one semester)

Grades: 7 and 8

Eligibility: Exploring Construction Technology I

Course Description: This course is a continuation of Exploring Construction Technology I. Students will continue to learn construction skills, including drawings and presentations. Proper safety, operation of hand tools and power tools will be demonstrated by students.

Introduction to Robotics (one semester)

Grades: 7 and 8

Course Description: This course introduces students to careers in technology and engineering. The students learn the mechanics of motion, engineering concepts, trace the history and development of automation and robotics, and team building skills.

General Robotics (one semester)

Grades: 7 and 8

Course Description: The course expands student knowledge of the mechanics of motion, engineering concepts, history and development of automation and robotics, and team building skills.

Advanced Robotics (full year)

Grade: 7, 8

Eligibility: Introduction to Robotics and General Robotics

Course Description: This course is designed for students to increase their creative skills in building and programming. They will be involved in remote robotics, advanced design theories, LabView, Mindstorming and more opportunities for building ideas. Additional sensors and training software will be added to enhance the students' interest level.

Technology Education – Modular Synergistics Lab I (one semester)

Grades: 7 and 8

Course Description: This interactive, multimedia course introduces students to many different types of technologies used in today's professions. Students will learn to problem-solve as a team using various applied technologies. The activities provide skills and academic development in career pathways such as computer graphics and animation, engineering, communications,

computer aided drafting, flight technology, and alternative energy.

Technology Education – Modular Synergistics Lab II (one semester)

Grades: 7 and 8

Eligibility: Modular Synergistics Lab I

Course Description: This interactive, multimedia course provides students the opportunity to continue technology simulations introduced in Synergistics I.

Touch Systems Data Entry – (one semester)

Grades: 7 and 8

High School Credit (.5 credit)

Course Description: This exploratory course is designed for students to apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry for production of business documents.

Career Investigations – (full year)

Grades: 8 Required

Course Description: This exploratory course is designed to guide students through the process of investigation and the development of a college and career achievement plan. Students will use interest inventory software or other tools to explore areas of personal interest. Students will use this information to explore educational requirements for a variety of chosen career paths.

Foreign Language

Spanish 1 (full year)

Grade: 8

High School Credit (1 credit)

Note: This course is taught at high school level. The high school level semester and final exams are required for this course. Successful completion of this course will provide one credit for high school Spanish I, but it will not count for high school grade points or class rank. Spanish 2 must be taken in 9th grade.

Course Description: This high school level course introduces students to the basic sounds and structure of the Spanish language. Equal emphasis is given to the four skills (listening, speaking, reading, and writing) needed to develop proficiency in a modern language, and the culture of the world's Spanish speaking people is highlighted. The curriculum, resources, materials and assessments used in this course will be the same as those used in high school Spanish I classes.

Physical Education, LOTC and Athletics

Physical Education

Grade: 6, 7 and 8

Course Description: One year of physical education is a required subject for all sixth and seventh graders unless substituted by participation in a school athletic (7th grade) or LOTC program (6th or 7th grade). Emphasis is on: acquiring knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity, understanding the relationship between physical activity and health throughout the life span, application of similar concepts from one sport or movement setting to another, identification of key elements in performance that lead to movement success, knowledge of safety practices involved in active participation of movement activities and management of their own behavior.

Leadership Officer Training Corp (LOTC) (full year)

Grades: 6, 7 and 8

Course Description: LOTC has a purpose to instill in students the values of citizenship, service to the United States, personal responsibility and a sense of accomplishment. Also, developing good citizenship and patriotism, self-reliance, leadership, and responsiveness to constituted authority; improving the ability to communicate both orally and in writing; developing an appreciation of the importance of physical fitness, increasing a respect for the role of the United States Army in support of national objectives; and developing a knowledge of basic military skills.

Athletics / Sports (full year)

Grades: 7 and 8

Course Description: Athletics at the junior high school include cross country, basketball, football, and volleyball. A physical exam and a notarized release are required for participation in athletics. Additional practice outside the school day is required. These courses may be taken in lieu of 7th grade PE.

Visual and Performing Arts

ART

The junior high school art program offers a comprehensive art education that provides students enriched opportunities for creative expression. These courses are designed for students who wish to learn to draw, paint, design, sculpt, study the great masters of art, and develop confidence in their creative expression. Elements of art history, production, aesthetics, and criticism will be included. Varying levels of instruction are offered.

Beginner Art (full year)

Grades: 6

Beginner art is a comprehensive course that provides students with introductory experiences by expressing themselves inventively and imaginatively through a variety of art, media, techniques and vocabulary. Emphasis is placed on art production incorporating the study of artists, artistic styles, and the elements and principles of design.

