

**Middle School  
Course Description Guide**

**2010-2011**

**Grades 7 through 8**



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## FOREWORD

FutureQuest began in elementary, but planning for college becomes even more focused in middle school. It is hoped that this booklet will prove to be helpful to parents and students alike in making the transition to middle school and on to high school. Units of credit become most important in the ninth grade and above. Units of credit earned in high school are cumulative, and it is on that basis that high school graduation requirements are fulfilled. The seventh and eighth grade student, however, is simply more concerned with successful completion of the courses as required in middle school. Those requirements will be noted in the following pages.

The booklet is divided into three sections: the first section describes the seventh grade courses, the second section describes the eighth grade courses, and the third section provides general information about the exit level TAKS test administered in eleventh grade. Students, unless exempt by law, must pass the exit level TAKS test in order to graduate.

Should more detailed explanation or clarification be needed for any section, your counselors, assistant principals, or principals should be contacted.

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### Middle School Promotion Policy

To be promoted from one grade level to the next, students in grades seven and eight must attain a 70 average or above in each of the following classes: English, reading, mathematics, science, and social studies. In addition, students must attain an overall average of 70 or above on all courses taken for the year.

Students failing to meet these requirements will be required to attend and satisfactorily complete an extended year program. Students may replace a failing grade with a passing grade for a maximum of two courses. However, the principal has discretion on placement decisions when extenuating circumstances exist.

**In addition to meeting district requirements, a student in grade eight must pass both the reading and math portions of the eighth grade Texas Assessment of Knowledge and Skills to be promoted to grade nine.**

No special or formal exercises will mark the promotion from middle school to high school.

### WHICH COLLEGE IS IN YOUR FUTURE?

It isn't too early to begin setting goals toward a specific college. Many seventh and eighth grade students already have given at least some thought to their future educational plans. The school administration believes that all students should give careful attention to planning ahead for their career preferences. Most career choices require college. The college-bound students - even those in seventh and eighth grades - need to know something about various college entrance requirements. For that reason, several regional colleges and their **present** entrance requirements are listed below. The number of years of successful high school work in each subject are indicated.

The student is reminded that entrance requirements do change from time to time and that it is wise to consult the various catalogues which are usually available in the high school counselors' offices. Your own school counselor will be happy to assist you if you need help in determining a specific college's entrance requirements.

College/University	English	Science	Math	Foreign Language	Entrance Exam	Early Decision
Abilene Christian	4	3	3	2	ACT or SAT	
Austin College	4	3-4	3-4	2-4	ACT or SAT	Yes
Baylor	4	2	3	2	ACT or SAT	Yes
Dallas Baptist	(High School Graduate or GED)				ACT or SAT	
Dallas County Community Junior Colleges	(High School Graduate or GED)				ACT or SAT (Recommended)	
Kilgore Jr. Col.	(High School Graduate or GED)				ACT or SAT	
Rice Univ.	4	2-3	3-4	2	ACT or SAT & 2 Subject Tests	Yes
Sam Houston State	(High School Graduate)				ACT or SAT	
Southern Methodist Univ.	4	3	3	2	ACT or SAT	Yes
Southwestern Univ.	4	3	4	2	ACT or SAT	Yes
Stephen F. Austin State	(Recommended High School Program)				ACT or SAT	
Tarrant County Jr. Col.	(High School Graduate or GED)				ACT or SAT (Recommended)	
Texas A & M University	4	3	3.5-4	2-3	ACT or SAT	Yes
Texas A & M, Commerce	4	2	3		ACT or SAT	
Texas Christian Univ.	4	3	3	2	ACT or SAT	Yes
Texas Tech Univ.	4	2-3	3-3.5	2	ACT or SAT	
Texas Woman's Univ.	(Top 50% of High School Graduates)				ACT or SAT	
Trinity Univ.	4	3	3.5-4	2-3	ACT or SAT	Yes
Tyler Jr. College	(High School Graduate or GED)				ACT or SAT	
University of Arkansas	4	3	4		ACT or SAT	
University of Dallas	4	3	3	2	ACT or SAT	
University of Houston	4	2	3	2	ACT or SAT	
University of North Texas	4	3	4	3	ACT or SAT	
University of Oklahoma	4	2	3		ACT or SAT	
University of Texas—Arlington	4	3	3	2	ACT or SAT	
University of Texas—Austin	4	2-3	3-4	2-3	ACT or SAT & Subject Tests	Yes
University of Texas—Dallas	4	3	3.5-4	2-3	ACT or SAT	Yes

**SEVENTH GRADE COURSES  
2010-2011**

*Seventh Grade  
Courses*

<b>Required Courses</b>	<b>Units</b>
English Language Arts .....	1
Reading.....	1
Mathematics.....	1
Science.....	1
Social Studies/Texas History and Geography .....	1
*Physical Education.....	1

**\*Four semesters of physical education are required in grades 6-8.  
Athletics will substitute.**

<b>Electives</b>	<b>Units</b>
Creative Writing .....	1
Speech .....	1
Creative Problem Solving .....	1
Choral Music.....	1
General Music.....	1
Orchestra .....	1
Band .....	1
Art 1.....	1
Theatre 1 .....	1
Principles of Information Technology 1.....	1
Athletics.....	1
AVID 7.....	1

<b>Academically Talented Courses (AT Program)</b>	<b>Units</b>
<b>Students may be selected for one or more of the AT courses based upon state approved criteria for identified students.</b>	
English Language Arts AT .....	1
Mathematics AT.....	1
Science AT.....	1
Social Studies/Texas History and Geography AT .....	1

**Please read the Middle School Promotion Policy on page 3.**

**REQUIRED COURSES***Language Arts***ENGLISH LANGUAGE ARTS**

**Grade Level:** 7  
**Prerequisite:** None  
**Course Length:** Full year

This course is designed to engage students in activities that build on their prior knowledge and skills in order to strengthen the strands of reading, writing, speaking/listening, research, and oral and written conventions. Throughout the year students apply strategies to analyze, make inferences and draw conclusions as they read literary and informational texts with a clear controlling idea, coherent organization, and sufficient detail.

**ENGLISH LANGUAGE ARTS ACADEMICALLY TALENTED**

**Grade Level:** 7  
**Prerequisite:** See description below  
**Course Length:** Full year

The Academically Talented English course enhances the seventh grade language arts curriculum to include an increased academic challenge. The course emphasizes the development of students' critical and creative thinking skills, of advanced oral and writing communication skills, and literary interpretative skills.

Prerequisites include teacher recommendation, academic performance, and standardized evaluations.

*English as a Second Language***ENGLISH LANGUAGE ARTS: ENGLISH AS A SECOND LANGUAGE (ESL)**

**Grade Level:** 7  
**Prerequisite:** LPAC recommendation  
**Course Length:** Full year

The English as a Second Language (ESL) course is a cumulative and sequential program focusing on listening/speaking, reading, writing and viewing/representing knowledge and skills for students identified as Limited English Proficient. Students will receive instruction in the mastery of the English language as they work on reading comprehension, the writing process, and presentations. **Parent permission is required.**

*Reading***READING**

**Grade Level:** 7  
**Prerequisite:** None  
**Course Length:** Full year

This reading course is designed to engage students in activities that strengthen the reading skills and strategies needed to comprehend, interpret, and evaluate informational, as well as literary, selections. This course will focus on TAKS skills: word recognition, vocabulary development, and comprehension strategies. Significant blocks of time are provided for reading and responding to both independent and instructional-level material for varied purposes.

**READING: ENGLISH AS A SECOND LANGUAGE (READING ESL)**

**Grade Level:** 7  
**Prerequisite:** LPAC recommendation  
**Course Length:** Full Year

This reading course is designed to teach limited English proficient students reading skills and strategies needed to comprehend, interpret, and evaluate materials. This course will focus on word study, vocabulary development, comprehension, and critical reading strategies by using best practices ESL strategies. **Parent permission is required.**

*Mathematics***MATHEMATICS**

**Grade Level:** 7  
**Prerequisite:** None  
**Course Length:** Full year

Seventh 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, measurement and problem solving.

