



Lubbock-Cooper  
**PATHWAYS PROGRAM**

Lubbock-Cooper Middle School  
Laura Bush Middle School

## **PURPOSE:**

The purpose of the Pathways Program is to set a high academic standard for all courses. The Pathways Program includes two paths, standard and Pre-AP. This booklet will provide you with information about the curriculum and courses offered at the middle school level.

## **RATIONALE:**

All Pathways levels are designed to teach all of the state standards (Texas Essential Knowledge and Skills, or TEKS) and prepare students for success on the STAAR exam and in future coursework. Successful completion of a standard course will prepare a student for success at the high school level and beyond with a focus on college and career readiness. Pre-AP and Honors courses are designed based on the assumption that participants have acquired a level of proficiency beyond basic reading, writing, mathematical, and study skills; therefore, the instructional emphasis in these courses will be on concept application and higher-level thinking skills as well as on more complex levels of coursework. Pre-AP and Honors courses are more rigorous than on-level classes, and students should expect to encounter more challenging school work. Students who enter an Advanced Pathway should be self-motivated learners who are able to manage time well without the need for constant reminders. The goal of enrolling students in middle school Pre-AP or Honors classes is to prepare students for more rigorous Advanced Placement or Dual Credit courses in high school. So, students should plan to continue in advanced coursework throughout the senior year. Students who are unable to meet the standards as set forth by the syllabi for PreAP or Honors classes will be better served in more structured learning environments where they might experience a sense of achievement and acquire the skills necessary to succeed on the STAAR exam. Pathways allow teachers to meet the rigorous academic need of advanced students in Accelerated classes while preserving the integrity of the Pre-AP curriculum program.

## **LUBBOCK-COOPER CURRICULUM**

Lubbock-Cooper ISD curriculum is fully aligned with the mandated standards of the State of Texas as required by Texas Education Code. LCISD teachers utilize a comprehensive curriculum management system, TEKS Resource System, which is locally customized to meet the needs of Lubbock-Cooper students. Curriculum components are framed by the content and cognitive expectation found within state standards. Common district-wide assessments are used to track student academic growth and development. A variety of standards-based instructional resources (textbooks and online resources) are used to support the active, engaging instructional practices at each campus. This multifaceted system includes these key components:

- A K-12 systemic model in the four core content areas
- Common language, structure, and process for vertically aligned curriculum delivery
- Innovative technology
- Aligned written, taught, and tested curriculum

- Clarified and specified TEKS/STAAR expectations assembled in a vertical format

### **KEY POINTS OF PATHWAYS:**

**Point 1:** All courses are aligned to the TEKS and follow the district scope and sequence for instructional units.

**Point 2:** Pathways courses are preparation for postsecondary readiness. Rigor for Pathways courses is determined by depth not breadth. Teachers will extend and expand upon concepts and topics. Students will use their knowledge to apply learned concepts in various formats to strengthen and deepen their understanding. Pre-AP and Honors courses will not necessarily be operating at a faster “speed” - the focus is on the quality and depth of the material covered.

**Point 3:** The LCISD curriculum includes activities for multiple levels of Bloom’s Revised Taxonomy (Anderson & Krathwohl, 2001). For all Pathways courses, teachers will follow the district scope and sequence and utilize student performance indicators which are application-based problems where students demonstrate their understanding of concepts learned. Class projects, discussions, and activities are focused on the higher levels of Bloom’s Taxonomy (application, analysis, evaluation and creation) which serve to move students from factual/concrete learning to abstract knowledge dimensions. For Pre-AP and Honors courses, the curriculum will include supplemental content and assignments.

**Point 4:** In the area of assessment, common unit assessments will be administered within the district-developed time window at the end of each unit. The data from these assessments will be used to identify instructional gaps and grades will be given for these exams. Pre-AP and Honors assessments will be enhanced with the addition of written response questions that target the higher levels of Bloom’s Taxonomy (ex: explain, illustrate, compare and contrast, distinguish, defend, judge, design, formulate, conclude, etc.).

**Point 5:** Students taking Algebra I in their 8th grade year must take the ACT or SAT exam in high school to satisfy requirements set by the state (§101.3011).