Visual Arts (one semester)

Grades: 7 and 8

Course Description: This course consists of an introduction to design, drawing, sculpture, painting, art history, printing, and art forms. The course includes an orientation in the use of a variety of media and the basic skills essential in the use of each. Seventh grade visual arts is a prerequisite for Art 1 in the 8th grade.

Art 1 (full year)

Grade: 8

Eligibility: Demonstrate high artistic performance through successful completion of Visual Arts and portfolio

High School Credit (1 credit)

Note: This course is taught at high school level. The high school level semester and final exams/projects are required for this course. Successful completion of this course will provide one credit for high school Art I, but it will not count for high school grade points or class rank.

Course Description: These students use direct observation, imagination, and personal experiences as inspiration for artwork. For planning original works, students record visual ideas in a sketchbook. Learners use correct art vocabulary to compare and contrast the use of art elements and design principles in personal works and the works of others. Students will use a variety of multiple media, and students in Art 1 investigate selected historical periods and styles from many cultures.

BAND

The junior high band program offers a comprehensive instrumental music education that provides outlets for creativity for students who wish to learn to play musical instruments. Elements of music history, performance, reading and writing music, and evaluation are included. Varying levels of instruction are offered. Band classes meet during regular school hours. Rehearsals, competitions, and performances may be required before and after school, evenings, or weekends.

Band: Beginner (full year)**Grades: 6**

Note: Most instruments must be purchased or rented.

Course Description: This is an introductory year with emphasis placed on music understanding and learning the fundamentals of the specific instrument selected for each student. Students culminate their musical studies through concert performance. The students are prepared for participation in the 7th/8th grade bands in the following years.

Band (full year)**Grades: 7 and 8****Eligibility: Beginner Band and/or Audition**

Note: Most instruments must be purchased or rented.

Course Description: The band program provides the vehicles necessary to meet the needs of students interested in instrumental wind performance. Music performed ranges from marches to contemporary pieces. Concert Bands meet the needs and different abilities of all band students. Fundamentals for the development of proper technique, tone production, music interpretation, etc. are stressed. Band is a full year course and students may not sign up for only one semester.

Instrument Fundamentals (full year)**Grades: 7 and 8**

Course Description: Instrumental Fundamentals is a course designed for students entering their second year of band; primarily, those who are not musically developed to the point that they are ready to perform standard band repertoire. This class is intended to be smaller in size to provide for more one-on-one instruction. Students have the opportunity to move up to a more advanced band in the spring semester if they have improved to a performance level. The group performs at the winter and spring band concerts, often in collaboration with the 7th grade C band. First time band students may be admitted into the course on a case by case basis at the discretion of the band director.**CHOIR**

The junior high choir program offers a comprehensive vocal music education that provides outlets for creativity for students who wish to learn to sing and move rhythmically. Elements of music history, performance, reading and writing music, and evaluation are included. Varying levels of instruction are offered. Choir classes meet during regular school hours. Rehearsals, competitions, and performances may be required before and after school, evenings, or weekends.

Beginner Choir (full year)**Grade: 6**

This introductory course emphasizes the basic knowledge of musical terms, theory, sight-reading, and vocal production. Elements of music history, performance, reading and writing music, and evaluation will be included. Choir provides students with an opportunity to explore and perform a variety of forms of vocal music and to perform in concerts.

Choir (full year)
Grades: 7 and 8

Course Description: This course provides a choral experience. Students are encouraged to discover the academic, historical and aesthetic aspects of choral music and the relationship to all areas of their lives.

Additional Electives

Communication Applications (one semester)

Grade: 8

High School Credit (1/2 credit)

Note: This course is taught at the high school level. The high school level semester exam/presentation is required for this course. Successful completion of this course will provide one credit for high school Communication Applications, but it will not count for high school grade points or class rank.

Course Description: This course creates practical and special performance situations, which enable the student to build confidence, poise, and acquire skills of communication for more effective citizenship. Pantomime, tableau, and monologue are introduced to free imagination and develop basic techniques.

Character Counts (one semester)

Grades: 6, 7, and 8

Course Description: Character Counts gives students a framework for ethical living and helps them make better choices in everyday life. Character Counts is an educational framework for teaching universal values, and it is a national coalition of organizations that support each other. The framework transcends politics, religion, and cultural differences. There six pillars of character introduced in this class include: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Office Assistant (one semester)

Grade: 8

Course Description: Office aides greet visitors, escort new students to class, deliver schedule changes, and assist with other assigned activities. Office aides must be responsible and respectful of other students, staff, and faculty members. They will be expected to follow a strict confidentiality code.