**MATHEMATICS ACADEMICALLY TALENTED**

**Grade Level:** 7  
**Prerequisite:** See description below  
**Course Length:** Full year

The seventh grade Academically Talented Mathematics course provides an enriched and more challenging academic curriculum for students with exceptional mathematical abilities. The course emphasizes the development of students' logical, creative, and independent thinking skills and problem-solving skills. Topics included will be number concepts, geometry, measurements, probability, statistics, graphing, relations and functions.

Prerequisites include teacher recommendation, academic performance, and standardized evaluations.

**SCIENCE**

**Grade Level:** 7  
**Prerequisite:** None  
**Course Length:** Full year

Seventh grade science focuses on living systems and how they interact with the abiotic factors in the environment.

Matter and energy are conserved throughout living systems. Organic compounds are composed of carbon and other elements that are recycled due to chemical changes that rearrange the elements for the particular needs of that living system. Force, motion, and energy are observed in living systems and the environment in several ways. Interactions between muscular and skeletal, the direction and growth of seedlings, turgor pressure, and geotropism. Different environments support different living organisms that are adapted to that region of Earth. Students learn that all organisms obtain energy, get rid of wastes, grow, and reproduce. All living organisms are made up of smaller units called cells.

Students will also investigate earth and space phenomena. Earth and space phenomena can be observed in a variety of settings. There are characteristics of Earth and relationships to objects in our solar system that allow life to exist

**SCIENCE ACADEMICALLY TALENTED**

**Grade Level:** 7  
**Prerequisite:** See description below  
**Course Length:** Full year

Academically Talented Science covers the same information as Seventh Grade Science in the same sequence. Instruction will be differentiated to meet the unique needs of academically talented students with the substitution of long-term projects and open-ended assignments. Students will be encouraged to take ownership of their own learning by investigating self-selected topics in more depth and complexity. Academically talented students are expected to participate in the Science Fair.

Prerequisites include teacher recommendation, academic performance, and standardized evaluations.

**SOCIAL STUDIES****TEXAS HISTORY AND GEOGRAPHY**

**Grade Level:** 7  
**Prerequisite:** None  
**Course Length:** Full year

The design of this class provides opportunities for students to study the heritage and legacy of Texas from early days to present. Major events, people, issues, and conflicts provide a framework for analyzing the development of Texas culture. These include early inhabitants, Spanish colonization, independence from Mexico, nationhood, statehood, and the significance of Texas in United States policy and culture. Historical content reflects the concept of confluence of cultures in which people of various backgrounds and traditions, speaking different languages, came together in a new country and built a republic and later a state. Students will investigate the interaction of man and the environment including regional geography, land and water use, and the processes of ecological change occurring today. This course design explores two fundamental understandings of Texas history: scientific discoveries and technological innovations have had an important impact on the political, economic, and social development of Texas; and the economy of Texas is interdependent with that of the United States and that of other nations of the world.

*Social Studies***SOCIAL STUDIES****TEXAS HISTORY AND GEOGRAPHY ACADEMICALLY TALENTED**

**Grade Level:** 7  
**Prerequisite:** See description below  
**Course Length:** Full year

The Academically Talented Texas History course expands from the standard seventh grade social studies program by providing students increased intellectual enrichment and new challenges. While content for the course remains similar to the standard curriculum, the AT class enhances learning by providing

- instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- a continuum of learning experiences that lead to the development of advanced-level products and performances;
- in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
- opportunities to accelerate in areas of strength.

Students will analyze historical content focusing on the political, economic, and social events and issues related to the development of Texas. The course of study equips students with skills to evaluate the impact of major Texas events and issues such as early inhabitants, Spanish colonization, independence from Mexico, nationhood, statehood, and the significance of Texas in United States policy and culture.

Prerequisites include teacher recommendation, academic performance, and standardized evaluations.

*Physical Education***PHYSICAL EDUCATION**

**Grade Level:** 7  
**Prerequisite:** None  
**Course Length:** Full year

**Four semesters of physical education are required for all students in grades 6-8 unless substituted by participation in a school athletic program.\*** Students must fulfill two semesters of their physical education requirement in sixth grade and may fulfill the two semesters of their physical education requirement in either the seventh or eighth grade year. Students are expected to suit-out in appropriate attire and actively participate in movement activities to successfully fulfill course requirements. 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 lifespan
- 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
- acquiring the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate.

*\*Athletics includes the following sports: football, basketball, track and cross country, volleyball, and tennis.*

**ELECTIVES***Electives***CREATIVE WRITING**

**Grade Level:** 7  
**Prerequisite:** None  
**Course Length:** Full year

Creative Writing is an elective course open to seventh and eighth grade students with an interest in writing. Teacher guidance in areas such as fiction, poetry, memoir, nonfiction, and publishing can deepen student knowledge of the writing process as individual writing occurs. The class provides the opportunity for students to produce a literary magazine plus share individual creative work with an audience for at least two performances during the year. All integrated language arts TEKS are addressed in the curriculum.

**SPEECH**

**Grade Level:** 7  
**Prerequisite:** None  
**Course Length:** Full year

Middle school students will develop effective communications skills to further their academic pursuits and to prepare for interaction in social, civic, and professional roles. To

become competent communicators, students will develop and apply skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic, and public contexts.

### CREATIVE PROBLEM SOLVING

**Grade Level:** 7  
**Prerequisite:** None  
**Course Length:** Full year

This course allows students to develop critical and creative thinking skills while collaborating to solve relevant problems. Students will actively engage in research as they work in teams to solve challenges with unique approaches. Creative Problem Solving nurtures research and inquiry skills and develops teamwork and leadership skills. Students' presentation skills will also be enhanced. Students enrolled in this course are required to participate in the Destination Imagination tournament which is held on a Saturday in late February or early March each year.

### CHORAL MUSIC\*

#### Mixed Choir

**Grade Level:** 7  
**Prerequisite:** Audition  
**Course Length:** Full year

This course provides a choral experience for the young male and female singer. The students are encouraged to discover the academic, historical, and aesthetic aspects of choral music and its relationship to all areas of their lives.

#### Boys Choir

**Grade Level:** 7  
**Prerequisite:** None  
**Course Length:** Full year

This course provides a choral experience for the young male voice. Students are encouraged to discover the academic, historical, and aesthetic aspects of choral music and its relationship to all areas of their lives.

#### Girls Choir

**Grade Level:** 7  
**Prerequisite:** None  
**Course Length:** Full year

This course provides a choral experience for the young female voice. Students are encouraged to discover the academic, historical, and aesthetic aspects of choral music and its relationship to all areas of their lives.

*\*Additional expense may be required for a uniform in choral classes. Some out-of-school rehearsal is required in addition to several evening concerts which are part of the curriculum.*

### GENERAL MUSIC

**Grade Level:** 7  
**Prerequisite:** None  
**Course Length:** Full year

General Music is an introductory course in the basic reading of music notation. It includes the history of music and its development through several cultural periods to the present time. The course is integrated chronologically with other fine arts.

### ORCHESTRA\*

#### Beginning Orchestra

**Grade Level:** 7  
**Prerequisite:** None  
**Course Length:** Full year

This is a class for the student who is a beginner on an orchestral string instrument. Proper instrument care, correct playing techniques, finger positions, tone production, counting, basic musical terms, and notation are stressed. Placement on individual instruments will be determined by teacher recommendation based on consultation with students and parents.

*Electives***Intermediate Orchestra****Grade Level:**

7

**Prerequisite:****Beginning Orchestra and/or Audition****Course Length:****Full year**

The intermediate orchestra is primarily a performance organization for students with at least one year of orchestra experience. Members of this organization should have developed a moderate degree of performance ability. The work of the first year is continued with a greater emphasis placed upon growing musical awareness and continued development of musicianship, control, and technical facility. Members of this class are expected to participate in all orchestra activities.

**Advanced Orchestra****Grade Level:**

7

**Prerequisite:****Beginning or Intermediate Orchestra and/or Audition****Course Length:****Full year**

The advanced orchestra is primarily a performance organization for students with at least one year of orchestra experience. Members of this organization should have developed a high degree of performance ability. The work of the previous year is continued with a greater emphasis placed upon growing musical awareness and continued development of musicianship, control, and technical facility. Members of this class are expected to participate in all orchestra activities.