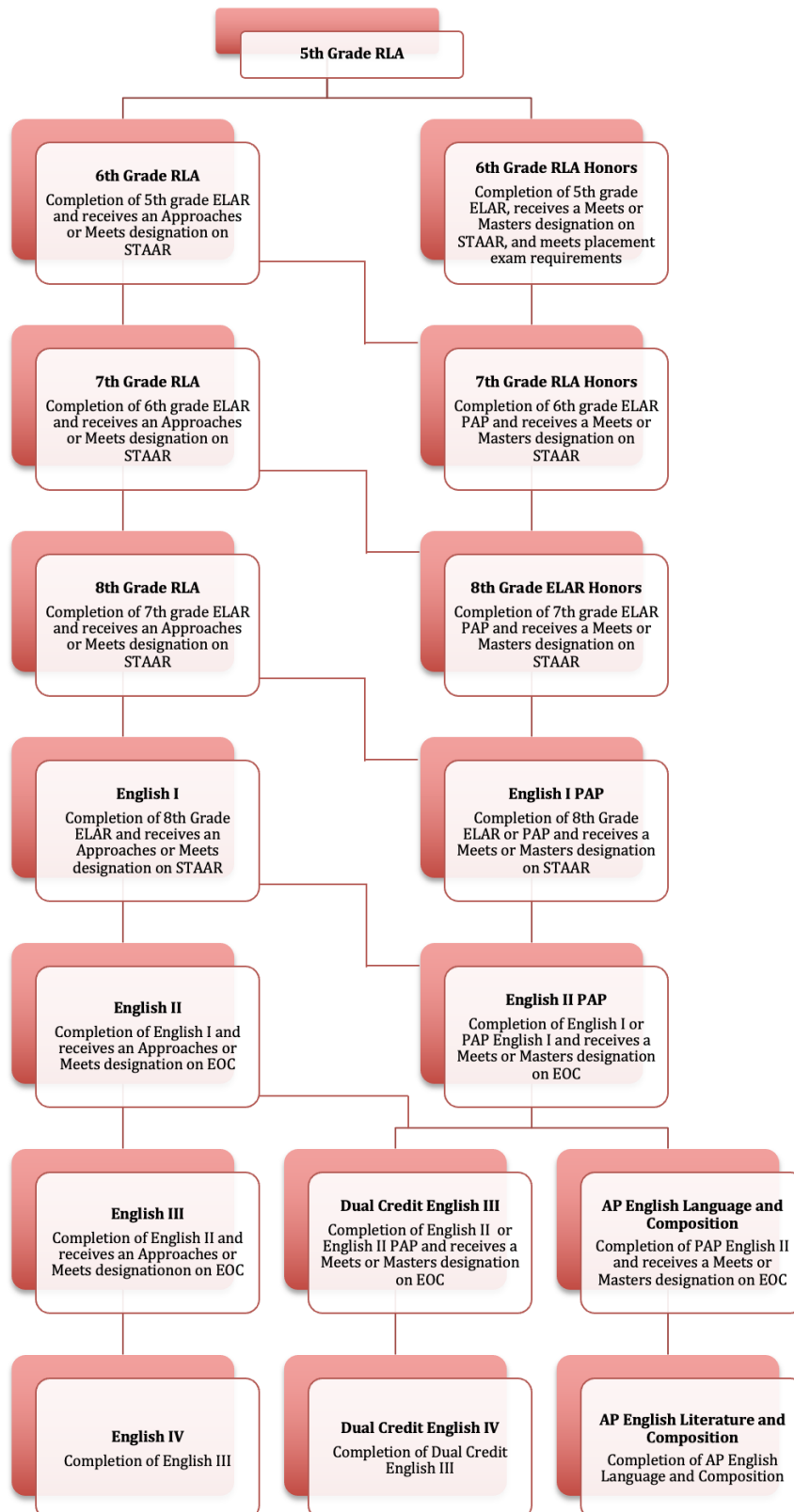
### **GUIDELINES:**

- The Pathways Program is designed for students who have the desire to attempt PreAP or Honors courses. All students will be placed in a rubric to calculate qualification for the program. This rubric includes but is not limited to STAAR scores, MAP scores, GPA, and unit assessment scores from previous years.
- Upon entering the program, students and parents will be required to attend an orientation during which expectations will be discussed. Upon registering for a Pre-AP or Honors course, students and parents must be able to provide documentation of attending orientation.
- Once a student registers for a pathway, he/she will be required to stay in the selected class until one of the following occurs: (a) the required grade for the class is not met for two progress report periods, at which time the student will be moved to a less rigorous