Teen Leadership (one semester)

Grades: 6, 7, and 8

Course Description: Teen Leadership is a program in which students develop leadership, as well as professional and business skills. Students learn to develop a healthy self-concept and relationships, and learn to understand the concept of personal responsibility. They will develop an understanding of emotional intelligence and the skills it measures, which include self-

awareness, self-control, self-motivation, and social skills. Students will develop an understanding of the concept of principle-based decision-making and learn to make responsible financial decisions. Additionally, they will develop an understanding of the effects of peer pressure, will develop skills to counteract those effects, and will develop problem solving skills, and a need for vision in goal-setting, both personally and professionally.

Journalism (full year)**Grades: 7 and 8**

Course Description: Students will learn fundamental skills in news writing and editing, and they will examine news media in modern society. Students will learn to meet deadlines, accept personal responsibility, exercise initiative, and understanding news stories and events from the viewpoint of the reader.

Yearbook (full year)**Grades: 8****Eligibility: Journalism**

Course Description: Students will learn basic publishing, layout design, and writing for publication.

General Information

Course Form Completion

Course selection forms will be provided by campus counselors. Use the instructions below for completing the course selection form.

1. Complete your course selection form using a pencil.
2. PRINT your name NEATLY.
3. In the space provided, write your student identification number (ID #). Ask your teacher for this number if you do not know it.
4. **English/Reading:** Check one course in the box. Ask your teacher if you are unsure of the appropriate course.
5. **SOCIAL STUDIES:** Check one course in the box. Ask your teacher if you are unsure of the appropriate course.
6. **MATH:** Check one course in the box. Placement in Pre-AP or Algebra I will be based on district math assessment data.
7. **SCIENCE:** Check one course in the box. Ask your teacher if you are unsure of the appropriate course.
8. **ELECTIVE CHOICES:** Choose electives using the options provided. (Although every effort will be made to give you your first preference, substitutions may be necessary.)
ATHLETICS: If you select Athletics, be sure to complete the Athletic Permission Form in the back. Tear it out and attach it to your course selection form.
9. Sign the student signature blank and write the date.
10. Have your parent or guardian sign and date the form, too.
11. **Give your completed course selection card to your teacher by the deadline!**

Promotion Requirements

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards for all subject areas and a grade of 70 or above in language arts and mathematics, and in either science or social studies.

Student Success Initiative

The Student Success Initiative was created by the Texas Legislature to ensure that all students receive the instruction and support they need to be successful in reading and mathematics. In grades 5 and 8, students must score at the Level II standard on the state assessment (STAAR) in both reading and math to meet promotion requirements.

Students not meeting the coursework requirements and/or the passing standard established for the state-mandated assessment (8th grade) will be referred to a Grade Placement Committee.

The Advanced Placement Program

What are Pre - AP and AP courses?

The Advanced Placement (AP) Program allows motivated high school students the opportunity to undertake college-level studies while they are still in high school and to obtain college credit on the basis of their performance on challenging AP examinations. Students may receive college credit, advanced placement credit, or both from colleges and universities that participate in the Advanced Placement Program. Currently, 18,000+ secondary schools worldwide are authorized to offer AP exams. In 2011, nearly 2 million students took more than 3.4 million exams. About 3,600 colleges receive AP exam scores annually. Each individual college and university has its own policy on credit for AP Exams. **For specific college and university AP credit information, please see the College Board website: <http://collegesearch.collegeboard.com/apcreditpolicy/index.jsp>**

AP courses make substantial academic demands on students. Most courses are a full year in length. Students are required to do considerable outside reading and other assignments and to demonstrate the analytical skills and writing abilities expected of first-year students in a college program. Students who successfully complete AP courses receive the following important benefits.

- Motivation to attempt more challenging courses in high school and college
- The opportunity to develop in a high school environment, the study skills and habits they will need in college
- The confidence they can meet college requirements
- Exemption from some introductory college courses, thus permitting students to move more quickly into advanced classes
- Reduction of college costs and time to obtain a degree
- College credit for courses and examinations successfully taken in high school

Additionally, when AP students reach college, they typically take additional courses in the academic areas of their AP courses. They also tend to achieve higher grade-point averages, and go on to graduate at a rate double that of their non-AP peers. The exposure to college-level courses while in high school strengthens students' self-confidence, enabling them to meet the demands of college.