*\*Additional expense may be required for a uniform. Some before and after school rehearsals are required in addition to several evening concerts which are part of the curriculum.*

**BAND\*****Beginning Band (Beg. Brass, OR Beg. Woodwind, OR Beg. Percussion)****Grade Level:**

7

**Prerequisite:****None****Course Length:****Full year**

This is a class for the student who is a beginner on a band instrument. Proper instrument care, correct playing techniques, fingerings, tone production, counting, basic musical terms, and notation are stressed. Placement on individual instruments will be determined by teacher recommendations based on consultations with students and parents. Additional audition procedures may be necessary to determine instrument placement.

**Intermediate Band****Grade Level:**

7

**Prerequisite:****Beginning Band and/or Audition****Course Length:****Full year**

The intermediate band is primarily a performance organization for students with at least one year of band experience. Members of this organization should have developed a moderate degree of performance ability. The work of the first year is continued with a greater emphasis placed upon growing musical awareness and continued **development** of musicianship, control, and technical facility. Members of this class are expected to participate in all full band activities. Placement in this band would be determined by audition.

**Advanced Band****Grade Level:**

7

**Prerequisite:****Beginning Band, Intermediate Band and/or Audition****Course Length:****Full year**

The advanced band is primarily a performance organization for students with at least one year of band experience. Members of this organization should have developed a high degree of performance ability. The work of the previous year is continued with a greater emphasis placed upon growing musical awareness and continued development of musicianship, control, and technical facility. Members of this class are expected to participate in all full band activities. Placement in this band would be determined by audition.

*\*Additional expense may be required for a uniform. Some before and after school rehearsals are required in addition to several evening concerts which are part of the curriculum.*

**ART 1\*****Grade Level:**

7

**Prerequisite:****None****Course Length:****Full year**

The program 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.

*\*Additional supplies will need to be purchased.*

**THEATRE 1****Grade Level:**

7

**Prerequisite:**

None

**Course Length:**

Full year

This course is designed to introduce students to theatre by teaching creative expression through theatre performance. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Topics include theatre heritage and traditions, interpreting, character development using the voice and body expressively, technical elements of theatre, theatre design, and directing and production concepts and skills, all designed to instill an appreciation of live theatre.

**PRINCIPLES OF INFORMATION TECHNOLOGY 1 (replaces Technology Education)\*****Grade Level:**

7

**Prerequisite:**

None

**Course Length:**

Full year

Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace in this comprehensive hands-on, high tech laboratory program. In this course, learning experiences are guided by individual learning module assignments. These modules are designed so that a pair of students, working as a team, are guided through the exploration of a technology being explored and provide the opportunity for problem-solving.

Activities that students may be exposed to in this course include the following: aerodynamic testing, structural stress testing and analyzing, aerodynamics, laser technology, electricity/electronics, computer animation, satellite communication, desktop publishing, robotics, computer aided design, pneumatics, programming, microelectronics, model building, video, computer digitizing and more.

*\*Additional supplies or materials will be required. Cost will be dependent upon the projects the student chooses.*

**ATHLETICS****Grade Level:**

7

**Prerequisite:**

Meet UIL requirements

**Course Length:**

Full year

Athletics at the middle school includes football, basketball, tennis, track, cross country and girls' volleyball.

A physical exam and a notarized release are required for participation in athletics. Additional practice outside the school day is required.

**AVID 7 (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)***(McDonald, New and Vanston Middle Schools Only)***Grade Level:**

7

**Prerequisite:**

Application and acceptance into the program

**Course Length:**

Full year

The AVID class addresses key elements in college preparation: academic survival skills, college entry skills, tutorials, motivational activities, and career and college exploration. Additionally students will improve their oral communication skills through presentation and Socratic Seminar, participate in writing to learn activities, including note taking, learning logs, and essay writing, prepare for college entrance examinations, including the SAT and ACT, and complete and present a multi-grade level portfolio of their work. AVID can take the place of seventh grade Reading for students accepted into the program.

SEVENTH GRADE PRACTICE SCHEDULE

COURSES

- 1 English Language Arts or English Language Arts AT or English Language Arts ESL
- 2 Reading or Reading ESL
- 3 Mathematics or Mathematics AT
- 4 Science or Science AT
- 5 Social Studies/Texas History and Geography or Social Studies AT
- 6 Physical Education (Athletics will substitute.)
- 7 \_\_\_\_\_ (Elective Course)

Students may take a maximum of two elective courses.

**Notes**

**EIGHTH GRADE COURSES  
2010-2011**

*Eighth Grade  
Courses*

<b>Required Courses</b>	<b>Units</b>
English Language Arts .....	1
* Reading .....	1
Mathematics .....	1
Science.....	1
Social Studies/United States History and Citizenship .....	1
** Physical Education .....	1

\* **This course will be required only for designated students.**

\*\* **Students who have completed Physical Education or Athletics in grade 7 will not be required to take Physical Education in grade 8.**

<b>Electives</b>	<b>Units</b>
Creative Writing.....	1
Speech.....	1
Creative Problem Solving.....	1
Scientific Research .....	1
Spanish 1 .....	1
Spanish for Spanish Speakers 1 .....	1
Choral Music .....	1
General Music .....	1
Orchestra.....	1
Band.....	1
Art 1 .....	1
Art 2 .....	1
Theatre 1 .....	1
Theatre 2 .....	1
Principles of Human Services.....	1
Principles of Information Technology 1 .....	1
Principles of Information Technology 2 .....	1
Health and Aerobic Activities.....	1
Health and Team Sports .....	1
Athletics .....	1
TAKS Prep .....	1
AVID 8.....	1
Independent Study.....	1

<b>Academically Talented Courses (AT Program)</b>	<b>Units</b>
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**Students may be selected for one or more AT courses based upon state approved criteria for identified students.**

English Language Arts AT .....	1
Mathematics AT/Algebra 1.....	1
Science AT .....	1
Social Studies/U. S. History and Citizenship AT .....	1

**Students who successfully complete a high school course(s) in middle school receive high school credit but do not receive grade points for class ranking for the course.**

**Please read the Middle School Promotion Policy on page 3.**

REQUIRED COURSES*Language Arts***ENGLISH LANGUAGE ARTS**

**Grade Level:** 8  
**Prerequisite:** English 7  
**Course Length:** Full year

This course is designed to engage students in activities that build on their prior knowledge and skills in order to strengthen the strands of reading, writing, speaking/listening, research, and oral and written conventions. Throughout the year students apply strategies to analyze, make inferences and draw conclusions as they read literary and informational texts from a wide variety of cultural, historical, and contemporary contexts. Students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail.

**ENGLISH LANGUAGE ARTS ACADEMICALLY TALENTED**

**Grade Level:** 8  
**Prerequisite:** See description below  
**Course Length:** Full year

The Academically Talented English course enhances the eighth grade language arts curriculum to include an increased academic challenge. The purpose and objectives of this course are essentially the same as those of the seventh grade Academically Talented course. Prerequisites include teacher recommendation, academic performance, and standardized evaluations.

**ENGLISH LANGUAGE ARTS: ENGLISH AS A SECOND LANGUAGE (ESL)**

**Grade Level:** 8  
**Prerequisite:** LPAC recommendation  
**Course Length:** Full year

The English as a Second Language (ESL) course is a cumulative and sequential program focusing on listening/speaking, reading, writing and viewing/representing knowledge and skills for students identified as Limited English Proficient. Students will receive instruction in the mastery of the English language as they work on reading comprehension, the writing process, and presentations. **Parent permission is required.**

*Reading***READING**

**Grade Level:** 8  
**Prerequisite:** Students are assigned  
**Course Length:** Full year

Reading is an intervention course to improve reading fluency and comprehension skills. Students are required to participate in this class on the basis of their TAKS Reading scores and recommendations of their teachers and counselors. The classroom provides a variety of multi-leveled materials (Lexile leveled) and computers to provide independent practice. Classroom instruction emphasizes word study, vocabulary development, and critical comprehension skills and strategies.

**READING: ENGLISH AS A SECOND LANGUAGE (READING ESL)**

**Grade Level:** 8  
**Prerequisite:** LPAC recommendation  
**Course Length:** Full Year

This reading course is designed to teach limited English proficient students reading skills and strategies needed to comprehend, interpret, and evaluate materials. This course will focus on word study, vocabulary development, comprehension, and critical reading strategies by using best practices ESL strategies. Students will participate in this class on the basis of their TAKS reading test scores. **Parent permission is required.**

*Mathematics***MATHEMATICS**

**Grade Level:** 8  
**Prerequisite:** Math 7  
**Course Length:** Full year

The eighth 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.