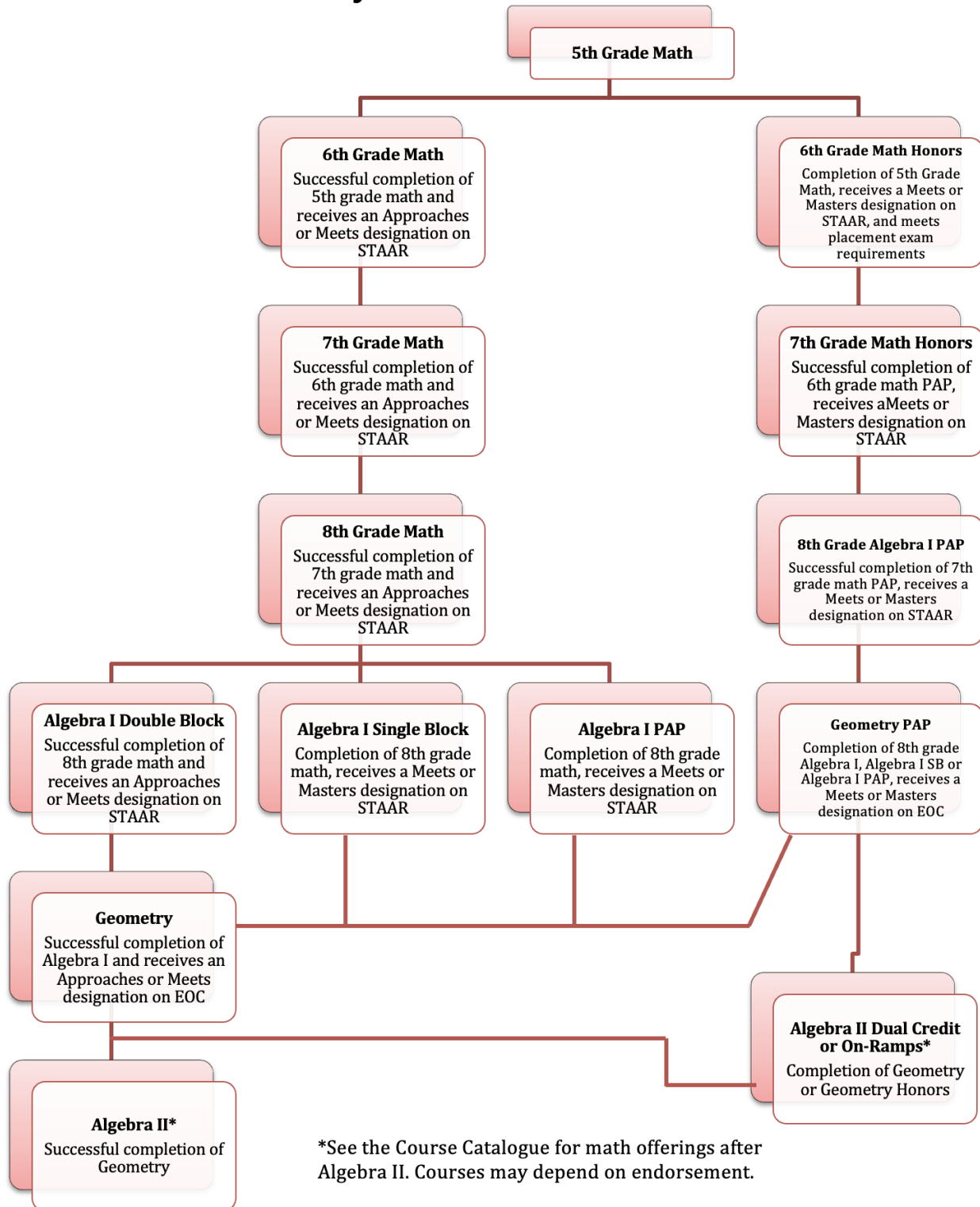
pathway; or (b) the teacher makes a recommendation to move the student after a discussion with the student and the parent (schedule permitting).

- Students need to maintain an 80% average or above in the Honors and PreAP pathway in order to stay in advanced level courses. In the event a student's grade for any progress report drops below the required grade, the following steps will be taken:
  - A parent conference will be held to discuss the nature of problems the student is having in satisfactorily meeting the standards of the course and placement recommendations will be made.
  - The student will be placed on probation for the rest of the year. Removal will most likely be recommended if a grade falls below standard in any subsequent progress report period.
  
- In the event that a student's grade drops below 80% for PreAP or Honors the second time in the course of a year, the student may be put into a more appropriate course placement the following semester/year.
- Before re-assigning a student to a standard level course, a committee will review any extenuating circumstances, such as extended illness or family issues, over which a student has little or no control, and make exceptions, when warranted.
- Teacher input will be solicited before a student is allowed to take two or more Pre-AP or Honors classes.
- Pre-AP and Honors classes will be assigned a 10-point weight and standard curriculum classes will be assigned no weight.
- Weight will be awarded at the end of each semester and will be manually added to the final semester average. Weight will never be reflected on the report card. The weight will be considered and manually added to the grade at each grading period for honor roll. Weight will not be considered or added for UIL eligibility purposes.
- Students will be required to pass a Pre-AP or Honors course before weight is added to the semester average. Failing the class will result in a loss of credit, and weight will be denied.
- Course descriptions will be made available for students and parents to carefully examine prior to the registration process. Changes in pathways will not be allowed once a student commits to taking a course, as the school schedule will be developed according to student requests. Parents and students are advised to choose carefully and to seek advice from teachers, counselors, and administrators.
  - It should be noted that Texas will require eighth-graders taking the Algebra I EOC to take the SAT or ACT in high school.
- Students and parents should be advised that if no more than 10 students request a course, there is a strong possibility that it will not be offered. If scheduling and personnel allow for a class of less than 10 to be offered, the class may be offered.
- Every attempt to schedule all requested classes will be made; not all requests may be filled.
- Prerequisites will be in place for Honors and Pre-AP courses.