Pre-AP Courses are offered to 6th, 7th and 8th graders, freshmen, and sophomores as preparation for the junior and senior AP Courses. Pre-AP courses promote the appropriate development at each grade level of the reading and study skills required for success in AP courses. Like the AP courses, Pre-AP courses are academically enriched at each grade level and require more outside reading and research or other types of projects. Pre-AP courses challenge students to develop their analytical and critical thinking abilities.

Pre-AP / AP Guidelines

The following are general guidelines and procedures for Pre-AP and AP courses in Channelview ISD. In addition, please see each individual course descriptions outlined in this guide book as each course may have additional prerequisites.

A committee has been designated to oversee the Pre-AP/AP program. The Pre-AP/AP Committee consists of the campus principal and/or designee, counselor and Pre-AP/AP teacher. Students and parents are also encouraged to be a part of the committee. The purpose of the Pre-AP/AP Committee is to:

- Ensure the implementation of the rigorous standards set by the College Board
- Meet with students and parents at the end of each grading period when a student's grade falls below 75

Enrollment:

- To enroll in a Pre-AP or AP course, students must have met the passing standard on the previous year's STAAR tests.
- To enroll in Pre-AP or AP courses, the student must have passed the preceding course (subject specific) with a minimum yearly average of a 70 in a Pre-AP/AP class or an 80 in a regular class.
 - For example, if a student takes Pre-AP 7th grade English and makes an average below 70 in the course, he/she cannot take the next course in the sequence which is Pre-AP English 8th.
 - Students who do not meet the above criteria may request a meeting with the AP Committee to discuss enrollment.
- Students must complete a Pre-AP/AP Agreement to be enrolled in a course. A copy of the form will be held by the teacher and by the AP Committee. Students without a valid agreement on file by the end of the 1st grading period will be exited from the course.
- Please see the individual course descriptions for any additional requirements.

Exiting the Course:

- A student may exit a Pre-AP or AP course within the first three weeks of the 1st grading period by making a request through his/her counselor.
- After the 1st grading period, a student may only exit the Pre-AP or AP course at the end of the first semester to enroll in the level course of the same subject.
- Any withdrawals from Pre-AP or AP courses after the first three weeks must be approved by the campus principal.
- Any time a student exits from a Pre-AP or AP course, his/her grade point scale and transcript information will revert back to the regular level course.
- If a student's average is below a 70 at the end of the first semester, he/she is required to exit the course and enroll in the regular level course of the same subject.
- If the course is a one semester course, the student will be required to exit at the end of the 1st / 3rd 9 weeks grading period if his/her average is below a 70.
- If at the end of the 1st and/or 3rd grading period a student's grade falls below a 75, the student and parent will be required to meet with the AP Committee.

Grading Policy:

- Pre-AP courses:
 - Tests will count as 45% of the student's average.
 - Daily work will count as 40% of the student's average.
 - Nine weeks CBA will count as 15% of the student's average.
- AP courses:
 - Tests will count as 55% of the student's average.
 - Daily work will count as 30% of the student's average.
 - Nine weeks CBA will count as 15% of the student's average.
- Students will have a minimum of 18 grades each 9 weeks, with a minimum of two being test/major grades.
- Teachers will follow the district handbook policy regarding absences and make-up work.

Discipline

Pre-AP or AP students assigned to DAEP will be removed from Pre-AP/AP courses and enrolled in regular courses when they return from DAEP placement. Pre-AP/AP enrollment will be available the following year.

Pre-Advanced Placement and Advanced Placement FAQ's

Why should a student enroll in Pre-AP?

Enrolling in Pre-AP is based on the belief that we can prepare students for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible. Pre-AP strategies and tools engage the students in active, high-level learning, thereby ensuring that middle and high school students develop the skills, habits of mind, and concepts they need to succeed in college.

How does an AP class differ from other high school courses?

AP classes are challenging and rigorous, and aligned with university courses. They will require more effort on the student's behalf, so students need to be motivated and willing to tackle this challenge.

How does Pre-AP differ from AP?

Pre-AP courses are embedded with strategies that specifically target middle and high school students providing knowledge, concepts, and skills needed to engage in a higher level of learning that prepares them for the rigor of college level work. These classes prepare a student for the rigorous coursework of AP. The AP program offers college level instruction to the academically successful student while in high school with the option of taking the advanced placement examination to possibly qualify for college credit.

What background would I need in order to succeed in an AP course?

A student should exhibit previous academic success, the ability to problem-solve, draw comparisons, analyze and reason. Reading abilities should support independent progress and perceptive thinking. Proficient and clear writing skills are beneficial. The earlier students prepare for advanced placement courses by enrolling and succeeding in other rigorous courses, like Pre-AP, the more likely they will experience success in Advanced Placement.