**MATH ACADEMICALLY TALENTED****ALGEBRA 1****Grade Level:**

8

**Prerequisite:**

See description below

**Course Length:**

Full year

The eighth grade Academically Talented Mathematics course will cover the same topics as Algebra 1: the study of foundations for functions, linear functions, and quadratic and other nonlinear functions. The course emphasizes basic algebraic reasoning processes, applications, and problem-solving in real world situations. Students passing this course will receive one high school credit for Algebra 1 but will not receive grade points.

Prerequisites include teacher recommendation, academic performance, and standardized evaluations.

Science

**SCIENCE****Grade Level:**

8

**Prerequisite:**

Science, Grade 7

**Course Length:**

Full year

Eighth grade science will primarily focus on earth and space science.

Students recognize that matter is composed of atoms. Lab activities will allow students to demonstrate evidence of chemical reactions. Students will experiment with the relationship between forces and motion through the study of Newton's three laws and how these forces relate to geologic processes and astronomical phenomena. Students will identify the role of natural events in altering Earth systems. They will interpret land and erosional features on topographic maps.

In studies of living systems, students explore the interdependence between these systems. Interactions between organisms in ecosystems, including producer/consumer, predator/prey, and parasite/host relationships, are investigated in aquatic and terrestrial systems.

**SCIENCE ACADEMICALLY TALENTED****Grade Level:**

8

**Prerequisite:**

See description below

**Course Length:**

Full year

Academically Talented Science covers the same information as Eighth Grade Science in the same sequence. Instruction will be differentiated to meet the unique needs of academically talented students with the substitution of long-term projects and open-ended assignments. Student will be encouraged to take ownership of their own learning by investigating self-selected topics in more depth and complexity. Academically talented students are expected to participate in the Science Fair.

Prerequisites include teacher recommendation, academic performance, and standardized evaluations.

Social Studies

**SOCIAL STUDIES****UNITED STATES HISTORY AND CITIZENSHIP****Grade Level:**

8

**Prerequisite:**

None

**Course Length:**

Full year

U.S. History introduces the first half of our national history, heritage, and legacy. Students will study the second half in high school. The span of this course includes the earliest beginnings of our nation, the steps forward of the early republic, and the significant issues and events through the Civil War and Reconstruction. Early American history emphasizes the development and structure of the Constitution, as well as the relationship of the Bill of Rights to the nature of citizenship in the democracy of the United States. Emphasis on the multicultural nature of the American people demonstrates the value and contributions of a diverse society. Within this historical context, students will study the role of geography, immigration, and emerging capitalism as these and other various forces shaped our national identity. This course design explores two fundamental understandings of early American history: several important reasons contributed to the growth of representative government in the United States; and citizens of the United States have both rights and responsibilities.

*Social Studies***SOCIAL STUDIES****UNITED STATES HISTORY AND CITIZENSHIP ACADEMICALLY TALENTED****Grade Level:** 8**Prerequisite:** See description below**Course Length:** Full year

The Academically Talented United States History course expands from the standard eighth grade social studies program by providing students increased intellectual enrichment and new challenges. While content for the course remains similar to the standard curriculum, the AT class enhances learning by providing

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

Students will analyze historical content focusing on the political, economic, and social events and issues related to the development of the Republic through the end of Reconstruction in 1877. The course of study equips students with skills to evaluate the impact of major American events and documents such as the creation and ratification of the U.S. Constitution, westward expansion, the Civil War, and Reconstruction. Students evaluate major Supreme Court decisions of the 19<sup>th</sup> century and examine the rights and responsibilities of citizenship in our unique American democracy.

Prerequisites include teacher recommendation, academic performance, and standardized evaluations.

*Physical Education***PHYSICAL EDUCATION****Grade Level:** 8**Prerequisite:** None**Course Length:** Full year

**Four semesters of physical education are required for all students in grades 6-8 unless substituted by participation in a school athletic program.\*** Students must fulfill two semesters of their physical education requirement in sixth grade and may fulfill two semesters of their physical education requirement in either the seventh or eighth grade year. Students are expected to dress-out in appropriate attire and actively participate in movement activities to successfully fulfill course requirements. 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 lifespan
- 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
- acquiring the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate.

\* *Athletics includes the following sports: football, basketball, track and cross country, volleyball, and tennis.*

*Electives***ELECTIVES****CREATIVE WRITING****Grade Level:** 8**Prerequisite:** None**Course Length:** Full year

Creative Writing is an elective course open to seventh and eighth grade students with an interest in writing. Teacher guidance in areas such as fiction, poetry, memoir, nonfiction, and publishing can deepen student knowledge of the writing process as individual writing occurs. The class provides the opportunity for students to produce a literary magazine plus share individual creative work. All integrated language arts TEKS are addressed in the curriculum.

**SPEECH**

**Grade Level:** 8  
**Prerequisite:** None  
**Course Length:** Full year

Middle school students will develop effective communication skills to further their academic pursuits and to prepare for interaction in social, civic, and professional roles. To become competent communicators, students will develop and apply skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic and public contexts.

**CREATIVE PROBLEM SOLVING**

**Grade Level:** 8  
**Prerequisite:** None  
**Course Length:** Full year

This course allows students to develop critical and creative thinking skills while collaborating to solve relevant problems. Students will actively engage in research as they work in teams to solve challenges with unique approaches. Creative Problem Solving nurtures research and inquiry skills and develops teamwork and leadership skills. Students' presentation skills will also be enhanced. Students enrolled in this course are required to participate in the Destination Imagination tournament which is held on a Saturday in late February or early March each year.

**SCIENTIFIC RESEARCH**

**Grade Level:** 8  
**Prerequisite:** Teacher Recommendation  
**Course Length:** Full year

The Scientific Research course is designed for students who have an interest in designing and conducting scientific research in a meaningful way. Students will investigate the process of scientific inquiry, its historical development, and its modern application. Students will be led through a systematic process to identify a significant problem or question, and then guided in the research process. They will design and carry out an investigation to study the problem and will then communicate their findings to the public. Students will enter their project in both the campus and regional science fairs. In the spring, students will have the option of continuing their initial project in greater detail or choosing a new project to study with the aim of presenting it the following year in the High School Science Fair.

**SPANISH 1**

**Grade Level:** 8  
**Prerequisite:** None  
**Course Length:** Full year

The student uses the four fundamental communicative skills of listening, speaking, reading, and writing with emphasis on listening and speaking. Students read and write material containing vocabulary and grammar that is comprehended aurally and reproduced orally. The student studies the way of life, the history, and the customs of Spanish-speaking peoples. With a focus on oral proficiency, extended time is devoted to listening and responding. High school credit for Spanish 1 is earned for this course.

**SPANISH FOR SPANISH SPEAKERS 1**

**Grade Level:** 8  
**Prerequisite:** See description  
**Course Length:** Full year

The Spanish for Spanish Speakers class is designed to meet the needs of those students who are already able to communicate orally in fluent Spanish. Geared for the first-year Spanish student who speaks Spanish at home, this course will focus on improving grammar, reading, and writing skills in Spanish. Please note that this course is conducted solely in Spanish. High school credit for Spanish for Spanish Speakers 1 is earned for this course.

**CHORAL MUSIC\*****Mixed Choir**

**Grade Level:** 8  
**Prerequisite:** Any 7th choir and audition  
**Course Length:** Full year

This course provides a choral experience for the young male and female singer. The students are encouraged to discover the academic, historical, and aesthetic aspects of choral music and its relationship to all areas of their lives.

*Electives*

**Boys Choir**  
**Grade Level:** 8  
**Prerequisite:** None  
**Course Length:** Full year

This course provides a choral experience for the young male voice. Students are encouraged to discover the academic, historical, and aesthetic aspects of choral music and its relationship to all areas of their lives.

**Girls Choir**  
**Grade Level:** 8  
**Prerequisite:** None  
**Course Length:** Full year

This course provides a choral experience for the young female voice. Students are encouraged to discover the academic, historical, and aesthetic aspects of choral music and its relationship to all areas of their lives.