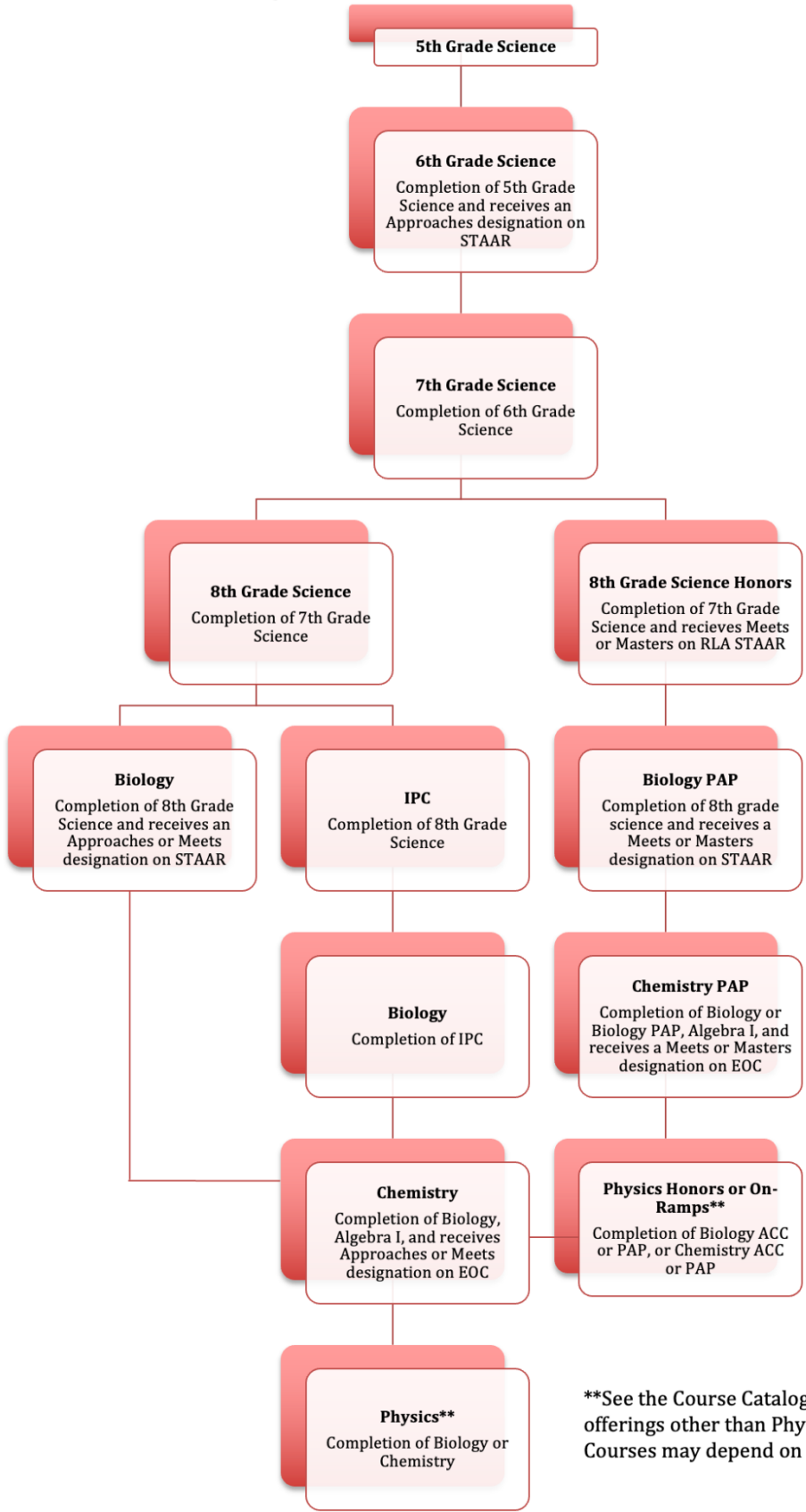
# Lubbock-Cooper ISD Secondary RLA Course Flow Chart