Is there any limit to the number of Pre-AP or AP courses a student may take?

A student may take as many Pre-AP or AP courses that fit his/her schedule. Careful consideration should be given to the instructional needs of the individual student.

What do colleges think of Pre-AP and AP?

Research has found that an intermediate and secondary school curriculum of high intensity and quality, such as that found in Pre-AP and AP courses has the strongest correlation to bachelor's degree completion, while class rank/GPA hold comparatively weak relationships to bachelor's degree completion. The study additionally found that 85 percent of those who took AP courses continued their education after high school. <http://www.ed.gov/pubs/Toolbox/toolbox.html>, Clifford Adelman Senior Research Analyst, U.S. Department of Education

If a student fails a Pre-AP class will that student automatically be exited from the Pre-AP and AP Program?

If, at any time, the student's performance is below a 75, the AP Committee will conference with the student and his/her parents to develop a plan for improvement. After failing a Pre-AP class the student will not be allowed to take the following (subject specific) Pre-AP/AP course.

Will a student have time for after school activities if enrolled in Pre-AP/AP courses?

As in any coursework where there will be additional challenges; therefore, students who choose to enroll should be prepared for the added academic rigor of the course.

Parents and students should visit the College Board website for additional information on Pre-AP and AP courses. www.collegeboard.com

Junior High Pre-AP Agreement
Channelview Independent School District

To: Junior High Pre-AP Students and Parents
From: Pre-AP Teachers

Our goal is for students to be successful at the highest possible level. Pre-Advanced Placement (Pre-AP) classes in Channelview ISD stimulate and challenge students to perform at an advanced academic level. We are pleased that you are accepting the challenge of Pre-AP work. Pre-AP classes are designed to prepare highly motivated students for the rigorous and fast-paced AP classes offered at the eleventh and twelfth grades.

Pre-AP classes:

1. give students the opportunity to practice (at the appropriate level) skills that will enable them to be successful in AP classes, and
2. allow students to experience the expectations and activities of the Advanced Placement program.

College Board Advanced Placement classes:

1. provide students the opportunity to take college level classes, and upon successfully completing the national College Board Advanced Placement exams, earn college credit while still in high school, and
2. teach skills that can lead to success in college.

Parental support plays a key role in success of Pre-AP students. Therefore, please read and discuss the following points:

1. Pre-AP students will read and prepare outside the classroom to participate effectively in classroom discussions and activities.
2. Successful completion of each Pre-AP course requires more individual study time per week than the regular class.
3. Tutoring will be available for all students.
4. Review the attached Academic Integrity Guidelines. Breach of the Academic Integrity Guidelines may result in disciplinary consequences and possible removal from the Pre-AP class.
5. Retesting and late work policy:
 - Late work will not be accepted for major assignments or projects. Late homework/daily assignments will be minimal. Further clarification of the late work policy will be given by individual teachers. Students and teachers should discuss any extenuating circumstances that may allow for extensions.
 - The policy for makeup work after an excused absence is outlined in the Channelview ISD Student/Parent Handbook.
 - Retesting will be offered at the discretion of the teacher.
6. Students may exit a Pre-AP course at the end of the first grading period at the request of the student, parent, and teacher. Before exiting, a conference must be held with the teacher, counselor and principal.
7. In addition to the above guidelines, each academic class may have requirements that are specific to a particular subject.
8. Pre-AP students assigned to DAEP will be removed from Pre-AP courses and enrolled in regular courses when they return from DAEP placement. Pre-AP enrollment will be available the following year.

Printed Name of Student

Student Signature

Parent Signature

Channelview Independent School District Academic Integrity Guidelines

It is the policy of Channelview Independent School District to facilitate honesty and integrity among the student body. Students must work to be successful in the classroom, each on his/her own merits.

Academic misconduct can be defined to include but not limited to, giving or receiving of unauthorized aid on examinations or in the preparing of notebooks, themes, reports or other assignments, knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of school approvals or forging of signatures, plagiarizing of another's work, or otherwise acting dishonestly in the classroom.

Academic misconduct of any kind is unacceptable and will result in disciplinary consequences. The assignment will receive a zero and the parent will be notified at that time. Repeated offenses may jeopardize the student's ability to successfully complete the course.

Examples of Academic Misconduct

Cheating – giving, using, or attempting to see unauthorized materials, information, notes, study aids, or other devices in any academic exercise, including unauthorized communication of information

Fabrication or Falsification – unauthorized alteration or invention of any information or citation in an academic exercise

Plagiarism – knowingly presenting the work of another as one's own (i.e. without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the ideas or information are common knowledge. This includes the use of Internet sources.