*\*Additional expense may be required for a uniform. Some out-of-school rehearsal is required in addition to several evening concerts, which are part of the curriculum.*

**GENERAL MUSIC**  
**Grade Level:** 8  
**Prerequisite:** None  
**Course Length:** Full year

General Music is an introductory course in the basic reading of music notation. It includes the history of music and its development through several cultural periods to the present time. The course is integrated chronologically with other fine arts.

**ORCHESTRA\***

**Beginning Orchestra**  
**Grade Level:** 8  
**Prerequisite:** None  
**Course Length:** Full year

This is a class for the student who is a beginner on an orchestral string instrument. Proper instrument care, correct playing techniques, finger positions, tone production, counting, basic musical terms, and notation are stressed. Placement on individual instruments will be determined by teacher recommendation based on consultation with students and parents.

**Intermediate Orchestra**  
**Grade Level:** 8  
**Prerequisite:** Beginning Orchestra and/or Audition  
**Course Length:** Full year

The intermediate orchestra is primarily a performance organization for students with at least one year of orchestra experience. Members of this organization should have developed a moderate degree of performance ability. The work of the first year is continued with a greater emphasis placed upon growing musical awareness and continued development of musicianship, control, and technical facility. Members of this class are expected to participate in all orchestra activities.

**Advanced Orchestra**  
**Grade Level:** 8  
**Prerequisite:** Beginning or Intermediate Orchestra and/or Audition  
**Course Length:** Full year

The advanced orchestra is primarily a performance organization for students with at least one year of orchestra experience. Members of this organization should have developed a high degree of performance ability. The work of the previous year is continued with a greater emphasis placed upon growing musical awareness and continued development of musicianship, control, and technical facility. Members of this class are expected to participate in all orchestra activities.

*\*Additional expense may be required for a uniform. Some before and after school rehearsals are required in addition to several evening concerts which are part of the curriculum.*

**BAND\*****Beginning Band (Beg. Brass, OR Beg. Woodwind, OR Beg. Percussion)**

**Grade Level:** 8  
**Prerequisite:** None  
**Course Length:** Full year

This is a class for the student who is a beginner on a band instrument. Proper instrument care, correct playing techniques, fingerings, tone production, counting, basic musical terms, and notation are stressed. Placement on individual instruments will be determined by teacher recommendations based on consultations with students and parents. Additional audition procedures may be necessary to determine instrument placement.

**Intermediate Band**

**Grade Level:** 8  
**Prerequisite:** Beginning Band and/or Audition  
**Course Length:** Full year

The intermediate band is primarily a performance organization for students with at least one year of band experience. Members of this organization should have developed a moderate degree of performance ability. The work of the first year is continued with a greater emphasis placed upon growing musical awareness and continued **development** of musicianship, control, and technical facility. Members of this class are expected to participate in all full band activities. Placement in this band would be determined by audition.

**Advanced Band**

**Grade Level:** 8  
**Prerequisite:** Beginning Band, Intermediate Band and/or Audition  
**Course Length:** Full year

The advanced band is primarily a performance organization for students with at least one year of band experience. Members of this organization should have developed a high degree of performance ability. The work of the previous year is continued with a greater emphasis placed upon growing musical awareness and continued development of musicianship, control, and technical facility. Members of this class are expected to participate in all full band activities. Placement in this band would be determined by audition.

*\*Additional expense may be required for a uniform. Some before and after school rehearsals are required in addition to several evening concerts which are part of the curriculum.*

**ART 1\***

**Grade Level:** 8  
**Prerequisite:** None  
**Course Length:** Full year

The program 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.

*\*Additional materials or supplies will be required.*

**ART 2\***

**Grade Level:** 8  
**Prerequisite:** Art 1  
**Course Length:** Full year

The intent of this program is to refine art skills developed in Art 1. The class is composed of a selected group of students exhibiting exceptional talents in the field of art.

*\*Additional materials or supplies will be required.*

**THEATRE 1**

**Grade Level:** 8  
**Prerequisite:** None  
**Course Length:** Full year

This course is designed to introduce students to theatre by teaching creative expression through theatre performance. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Topics include theatre heritage and traditions, interpreting, character development using the voice and body expressively, technical elements of theatre, theatre design, and directing and production concepts and skills, all designed to instill an appreciation of live theatre.

## Electives

**THEATRE 2****Grade Level:**

8

**Prerequisite:**

Theatre 1 &amp; teacher recommendation

**Course Length:**

Full year

This eighth grade theatre course is intended to further refine the skills developed in Theatre 1. The class is focused on students exhibiting exceptional talents in the field of theatre. Students will use improvisation and pantomime, and will learn to further express thoughts and feelings using effective voice and diction. The students will apply elements of drama to interpret characters using the voice and body expressively. They will learn and apply theatre production skills in the areas of sets, sound, costuming, makeup and publicity. The students will delve deeper into theatre history, exploring major time periods of theatrical development.

**PRINCIPLES OF HUMAN SERVICES\* (replaces Personal & Family Development)****Grade Level:**

8

**Prerequisite:**

None

**Course Length:**

Full year

This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Content includes a focus on interpersonal skills: decision-making; promotion of family strengths and well-being; developing positive relationships with peers; child development and care; and clothing selection and maintenance. Other studies address nutrition and dietary practices; food selection and preparation; budgeting and consumer-buying practices; and management of family housing needs. Influences of societal and technological changes, career options, and the management of multiple family, community and wage-earner roles are included.

Students successfully completing course requirements can receive one high school graduation credit.

**\*Each student is expected to complete a class related supervised career-connections project outside the classroom which may involve additional materials and costs.**

**PRINCIPLES OF INFORMATION TECHNOLOGY 1 (replaces Technology Education)\*****Grade Level:**

8

**Prerequisite:**

None

**Course Length:**

Full year

Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace in this comprehensive hands-on, high tech laboratory program. In this course, learning experiences are guided by individual learning module assignments. These modules are designed so that a pair of students, working as a team, are guided through the exploration of a technology being explored and provide the opportunity for problem-solving.

Activities that students may be exposed to in this course include the following: aerodynamic testing, structural stress testing and analyzing, aerodynamics, laser technology, electricity/electronics, computer animation, satellite communication, desktop publishing, robotics, computer aided design, pneumatics, programming, microelectronics, model building, video, computer digitizing and more.

**\*Additional supplies or materials will be required. Cost will be dependent upon the projects the student chooses.**

**PRINCIPLES OF INFORMATION TECHNOLOGY 2****(replaces Exploring Computer Applications)\*****Grade Level:**

8

**Prerequisite:**

Principles of Information Technology 1

**Course Length:**

Full year

This advanced course is a continuation of the concepts and skills developed during the Principles of Information Technology 1 course.

Students successfully completing course requirements can receive one high school graduation credit that meets the Technology Education requirement.

**\*Additional supplies or materials will be required. Cost will be dependent upon the projects the student chooses.**

**HEALTH AND AEROBIC ACTIVITIES**

**Grade Level:** 8  
**Prerequisite:** Written parent permission  
**Course length:** Full year

This is an integrated year-long health and personal fitness course. It will include one semester emphasizing issues concerning personal wellness, mental health, nutrition, interpersonal relationships, the rights and responsibilities of parenting, CPR instruction and the detrimental effects of substance abuse. The individual and societal cost of sexually transmitted diseases will be presented. Also included is one semester that addresses personal wellness issues and life-long physical education activities. The goal is to give students sufficient information to make good health/fitness choices that promote a long and healthy life. Upon successful completion of this class, students can earn one-half credit of high school health for first semester and one-half credit for Aerobic Activities-a high school physical education course.

**HEALTH AND TEAM SPORTS**

**Grade Level:** 8  
**Prerequisite:** Written parent permission  
**Course length:** Full year

This is an integrated year-long health and team sports course. It will include one semester emphasizing issues concerning personal wellness, mental health, nutrition, interpersonal relationships, the rights and responsibilities of parenting, CPR instruction and the detrimental effects of substance abuse. The individual and societal cost of sexually transmitted diseases will be presented. Also included is one semester that addresses team sports. Students will be provided with the opportunity to develop health-related fitness and an appreciation for teamwork and fair play through participation in a variety of team sports. Students should be able to demonstrate proficiency in two or more sports that may include: basketball, field or floor hockey, flag football, soccer, softball, team handball or volleyball. Expectations of students may include:

- demonstration of consistency using basic offensive and defensive skills of a sport,
- application of movement concepts and principles to the learning and development of motor skills,
- development of basic components such as strategies, protocol, and rules of structured physical activities and
- exhibits a physically active lifestyle that provides opportunities for enjoyment and challenge through team sports.