# Lubbock-Cooper ISD Secondary Math Course Flow Chart

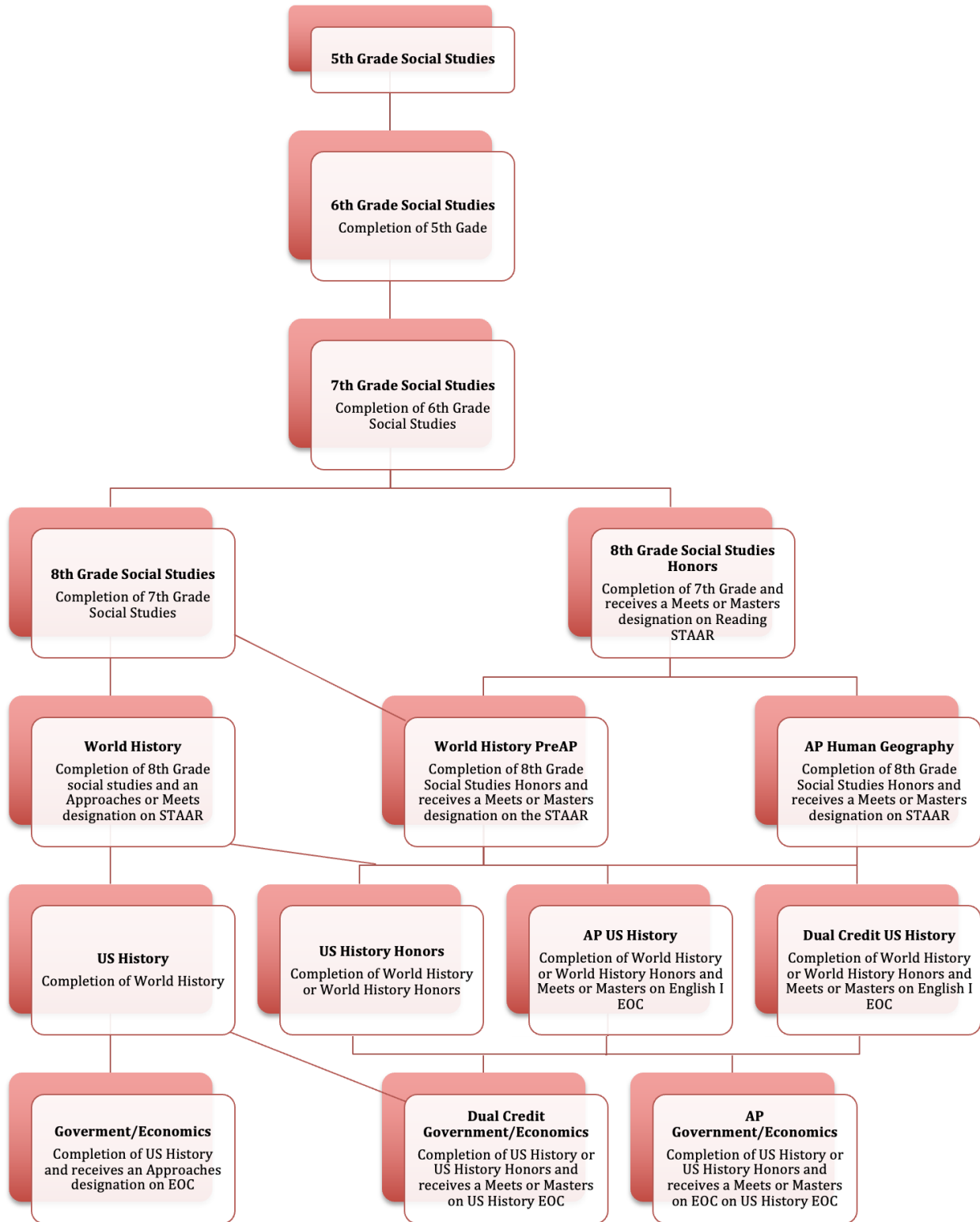


# Lubbock-Cooper ISD Secondary Science Course Flow Chart



\*\*See the Course Catalogue for science offerings other than Physics at this level. Courses may depend on endorsement.

# Lubbock-Cooper ISD Secondary Social Studies Course Flow Chart





# PreAP and Honors Requirements

Pre-AP and Honors courses are labels for advanced academics courses with similar course rigor and expectations. Beginning in the fall of 2022, College Board now requires that any course with the “Pre-AP” label must utilize College Board materials and instructional approaches. Some middle school advanced courses do not have a Pre-AP component. In these cases, the advanced academics course receives an “Honors” designation. Similar instructional approaches are utilized across all Honors and Pre-AP courses to differentiate for students preparing for success in Advanced Placement (AP) and dual credit courses in high school. For a summary of the course name changes, see the chart on the next page.

Students enrolling in Honors or Pre-AP courses should exhibit the qualities listed in the Advanced Academics Agreement.

## **Honors/Pre-AP Requirements**

### **Reading Language Arts (RLA)**

- STAAR scores at Meets or Masters level in Reading and Writing (recommended)
- Current GPA in Reading Language Arts (RLA)
- Teacher recommendation
- Measures of Academic Progress (MAP) Scores

### **Math**

- STAAR scores at Meets or Masters level in Math (recommended)
- Current GPA in Math
- Teacher recommendation
- Measures of Academic Progress (MAP) Scores

### **Science and Social Studies**

- STAAR scores at Meets or Masters level in Reading Language Arts
- Current GPA in Reading Language Arts (RLA), Science, or Social Studies
- Teacher recommendation
- Measures of Academic Progress (MAP) Scores

Please note: The above criteria do not have “hard limits” to be recommended for an honors/PreAP course. For example, earning a “Meets” designation on a STAAR test does not automatically qualify or eliminate a student for an advanced course. The values for all of the above criteria are evaluated to display a more complete picture of a student’s performance.