Facilitating Academic Misconduct – giving or attempting to help another commit an act of academic misconduct

Tampering with Materials, Grades or Records – interfering with, altering or attempting to alter school records, grades or other documents without authorization from an appropriate school official for the purpose of changing, falsifying or removing the original information found in such records

Copyright Laws – All applicable copyright laws will be in effect as related to both computer software and printed materials. (See the Channelview ISD Technology Usage Policy.)

Source: University of Kansas and BentonvilleHigh School

High School Supplement

Planning Your Freshman Year in High School

- Make a four- year plan for graduation in 8th grade to plan courses for freshman year. Plan to take courses in your junior or senior year, which are relevant to your career and college goals.
- Select courses that not only meet graduation requirements but also ensure or increase college readiness skills and/or prepare you for your career focus.
- Remember the courses and grades determine the grade point average used by the school and colleges.
- Participate in school related activities and community service.
- Consider taking courses through correspondence, dual credit, summer school or online to make space for additional classes during the school year. Additional credits are impressive to colleges.
- Take three years of language other than English. It demonstrates the student's desire to be more competitive and prepared for college. (*Three years of the same foreign language is a graduation requirement for the DAP.*)
- Plan to schedule prerequisite courses for electives you want to take in grades 10, 11 and 12.
- Take the ACT EXPLORE in October. The EXPLORE will help prepare you for the ACT in the 11th grade.

COURSE CREDIT

Students receive credit for courses by earning a grade of 70 percent or better. According to state law, students must attend 90 percent of the days a class is offered to receive credit. ***In addition, the score a student receives on a STAAR EOC assessment may be required to count for 15% of the student's final grade in the course for students entering 9th grade in 2011-2012 and thereafter. (This requirement may change pending results of 2013 legislative session.)***

CREDIT BY EXAMINATION Without Prior Instruction

Subject to Change: The district offers students the opportunity to accelerate through credit by examination in a course where the student has received **no prior instruction**. **A student will receive credit if the examination score is 90 or above.** Acceleration is defined as "testing out of a course in grades 9-12 where the student has had no prior instruction." It is important to note for students in grades 9-12 the law states, "If a student is given credit in a subject on the basis of examination, the school district must enter the examination score on the student's transcript." Parents or students interested in credit by examination for course acceleration should submit a completed application two weeks before the testing dates. See your counselor for test dates, information and applications. Applications can be picked up from the counselor's office.

Note: The examination score for students in grades 9-12 carries regular grade points and will be entered on the student's transcript. NCAA Clearinghouse does not recognize credit by exam.

DUAL CREDIT OPPORTUNITIES

San Jacinto College North campus offers opportunities for eligible high school students through dual credit classes and the MECA program.

1. Dual Credit course offerings include United States History 1301 and 1302 for juniors and for seniors, English 1301 and 1302, Government 2305 and 2306, and Economics 2742. Along with these dual credit academic courses, a variety of Articulated Tech Prep courses are also offered and described in this course selection guide. Course descriptions for the Technical Dual Credit program are also included.
2. The MECA (Modified Early College Academy) Program is designed to provide high school students the opportunity to earn high school credits while working on an Associate's Degree.

Participating students enroll in 23–26 college credit hours during both their junior and senior years of high school. During the summer between the junior and senior years, students may enroll in the remaining 11–13 credits required for the Associate’s Degree. All of the college credits are matched with the courses required for high school graduation.

Tuition, supplies and textbooks for dual credit, technical dual credit and/or MECA courses must be paid directly to San Jacinto College by the student/parent. Financial assistance is available to high school students, and students needing financial assistance should see their high school counselor or visit the Financial Aid Office at San Jacinto College. Any college textbooks or course supplies purchased by Channelview High School must be returned to the CHS Library or CHS Career Technical Education Department within a week of the student completing the course(s). A replacement fee will be charged for any textbook/course supply that is not returned.

CHS students wishing to attend a San Jacinto College mini and/or summer course(s) available through either dual credit or MECA should meet with their grade level counselor. Students receiving approval from their grade level counselor to enroll in mini and/or summer course(s) must pay for their course fees and textbooks. CHS is not responsible for transportation during mini and/or summer course(s).