Upon successful completion of this class, students can earn one-half credit of high school health and one-half credit for Team Sports-a high school physical education course.

**ATHLETICS**

**Grade Level:** 8  
**Prerequisite:** Meet UIL requirements  
**Course Length:** Full year

Athletics at the middle school includes football, basketball, tennis, track, cross country and girl's volleyball.

A physical exam and a notarized release card are required for participation. Additional practice outside the school day will also be required.

**TAKS PREP**

**Grade Level:** 8  
**Prerequisite:** None  
**Course length:** 1/2 - 1 Full year

This course may be required for students not mastering TAKS in seventh grade. Skills reinforced in this course will provide the student with activities which will demonstrate the practical aspects of math, reading, composition, and grammar skills. Since there will be a focus on remediation of writing, reading, and math skills targeted to TAKS, instruction will be individualized to eliminate specific areas of deficiency.

**AVID 8 (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)***(McDonald, New and Vanston Middle Schools Only)*

**Grade Level:** 8  
**Prerequisite:** Application and acceptance into the program  
**Course Length:** Full year

The AVID class continues to address key elements in college preparation: academic survival skills, college entry skills, tutorials, motivational activities, and career and college exploration. Additionally students will improve their oral communication skills through presentation and Socratic Seminar, participate in writing to learn activities, including note taking, learning logs, and essay writing, prepare for college entrance examinations, including the SAT and ACT, and complete and present a multi-grade level portfolio of their work.

**INDEPENDENT STUDY**

**Grade Level:** 8  
**Prerequisite:** None  
**Course length:** Full year

Each individual campus has electives that fall under Independent Study. Check with the campus registrar for available options.

**EIGHTH GRADE PRACTICE SCHEDULE**

**COURSES**

- 1 English Language Arts or English Language Arts AT or English Language Arts ESL
- 2 Mathematics or Mathematics AT
- 3 Science or Science AT
- 4 Social Studies/United States History and Citizenship or Social Studies AT
- 5 \_\_\_\_\_ \*(Elective Course)
- 6 \_\_\_\_\_ (Elective Course)
- 7 \_\_\_\_\_ (Elective Course)

\* Some students will be required to take Reading in place of one elective. These students will be notified.

**Notes**

## TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS EXIT LEVEL TEST

Students must pass all sections of the exit level TAKS (Texas Assessment of Knowledge and Skills) to receive a high school diploma.

The grade 11 exit level test, the TAKS, assesses students in four areas:

- **English language arts** (including English 3, reading and writing),
- **mathematics** (including Algebra 1 and geometry),
- **science** (including biology and integrated chemistry and physics), and
- **social studies** (including early American and United States history).

Listed on the following pages are the objectives for the exit level Texas Assessment of Knowledge and Skills (TAKS) for each of the four areas. Please note that the objectives come directly from the state and district curricula in these content areas, the TEKS, (Texas Essential Knowledge and Skills) and are numbered to match the TEKS student expectations within a course. The student expectations may not appear to be numbered sequentially because not all of the TEKS are tested on TAKS. [Bracketed items in the following objectives are taught but will not be tested.] If you have any questions, please contact your teacher in the specific subject area to be tested.

### GRADE 11 EXIT LEVEL ENGLISH LANGUAGE ARTS TAKS OBJECTIVES AND TEKS STUDENT EXPECTATIONS

#### **TAKS Objective 1**

**The student will demonstrate a basic understanding of culturally diverse written texts.**

(6) **Reading/word identification/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to

- (B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, [idioms,] and technical vocabulary;
- (C) apply meanings of prefixes, roots, and suffixes in order to comprehend; and
- (E) use reference material such as glossary, dictionary, [thesaurus, and available technology] to determine precise meaning and usage.

(7) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to

- (F) produce summaries of texts by identifying main ideas and their supporting details.

(8) **Reading/variety of texts.** The student reads extensively and intensively for different purposes and in varied sources, including American literature. The student is expected to

- (B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, [electronic texts, and other media]; and
- (C) read American and other world literature, including classic and contemporary works.

#### **TAKS Objective 2**

**The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.**

(10) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to

- (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

(11) **Reading/literary concepts.** The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to

- (A) compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts;
- (B) analyze relevance of setting and time frame to text's meaning;
- (C) describe the development of plot and identify conflicts and how they are addressed and resolved;
- (D) analyze [the melodies of] literary language, including its use of evocative words and rhythms;
- (E) connect literature to historical contexts, current events, [and his/her own experiences]; and
- (F) understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

#### **TAKS Objective 3**

**The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.**

(6) **Reading/word identification/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to

- (F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and  
 (G) read and understand analogies.
- (7) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to  
 (E) analyze text structures such as compare/contrast, cause/effect, and chronological ordering for how they influence understanding; and  
 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].
- (8) **Reading/variety of texts.** The student reads extensively and intensively for different purposes and in varied sources, including American literature. The student is expected to  
 (D) interpret the possible influences of the historical context on literary works.
- (10) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to  
 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.
- (12) **Reading/analysis/evaluation.** The student reads critically to evaluate texts and the authority of sources. The student is expected to  
 (A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;  
 (B) evaluate the credibility of information sources, including how the writer’s motivation may affect that credibility; and  
 (C) recognize logical, deceptive, and/or faulty modes of persuasion in texts.
- (19) **Viewing/representing/interpretation.** The student understands and interprets visual representations. The student is expected to  
 (B) analyze relationships, ideas, [and cultures] as represented in various media; and  
 (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.
- (20) **Viewing/representing/analysis.** The student analyzes and critiques the significance of visual representations. The student is expected to  
 (B) deconstruct media to get the main idea of the message’s content; and  
 (C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.

#### TAKS Objective 4

**The student will, within a given context, produce an effective composition for a specific purpose.**

- (1) **Writing/purposes.** The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to  
 (B) write in a voice and style appropriate to audience and purpose; and  
 (C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.
- (2) **Writing/writing processes.** The student uses recursive writing processes when appropriate. The student is expected to  
 (B) develop drafts [both alone and collaboratively] by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose; and  
 (C) proofread writing for appropriateness of organization, content, style, and conventions.
- (5) **Writing/evaluation.** The student evaluates his/her own writing and the writings of others. The student is expected to evaluate writing for both mechanics and content.

#### TAKS Objective 5

**The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.**

- (2) **Writing/writing processes.** The student uses recursive writing processes when appropriate. The student is expected to  
 (C) proofread writing for appropriateness of organization, content, style, and conventions.
- (3) **Writing/grammar/usage/conventions/spelling.** The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to  
 (A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses];  
 (B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism; and  
 (C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.
- (5) **Writing/evaluation.** The student evaluates his/her own writing and the writings of others. The student is expected to  
 (A) evaluate writing for both mechanics and content.

## TAKS

**TAKS Objective 6**

**The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.**

(2) **Writing/writing processes.** The student uses recursive writing processes when appropriate. The student is expected to

(C) proofread writing for appropriateness of organization, content, style, and conventions.

(3) **Writing/grammar/usage/conventions/spelling.** The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to

(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses];

(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;

(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and

(D) produce error-free writing in the final draft.

(5) **Writing/evaluation.** The student evaluates his/her own writing and the writings of others. The student is expected to evaluate writing for both mechanics and content.

**GRADE 11 EXIT LEVEL MATHEMATICS****TAKS OBJECTIVES AND TEKS STUDENT EXPECTATIONS**

(A=Algebra TEKS, G=Geometry TEKS)

**TAKS Objective 1**

**The student will describe functional relationships in a variety of ways.**

A.1 **Foundations for functions.** The student understands that a function represents a dependence of one quantity on another and can be described in a variety of ways. The student is expected to:

(A) describe independent and dependent quantities in functional relationships;

(B) gather a record data and use data sets to determine functional relationships between quantities;

(C) describe functional relationships for given problem situations and write equations or inequalities to answer questions arising from the situations;

(D) represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities; and

(E) interpret and make decisions, predictions, and critical judgments from functional relationships.