## Chart of Course Name Changes for the 2022-2023 School Year

6 <sup>th</sup> Grade Courses		7 <sup>th</sup> Grade Courses		8 <sup>th</sup> Grade Courses	
2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
6 <sup>th</sup> Grade Math On-Level	6 <sup>th</sup> Grade Math	7 <sup>th</sup> Grade Math On-Level	7 <sup>th</sup> Grade Math	8 <sup>th</sup> Grade Math On-Level	8 <sup>th</sup> Grade Math
6 <sup>th</sup> Grade Math Accelerated		7 <sup>th</sup> Grade Math Accelerated		8 <sup>th</sup> Grade Math Accelerated	
6 <sup>th</sup> Grade Math PreAP	6 <sup>th</sup> Grade Math Honors	7 <sup>th</sup> Grade Math PreAP	7 <sup>th</sup> Grade Math Honors	8 <sup>th</sup> Grade Algebra I PreAP	8 <sup>th</sup> Grade Algebra I PreAP
6 <sup>th</sup> Grade RLA On-Level	6 <sup>th</sup> Grade RLA	7 <sup>th</sup> Grade RLA On-Level	7 <sup>th</sup> Grade RLA	8 <sup>th</sup> Grade RLA On-Level	8 <sup>th</sup> Grade RLA
6 <sup>th</sup> Grade RLA Accelerated		7 <sup>th</sup> Grade RLA Accelerated		8 <sup>th</sup> Grade RLA Accelerated	
6 <sup>th</sup> Grade PreAP	6 <sup>th</sup> Grade Honors	7 <sup>th</sup> Grade PreAP	7 <sup>th</sup> Grade Honors	8 <sup>th</sup> Grade RLA PreAP	8 <sup>th</sup> Grade RLA Honors
6 <sup>th</sup> Grade Science On-Level	6 <sup>th</sup> Grade Science	7 <sup>th</sup> Grade Science On-Level	7 <sup>th</sup> Grade Science	8 <sup>th</sup> Grade Science On-Level	8 <sup>th</sup> Grade Science
6 <sup>th</sup> Grade Science Accelerated		7 <sup>th</sup> Grade Science Accelerated		8 <sup>th</sup> Grade Science Accelerated	
6 <sup>th</sup> Grade Social Studies On-Level	6 <sup>th</sup> Grade Social Studies	7 <sup>th</sup> Grade Social Studies On-Level	7 <sup>th</sup> Grade Social Studies	8 <sup>th</sup> Grade Social Studies On-Level	8 <sup>th</sup> Grade Social Studies
6 <sup>th</sup> Grade Social Studies Accelerated		7 <sup>th</sup> Grade Social Studies Accelerated		8 <sup>th</sup> Grade Social Studies Accelerated	

See the first paragraph under PreAP and Honors Requirements on the previous page for a description of Honors and PreAP.

## Pathways Distinctions

### **Sixth Grade Reading Language Arts (STAAR-Tested Course)**

Description from §110.22. Reading Language Arts, Grade 6, Adopted 2017.

(a) Introduction

(1) The Reading Language Arts Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

#### ***Sixth RLA***

This course includes the study of skills and strategies related to reading, writing, listening, speaking, and thinking. As part of the writing process, students plan, draft, revise, edit and critique their own work and that of their classmates while practicing specific writing skills. Students develop their reading skills by exploring deeper understanding of a variety of genres of literature including literary and informational texts. Students take both semester exams.

#### ***Sixth RLA Honors\****

*Weighted 10 points*

*Prerequisites are required to register for this course*

Students should have an above-average command of grammar and analysis skills to be successful in Pre-AP RLA. Students strengthen these skills through extensive reading and writing each grading period. Students read and study a variety of genres in class and are required to read extensively outside of class. Assigned reading includes both teacher- and student-chosen texts. Students focus on literary analysis of reading and writing assignments, and they are expected to come to class prepared to share about multiple facets of their assignments. Students participate in deep analysis of reading including, but not limited to, comparing, contrasting, and evaluating text characteristics in various genres. Students complete projects and presentations throughout the year. Students take both semester exams. Students begin preparing for high school level Pre-AP and AP coursework in this class.

## **Sixth Grade Social Studies**

### **Description**

In Grade 6, students study people, places, and societies of the contemporary world. Societies for study are 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. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view.

Students participate in individual work and collaborative group work during class time to complete assigned tasks. Students take both semester exams.

## **Sixth Grade Science**

### **Description**

In sixth grade science, a variety of science concepts are expanded from elementary science; however, much of the focus is on physical science. The strands for sixth grade science include Matter and Energy; Force, Motion, and Energy; Earth and Space; and Organisms and Environment. Scientific Investigation and Reasoning standards are taught and reinforced throughout the course in each unit. As per state standards, all students participate in laboratory activities for at least 40% of class time and develop their understanding of the scientific process. Students will maintain a science notebook that documents their learning throughout the year. In addition to preparing students for future middle school science, sixth grade science lays the foundation for topics taught in high school.

Students are expected to work collaboratively in order to complete tasks during class. Sixth grade science concepts will be reviewed and practiced in order to ensure mastery. During the year, students complete a project or paper to demonstrate learning. Students take both semester exams.

## **Sixth Grade Math (STAAR-Tested Course)**

### **Description**

The primary focal areas in sixth grade math are Number and Operations; Proportionality; Expressions, Equations, and Relationships; and Measurement and Data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology. Students enrolled in 6th Grade PreAP math are presumed to take Algebra I in 8th Grade. Students taking Algebra I in their 8th Grade year must take the ACT or SAT exam in high school to satisfy requirements set by the state (§101.3011).