All dual credit courses are held at the college campus. In order to be eligible for these opportunities:

- A student must be classified as a junior (application is at the end of the sophomore year,)
- Verify that testing requirements have been met by appropriate TAKS (scored 2200 or above) and COMPASS scores
- Must have completed Pre-AP Algebra II (for MECA,)**
- Have room in his/her schedule
- Complete the college application and all required documents
- Have a “B” average or higher in the subject area for academic dual credit
- Counselor’s signature

A student may not register for a college class that conflicts with scheduled high school classes. Prior to registration, students and their parent are required to attend one of the scheduled informational meetings held at San Jacinto College or the high school. Students are responsible for ensuring the college/university they are planning to attend will accept transfer credits from San Jacinto College. For more information, see your high school counselor.

Premium points are awarded for courses having premium point equivalents in the regular high school programs. Premium courses at the high school include academic AP courses only. If an academic course is available through dual credit and not at the high school, the student will receive premium points. All grades, including "F," appear on the official high school and college transcripts. Each college course counts as three semester hours and one-half credit toward high school graduation. Grades of "A" or "B" count as advanced measures for the Distinguished Achievement Program.

** Students wanting to enroll in MECA need to successfully complete Algebra 1 in eighth grade, Pre-AP Geometry in ninth grade, and Pre-AP Algebra II in tenth grade. MECA consists of four classes each semester.

Dual Credit and STAAR EOC Assessments

A student receiving high school course credit through a San Jacinto College dual credit program must take the corresponding STAAR EOC assessment. The score a student receives on the assessment is required to count for 15% of the student’s final grade in the high school course. This requirement does not apply to the grade a student receives for college credit.

Bacterial Meningitis Requirement – The 82nd Texas Legislature requires that all incoming Texas college students must receive a vaccination or booster against bacterial meningitis. This includes high school students attending San Jacinto College for dual credit courses. The student or parent/guardian of the student must provide a certificate signed by a health practitioner or an official immunization record showing the student has received the bacterial meningitis vaccination or booster during the five-year period prior to enrollment and not less than ten days before the first day of classes. Please see the information posted on the San Jacinto College website regarding the bacterial meningitis requirement.

GRADE CLASSIFICATION

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Grade Placement	
10 th	6 credits
11 th	12 credits
12 th	19 credits (and have completed three years of high school)

GRADUATION REQUIREMENTS

To receive a high school diploma from the district, a student must successfully complete the required number of credits and pass the statewide exit level examinations. A student who does not pass the exit-level assessment will have additional opportunities to take the test. [District Policy EIF and EKB]

A senior who graduates after the first semester should turn in his or her name, address, and phone number to the principal's secretary in order to be kept advised concerning senior activities.

Students who entered grade 9 in the 2007-2008 school year and thereafter are encouraged to enroll in the courses necessary to complete the curriculum requirements for the Recommended High School Program or Distinguished Achievement Program. In addition, they must demonstrate proficiency on four exit-level TAKS exams.

All students entering 9th grade in 2011-2012 and thereafter will be placed in the Recommended Program, and they will be required to successfully complete 15 STAAR (State of Texas Assessments of Academic Readiness) End-of-Course exams to meet graduation requirements. End-of-Course assessments will be given in Algebra I, Algebra II, Geometry, Biology, Chemistry, Physics, English I, English II, English III, World Geography, World History, and United States History. High School students will be required to meet the end-of-course testing requirements, as well as pass their classes to earn a diploma. A student's score on each EOC assessment may be 15% of the student's final grade for the course. (This requirement may change pending results of 2013 legislative session.)

Permission to graduate under the minimum high school program must be agreed to in writing and signed by the student, student's parent (or other person standing in parental relation to the student), and a school counselor or school administrator. Under HB 3, to graduate under the minimum high school program, students must:

- Be at least 16 years of age;
- Have completed 2 credits required for graduation in each subject of the foundation curriculum; or
- Have failed to be promoted to the 10th grade one or more times as determined by the school district.

Students already in the minimum high school program do not have to meet the HB 3 requirements to enter the program, but must be given the choice of opting back into the recommended high school program.

Graduation requirements are:

- Minimum High School Program – 23 credits
- Recommended High School Program - 26 credits
- Distinguished High School Program - 26 credits with advanced measures

Specific course selection requirements for each plan will be made available by the campus counselors.

DISTINGUISHED ACHIEVEMENT PROGRAM

Students who participate in the Distinguished Achievement Program must complete three credits in the same foreign language, and receive any combination of FOUR of the advanced measures listed below. These measures must reflect college or professional level work which will be judged by an external review process. The advanced measures include the following:

Original research/project that is:

- Judged by a panel of professionals in the field that is the focus of the project; or
- Conducted under the direction of mentor and reported to an appropriate audience;
- Related to the required curriculum set forth in §74.1 of this title (relating to Essential Knowledge and Skills); and may not be used for more than two of the four advanced measures.