**TAKS Objective 2**

**The student will demonstrate an understanding of the properties and attributes of functions.**

A.2 **Foundations for functions.** The student uses the properties and attributes of functions. The student is expected to:

(A) identify and sketch the general forms of linear ( $y = x$ ) and quadratic ( $y = x^2$ ) parent functions;

(B) identify mathematical domains and ranges and determine reasonable domain and range values for given situations, both continuous and discrete;

(C) The student interprets situations in terms of given graphs or create situations that fit given graphs; and

(D) collect and organize data, make and interpret scatterplots (including recognizing positive, negative, or no correlation for data approximating linear situations), and model, predict, and make decisions and critical judgments in problem situations.

A.3 **Foundations for functions.** The student understands how algebra can be used to express generalizations and recognizes and uses the power of symbols to represent situations. The student is expected to:

(A) use symbols to represent unknowns and variables; and

(B) look for patterns and represent generalizations algebraically.

A.4 **Foundations for functions.** The student understands the importance of the skills required to manipulate symbols in order to solve problems and uses the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequalities in problem situations. The student is expected to:

(A) find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations;

(B) use the commutative, associative, and distributive properties to simplify algebraic expressions.

(C) connect equation notation with function notation, such as  $y = x + 1$  and  $f(x) = x + 1$ .

**TAKS Objective 3**

**The student will demonstrate an understanding of linear functions.**

**A.5 Linear functions.** The student understands that linear functions can be represented in different ways and translates among their various representations. The student is expected to:

- (A) determine whether or not given situations can be represented by linear functions; and
- (C) use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions.

**A.6 Linear functions.** The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:

- (A) develop the concept of slope as rate of change and determine slopes from graphs, tables, and algebraic representations;
- (B) interpret the meaning of slope and intercepts in situations using data, symbolic representations, or graphs;
- (C) investigate, describe, and predict the effects of changes in  $m$  and  $b$  on the graph of  $y = mx + b$ ;
- (D) graph and write equations of lines given characteristics such as two points, a point and a slope, or a slope and  $y$ -intercept;
- (E) determine the intercepts of the graphs of linear functions and zeros of linear functions from graphs, tables, and algebraic representations;
- (F) interpret and predict the effects of changing slope and  $y$ -intercept in applied situations; and
- (G) relate direct variation to linear functions and solve problems involving proportional change.

**TAKS Objective 4**

**The student will formulate and use linear equations and inequalities.**

**A.7 Linear functions.** The student formulates equations and inequalities based on linear functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:

- (A) analyze situations involving linear functions and formulate linear equations or inequalities to solve problems;
- (B) investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and
- (C) interpret and determine the reasonableness of solutions to linear equations and inequalities.

**A.8 Linear functions.** The student formulates systems of linear equations from problem situations, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:

- (A) analyze situations and formulate systems of linear equations in two unknowns to solve problems;
- (B) solves systems of linear equations using concrete models, graphs, tables, and algebraic methods; and
- (C) interpret and determine the reasonableness of solutions to systems of linear equations.

**TAKS Objective 5**

**The student will demonstrate an understanding of quadratic and other nonlinear functions.**

**A.9 Quadratic and other nonlinear functions.** The student understands that the graphs of quadratic functions are affected by the parameters of the function and can interpret and describe the effects of changes in the parameters of quadratic functions. The student is expected to:

- (B) investigate, describe, and predict the effects of changes in  $a$  on the graph of  $y = ax^2 = c$ ;
- (C) investigate, describe, and predict the effects of changes in  $c$  on the graph of  $y = ax^2 + c$ ; and
- (D) analyze graphs of quadratic functions and draw conclusions.

**A.10 Quadratic and other nonlinear functions.** The student understands there is more than one way to solve a quadratic equation and solves them using appropriate methods. The student is expected to:

- (A) solve quadratic equations using concrete models, tables, graphs, and algebraic methods; and
- (B) make connections among the solutions (roots) of quadratic equations, the zeros of their related functions, and the horizontal intercepts ( $x$ -intercepts) of the graph of the function.

**A.11 Quadratic and other nonlinear functions.** The student understands there are situations modeled by functions that are neither linear nor quadratic and models the situations. The student is expected to:

- (A) use patterns to generate the laws of exponents and apply them in problem-solving situations.

## TAKS

**TAKS Objective 6**

**The student will demonstrate an understanding of geometric relationships and spatial reasoning.**

**G.4 Geometric structure.** The student uses a variety of representations to describe geometric relationships and solve problems. The student is expected to select:

(A) an appropriate representation (concrete, pictorial, graphical, verbal, or symbolic) in order to solve problems.

**G.5 Geometric patterns.** The student uses a variety of representations to describe geometric relationships and solve problems. The student is expected to:

(A) use numeric and geometric patterns to develop algebraic expressions representing geometric properties;

(B) use numeric and geometric patterns to make generalizations about geometric properties, including properties of polygons, ratios in similar figures and solids, and angle relationships in polygons and circles;

(C) use the properties of transformations and their compositions to make connections between mathematics and the real world, such as tessellations; and

(D) identify and apply patterns from right triangles to solve meaningful problems, including special right triangles (45-45-90 and 30-60-90) and triangles whose sides are Pythagorean triples.

**G.10 Congruence and the geometry of size.** The student applies the concept of congruence to justify properties of figures and solve problems. The student is expected to:

(A) use congruence transformations to make conjectures and justify properties of geometric figures including figures represented on a coordinate plane.

**TAKS Objective 7**

**The student will demonstrate an understanding of two- and three-dimensional representations of geometric relationships and shapes.**

**G.6 Dimensionality and the geometry of location.** The student analyzes the relationship between three-dimensional geometric figures and related two-dimensional representations and uses these representations to solve problems. The student is expected to:

(B) use nets to represent and construct three-dimensional geometric figures; and

(C) use orthographic and isometric views of three-dimensional geometric figures to represent and construct three-dimensional geometric figures and solve problems.

**G.7 Dimensionality and the geometry of location.** The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:

(A) use one- and two-dimensional coordinate systems to represent points, lines, rays, line segments, and figures;

(B) use slopes and equations of lines to investigate geometric relationships, including parallel lines, perpendicular lines, and special segments of triangles and other polygons; and

(C) derive and use formulas involving length, slope, and midpoint.

**G.9 Congruence and the geometry of size.** The student analyzes properties and describes relationships in geometric figures. The student is expected to:

(D) analyze the characteristics of polyhedra and other three-dimensional figures and their component parts based on explorations and concrete models.

**TAKS Objective 8**

**The student will demonstrate an understanding of the concepts and uses of measurement and similarity.**

**G.8 Congruence and the geometry of size.** The student uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations. The student is expected to:

(A) find areas of regular polygons, circles, and composite figures;

(B) find areas of sectors and arc lengths of circles using proportional reasoning;

(C) derive, extend, and use the Pythagorean Theorem; and

(D) find surface areas and volumes of prisms, pyramids, spheres, cones, cylinders, and composites of these figures in problem situations.

**G.11 Similarity and the geometry of shape.** The student applies the concepts of similarity to justify properties of figures and solve problems. The student is expected to:

(A) use and extend similarity properties and transformations to explore and justify conjectures about geometric figures;

(B) use ratios to solve problems involving similar figures;

(C) develop, apply, and justify triangle similarity relationships, such as right triangle ratios, trigonometric ratios, and Pythagorean triples using a variety of methods; and

(D) describe the effect on perimeter, area, and volume when one or more dimensions of a figure are changed and apply this idea in solving problems.

**TAKS Objective 9**

**The student will demonstrate an understanding of percents, proportional relationships, probability, and statistics in application problems.**

(8.3) **Patterns, relationships, and algebraic thinking.** The student identifies proportional relationships in problem situations and solves problems. The student is expected to

(B) estimate and find solutions to application problems involving percents and proportional relationships such as similarity and rates.

(8.11) **Probability and statistics.** The student applies concepts of theoretical and experimental probability to make predictions. The student is expected to

(A) find the probabilities of compound events (dependent and independent); and

(B) use theoretical probabilities and experimental results to make predictions and decisions.

(8.12) **Probability and statistics.** The student uses statistical procedures to describe data. The student is expected to

(A) select the appropriate measure of central tendency to describe a set of data for a particular purpose; and

(C) select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.