### ***Sixth Math***

Students are expected to work collaboratively and individually in order to complete tasks during class. An additional math lab is tied to this course. Students take both semester exams.

### ***Sixth Math Honors***

*Weighted 10 points*

*Prerequisites are required to register for this course*

Students must be able to learn and apply math concepts without constant need of support or reteaching. For success in this class, students are expected to be self-motivated and display good time management skills. Student preparation for class is essential due to the amount of material that is taught. All sixth grade math concepts and portions of seventh grade math concepts are taught in this rigorous course. Due to the number of math standards being taught, instructional pacing is quick. Outside work includes self-study and reviewing and practicing concepts so that they can be explored at a greater depth during class; therefore, homework should be expected. Students can expect to complete at least one project as assigned. An additional math lab may or may not be tied to this course. Students will take both semester exams.

- It should be noted that Texas will require eighth-graders taking the Algebra I EOC to take the SAT or ACT in high school.

## **Seventh Grade RLA** **(STAAR-Tested Course)**

Description from §110.23. Reading Language Arts, Grade 7, Adopted 2017.

(a) Introduction.

(1) The Reading Language Arts Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. Students take both semester exams.

### **Seventh RLA**

This course includes the study of skills and strategies related to reading, writing, listening, speaking, and thinking. As part of the writing process, students plan, draft, revise, edit and critique their own work and that of their classmates while practicing specific writing skills. Students develop their reading skills by exploring deeper understanding of a variety of genres of literature including literary and informational texts. Students take both semester exams.

### **Seventh RLA Honors**

*Weighted 10 points*

*Prerequisites are required to register for this course*

Students should have an above-average command of grammar and analysis skills to be successful in Pre-AP RLA. Students strengthen these skills through extensive reading and writing each grading period. Students read and study a variety of genres in class and are required to read extensively outside of class as well. Assigned reading includes both teacher- and student-chosen texts. Students focus on literary analysis of reading and writing assignments, and they are expected to come to class prepared to share about multiple facets of their assignments. Students participate in deep analysis of reading including, but not limited to, comparing, contrasting, and evaluating text characteristics in various genres. Students complete projects and presentations throughout the year. Students take both semester exams. Students begin preparing for high school level Pre-AP and AP coursework in this class.

## **Seventh Grade Social Studies**

### **Description**

In Grade 7, students study the history of Texas from early times to the present. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.

Students participate in individual work and collaborative group work during class time to complete assigned tasks. Students take both semester exams.

## **Seventh Grade Science**

### **Description**

In seventh grade science, a variety of science concepts are taught with much of the content focused on organisms and the environment. The strands for eighth grade science include Matter and Energy; Force, Motion, and Energy; Earth and Space; and Organisms and Environment. Scientific Investigation and Reasoning standards are taught and reinforced throughout the course in each unit. Students study Earth and physical science through the lens of life science. Students get to further explore living creatures, ecosystems and the human body. As per state standards, all students participate in laboratory activities for at least 40% of class time to develop their understanding of the scientific process. Students will maintain a science notebook that documents their learning throughout the year. In addition to preparing students for future middle school science, seventh grade science lays the foundation for topics taught in high school biology.

Students are expected to work collaboratively in order to complete tasks during class. Seventh grade science concepts are reviewed and practiced to ensure mastery. During the year, students complete a project or paper to demonstrate learning. Students will take both semester exams.

## **Seventh Grade Math (STAAR-Tested Course)**

### **Description**

The primary focal areas in seventh grade are Number and Operations; Proportionality; Expressions, Equations, and Relationships; and Measurement and Data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology. Students enrolled in 7th Grade Honors math are presumed to take Algebra I Pre-AP in 8th Grade. Students taking Algebra I Pre-AP in their 8th Grade year must take the ACT or SAT exam in high school to satisfy requirements set by the state (§101.3011).

### ***Seventh Math***

Students will be expected to work collaboratively and individually in order to complete tasks during class. Projects may be assigned throughout the year, but outside class requirements will be minimal. An additional math lab will be tied to this course. Students will take both semester exams.

### ***Seventh Math Honors***

*Weighted 10 points*

*Prerequisites are required to register for this course*

Students must be able to learn and apply math concepts without constant need of support or reteaching. Students should be self-motivated and have good time management skills. In this rigorous course, all seventh grade math standards and portions of eighth grade math standards are taught in this course. Due to the number of standards included in this class, instructional pacing is quick. Outside work will include self-study and reviewing and practicing concepts so that they can be explored at a greater depth during class; therefore, homework should be expected. Students can expect to complete at least one project as assigned. An additional math lab may or may not be tied to this course. Students will take both semester exams. This class is a prerequisite for 8th Grade Math Pre-AP.

- It should be noted that Texas will require eighth-graders taking the Algebra I EOC to take the SAT or ACT in high school.



## **Eighth Grade Reading Language Arts (STAAR-Tested Course)**

Description from §110.24. Reading Language Arts, Grade 8, Adopted 2017.

(a) Introduction.