Test data where a student receives:

- A score of three or above on College Board Advanced Placement Examination;
- A score of four or above on an International Baccalaureate examination;
- A score on the PSAT that qualifies a student for recognition as:
 - A Commended Scholar or higher by the National Merit Scholarship Corporation
 - A part of the National Hispanic Scholar Program of The College Board
 - A part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation(The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.)
- Academic college courses with a grade point of 3.0 or higher using the college's grading scale (Eligible courses include tech-prep programs.)

Students planning to graduate on the Distinguished Achievement Plan must meet with their assigned counselor by January of their junior year to establish the advanced measures they are planning to complete.

In addition, to the advanced measures requirements identified above, students entering high school in 2011-2012 and beyond, must meet the college readiness performance standard on the Algebra II and English III STAAR assessments in addition to the cumulative score requirement for the Distinguished Achievement Program.

**Graduation Plans and STAAR EOC Requirements
for students entering 9th grade 2014-15 and after**

Discipline	Foundation High School Plan (22 credits)
ENGLISH LANGUAGE ARTS	English I (PAP) EOC English II (PAP) EOC English III (AP) Advanced English course (See page 20) 4 credits
MATH	Algebra I EOC Geometry (PAP) Advanced Math course (See page 20) 3 credits
SCIENCE	Biology (PAP) EOC IPC or an advanced Science course Advanced Science course (See page 20) 3 credits
SOCIAL STUDIES	World History (AP) or World Geography (AP) US History (AP) EOC US Government (AP) (one-half credit) Economics (AP) (one-half credit) 3 credits
P.E.	1 credit
FOREIGN LANGUAGE	Two credits in the same language 2 credit
FINE ARTS	1 credit
ELECTIVES	5 credits
Endorsements for FHP (26 credits)	
STEM	<i>See Complete CISD List on Next Page</i>
Business and Industry	<i>See Complete CISD List on Next Page</i>
Public Service	<i>See Complete CISD List on Next Page</i>
Arts and Humanities	<i>See Complete CISD List on Next Page</i>
Multidisciplinary Studies	<i>See Complete CISD List on Next Page</i>
Distinguished Achievement	<ul style="list-style-type: none"> • Four Credits in Math • Four Credits in Science • Completion of Curriculum requirements for at least one endorsement
Performance Acknowledgement	<ul style="list-style-type: none"> • For outstanding performance: <ul style="list-style-type: none"> - In a Dual Credit Course - In Bilingualism and Bi-literacy - On an AP or IB exam - On the PSAT, ACT-Plan, SAT or ACT • For earning a nationally or internationally recognized business or industry certification or license.

Endorsements					
CISD Program of Studies	Business & Industry	Arts & Humanities	STEM	Public Service	Multidisciplinary
	Accounting I	Advanced Audio Video Production	Principles of Architecture and Construction	Advance Automotive Technology	Allows students to earn credits in a variety of advanced courses from multiple content sufficient to complete distinguished level under the foundation high school program
	Accounting II	Audio Video Production	Advanced Construction Technology	Advanced Animal Science	
	Business Information Management I	Fashion Design	Architectural Design	Agriculture Facilities Design and Fabrication	
	Business Information Management II	Humanities	Concepts of Engineering and Technology	Agriculture Mechanics and Metal Technologies	
	Business Management	Practicum in Video Production I	Construction Technology	Automotive Technology	
	Career Prep I	Practicum in Video Production II	Digital and Interactive Media	Child Development	
	Career Prep II	Principles of Arts, A/V Technology, and Communications	Engineering Design and Problem Solving	Equine Science	
	Entrepreneurship	Professional Communications	Forensic Science	Horticulture Science	
	Fashion Marketing	Psychology	Principles of Information Technology	Interpersonal Studies	
	Marketing Dynamics	Sociology	Scientific Research and Design	Lifetime Nutrition and Wellness	
	Money Matters	Yearbook I	Web Technologies	Livestock Production	
	Practicum in Marketing Dynamics	Yearbook II	Statistics and Risk Management	Principles of Agriculture, Food, and Natural Resources	
	Principles of Business, Marketing & Finance			Principles of Human Services	
	Sports and Entertainment Marketing		Aquatic Science	Principles of Transportation, Distribution, and Logistics	
	Statistics and Risk Management		Astronomy	Professional Standards in Agribusiness	
	Touch System Data Entry		Environmental Systems	Veterinary Medical Applications	
				Wildlife Fisheries and Ecology Management	
				Principles of Health Science	
				Health Science	
			Anatomy and Physiology		
			JROTC I		
			JROTC II		
			JROTC III		
			JROTC IV		