(1) The Reading Language Arts Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

### ***Eighth RLA***

This course includes the study of skills and strategies related to reading, writing, listening, speaking, and thinking. As part of the writing process, students plan, draft, revise, edit and critique their own work and that of their classmates while practicing specific writing skills. Students develop their reading skills by exploring deeper understanding of a variety of genres of literature including literary and informational texts. Students take both semester exams.

### ***Eighth RLA Honors***

*Weighted 10 points*

*Prerequisites are required to register for this course*

Students should have an above-average command of grammar and analysis skills to be successful in Pre-AP RLA. Students strengthen these skills through extensive reading and writing each grading period. Students read and study a variety of genres in class and are required to read extensively outside of class as well. Assigned readings include both teacher- and student-chosen texts. Students focus on literary analysis of reading and writing assignments, and they are expected to come to class prepared to share about multiple facets of their assignments. Students participate in deep analysis of reading including, but not limited to, comparing, contrasting, and evaluating text characteristics in various genres. Students complete projects and presentations throughout the year. Students take both semester exams. Students begin preparing for high school level Pre-AP and AP coursework in this class.

## **Eighth Grade Social Studies (STAAR-Tested Course)**

### **Description**

In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students 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 constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States.

### ***Eighth Social Studies***

Students participate in individual work and collaborative group work during class time to complete assigned tasks. Students take both semester exams.

### ***Eighth Social Studies Honors***

*Weighted ten points*

This class is a reading and writing intensive course. Students participate in individual work and collaborative group work during class time to complete assigned tasks that focus on increased conceptual knowledge of United States history. They are expected to draw conclusions that require higher-level thinking. Students are expected to work outside of class so that material can be studied to a great degree. Additionally, students complete at least one major project or current event assignment each semester. Students take both semester exams.

## **Eighth Grade Science (STAAR-Tested Course)**

### **Description**

In eighth grade science, a variety of science concepts are expanded, with the focus on earth and space science. The strands for eighth grade science include Matter and Energy; Force, Motion, and Energy; Earth and Space; and Organisms and Environment. Scientific Investigation and Reasoning standards are taught and reinforced throughout the course in each unit.

Students study physical and life science through the lens of Earth science. For many students, this will be their last year to focus on Earth science as it is not a requirement in high school. As per state standards, all students participate in laboratory activities for at least 40% of class time to develop their understanding of the scientific process. Students maintain a science notebook that documents their learning throughout the year. In addition to preparing students for the critical thinking required in later science coursework, the curriculum prepares students for the eighth grade science STAAR exam.

### ***Eighth Science***

Students are expected to work collaboratively in order to complete tasks during class. Eighth grade science concepts are reviewed and practiced to ensure mastery. During the year, students complete a project or paper to demonstrate learning. Students take both semester exams.

### ***Eighth Science Honors***

#### ***Weighted five points***

Students are expected to work collaboratively and individually in order to complete tasks during class. In this honors course, students are expected to design and complete a variety of performance assessments or other projects at the teacher's discretion outside of class. Student work outside of class includes reviewing and practicing concepts so that they can be explored at a greater depth during class; therefore, homework should be expected. Students complete a current event report each grading period, and should be prepared to present the report to the class. At least two projects will be completed each year. Students take both semester exams.

## **Eighth Grade Math (STAAR-Tested Course)**

### **Description**

The primary focal areas in eighth grade math are Proportionality; Expressions, Equations, Relationships, and Foundations of Functions; and Measurement and Data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology. Eighth grade students will either be provided a graphing calculator for use all year, or may purchase their own. Students taking Algebra I in their 8th Grade year must take the ACT or SAT exam in high school to satisfy requirements set by the state (§101.3011).

### ***Eighth Math***

This class is designed for the average math student and provides the foundation required in preparation for the STAAR test and high school coursework. Projects may be assigned throughout the year, but outside class requirements are minimal. Students are expected to work collaboratively and individually in order to complete tasks during class. Students take both semester exams. An additional math lab will be tied to this course.

### ***Eighth Grade Pre-AP Algebra I***

*Weighted ten points*

*Prerequisites are required to register for this course*

Students must be able to learn and apply math concepts without constant need of support or reteaching. For success in this class, students are expected to be self-motivated and have good time management skills. Students build up on the math standards taught in grades 6-7 and have portions of eighth grade standards to be taught concurrently alongside Algebra I. Due to the number of standards included in this class, instructional pacing is quick. In this rigorous course, students connect functions and their associated solutions in mathematical and real-world situations. Technology is used to collect and explore data and analyze statistical relationships. Additionally, students study polynomials of degree one and two, radical expression, sequences, and laws of exponents. Students generate and solve linear systems with two equations and two variables and will create new functions through transformations. Outside work includes self-study and reviewing and practicing concepts so that they can be explored at a greater depth

during class; therefore, homework should be expected. Students can expect to complete at least one project as assigned. An additional math lab may or may not be tied to this course. This is a high school level course which counts as one math credit for graduation. Students must take the STAAR End-of-Course assessment for Algebra I in the spring. Students take both semester exams.

- It should be noted that Texas will require eighth-graders taking the Algebra I EOC to take the SAT or ACT in high school.