(8.13) **Probability and statistics.** The student evaluates predictions and conclusions based on statistical data. The student is expected to

(B) recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis.

**TAKS Objective 10**

**The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.**

(8.14) **Underlying processes and mathematical tools.** The student applies Grade 8 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to

(A) identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;

(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; and

(C) select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.

(8.15) **Underlying processes and mathematical tools.** The student communicates about Grade 8 mathematics through informal and mathematical language, representations, and models. The student is expected to

(A) communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.

(8.16) **Underlying processes and mathematical tools.** The student uses logical reasoning to make conjectures and verify conclusions. The student is expected to

(A) make conjectures from patterns or sets of examples and non-examples;

(B) validate his/her conclusions using mathematical properties and relationships.

**GRADE 11 EXIT LEVEL SCIENCE****TAKS OBJECTIVES AND TEKS STUDENT EXPECTATIONS****TAKS Objective 1**

**The student will demonstrate an understanding of the nature of science.**

**Biology (1) and Integrated Physics and Chemistry (1) Scientific Processes.** The student, for at least

40% of instructional time, conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices. The student is expected to

(A) demonstrate safe practices during field and laboratory investigations.

**Biology (2) and Integrated Physics and Chemistry (2) Scientific Processes.** The student uses scientific methods during field and laboratory investigations. The student is expected to

(A) plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology;

(B) collect data and make measurements with precision;

(C) organize, analyze, evaluate, make inferences, and predict trends from data; and

(D) communicate valid conclusions.

**Integrated Physics and Chemistry (3) Scientific Processes.** The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to

(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to

their strengths and weaknesses using scientific evidence and information; and  
 (B) draw inferences based on data related to promotional materials for products and services.

### TAKS Objective 2

**The student will demonstrate an understanding of the organization of living systems. Biology (4) Science Concepts.** The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to

(B) investigate and identify cellular processes including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, and synthesis of new molecules.

**Biology (6) Science Concepts.** The student knows the structures and functions of nucleic acids in the mechanisms of genetics. The student is expected to

(A) describe components of deoxyribonucleic acid (DNA), and illustrate how information for specifying the traits of an organism is carried in the DNA;

(B) explain replication, transcription, and translation using models of DNA and ribonucleic acid (RNA); and

(C) identify and illustrate how changes in DNA cause mutations and evaluate the significance of these changes.

**Biology (8) Science Concepts.** The student knows applications of taxonomy and can identify its limitations. The student is expected to

(C) identify characteristics of kingdoms including monerans, protists, fungi, plants, and animals. \*\*

\*\* TAKS will use the most current classification system.

**Biology (10) Science Concepts.** The student knows that, at all levels of nature, living systems are found within other living systems, each with its own boundary and limits. The student is expected to

(A) interpret the functions of systems in organisms including circulatory, digestive, nervous, endocrine, reproductive, integumentary, skeletal, respiratory, muscular, excretory, and immune; and  
 (B) compare the interrelationships of organ systems to each other and to the body as a whole.

### TAKS Objective 3

**The student will demonstrate an understanding of the interdependence of organisms and the environment.**

**Biology (4) Science Concepts.** The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to

(C) compare the structures and functions of viruses to cells and describe the role of viruses in causing diseases and conditions such as acquired immune deficiency syndrome, common colds, smallpox, influenza, and warts; and

(D) identify and describe the role of bacteria in maintaining health such as in digestion and in causing diseases such as in streptococcus infections and diphtheria.

**Biology (7) Science Concepts.** The student knows the theory of biological evolution. The student is expected to

(A) identify evidence of change in species using fossils, DNA sequences, anatomical similarities, physiological similarities, and embryology; and

(B) illustrate the results of natural selection in speciation, diversity, phylogeny, adaptation, behavior, and extinction.

**Biology (9) Science Concepts.** The student knows metabolic processes and energy transfers that occur in living organisms. The student is expected to

(D) analyze the flow of matter and energy through different trophic levels and between organisms and the physical environment.

**Biology (12) Science Concepts.** The student knows that interdependence and interactions occur within an ecosystem. The student is expected to

(B) interpret interactions among organisms exhibiting predation, parasitism, commensalism, and mutualism; and

(E) investigate and explain the interactions in an ecosystem including food chains, food webs, and food pyramids.

**Biology (13) Science Concepts.** The student knows the significance of plants in the environment. The student is expected to

(A) evaluate the significance of structural and physiological adaptations of plants to their environments.

### TAKS Objective 4

**The student will demonstrate an understanding of the structures and properties of matter.**

**Integrated Physics and Chemistry (7) Science Concepts.** The student knows relationships exist between properties of matter and its components. The student is expected to

- (A) investigate and identify properties of fluids including density, viscosity, and buoyancy; and
- (D) relate the chemical behavior of an element including bonding, to its placement on the periodic table.

**Integrated Physics and Chemistry (8) Science Concepts.** The student knows that changes in matter affect everyday life. The student is expected to

- (A) distinguish between physical and chemical changes in matter such as oxidation, digestion, changes in states, and stages in the rock cycle; and
- (C) investigate and identify the law of conservation of mass.

**Integrated Physics and Chemistry (9) Science Concepts.** The student knows how solution chemistry is a part of everyday life. The student is expected to

- (A) relate the structure of water to its function [as the universal solvent];
- (B) relate the concentration of ions in a solution to physical and chemical properties such as pH, electrolytic behavior, and reactivity; and
- (D) demonstrate how various factors influence solubility including temperature, pressure, and nature of the solute and solvent.

### TAKS Objective 5

**The student will demonstrate an understanding of motion, forces, and energy.**

**Integrated Physics and Chemistry (4) Science Concepts.** The student knows concepts of force and motion evident in everyday life. The student is expected to

- (A) calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines;
- (B) investigate and describe applications of Newton's laws such as in vehicle restraints, sports activities, geological processes, and satellite orbits; and
- (D) investigate and demonstrate [mechanical advantage and] efficiency of various machines such as levers, motors, wheels and axles, pulleys, and ramps.

**Integrated Physics and Chemistry (5) Science Concepts.** The student knows the effects of waves on everyday life. The student is expected to

- (B) demonstrate wave interactions including interference, polarization, reflection, refraction, and resonance within various materials.

**Integrated Physics and Chemistry (6) Science Concepts.** The student knows the impact of energy transformations in everyday life. The student is expected to

- (A) describe the law of conservation of energy;
- (B) investigate and demonstrate the movement of heat through solids, liquids, and gases by convection, conduction, and radiation; and
- (D) investigate and compare economic and environmental impacts of using various energy sources such as rechargeable or disposable batteries and solar cells.

## GRADE 11 EXIT LEVEL SOCIAL STUDIES

### TAKS OBJECTIVES AND TEKS STUDENT EXPECTATIONS

(US=United States History, WG=World Geography, WH=World History)

### TAKS Objective 1

**The student will demonstrate an understanding of issues and events in U.S. history.**

(8.1) **History.** The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to

- (C) explain the significance of the following dates: [1607,] 1776, 1787, [1803,] and 1861–1865.

(8.4) **History.** The student understands significant political and economic issues of the revolutionary era. The student is expected to

- (B) explain the roles played by significant individuals during the American Revolution, including [Samuel Adams, Benjamin Franklin, King George III,] Thomas Jefferson, [the Marquis de Lafayette, Thomas Paine,] and George Washington; and

- (C) explain the issues surrounding [important events of] the American Revolution, including declaring independence; [writing] the Articles of Confederation, [fighting the battles of Lexington, Concord, Saratoga, and Yorktown; and signing the Treaty of Paris].

(8.16) **Government.** The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to

- (C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.

(US1) **History.** The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to

- (A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;
- (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and

## TAKS

- (C) explain the significance of the following dates: 1898, 1914–1918, 1929, 1941–1945, [and 1957].
- (US3) **History.** The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to
- (A) explain why significant events and individuals, including the Spanish-American War, U.S. expansionism, [Henry Cabot Lodge, Alfred Thayer Mahan,] and Theodore Roosevelt, moved the United States into the position of a world power;
  - (B) identify the reasons for U.S. involvement in World War I, including unrestricted submarine warfare; and
  - (D) analyze major issues raised by U.S. involvement in World War I, Wilson’s Fourteen Points, and the Treaty of Versailles.
- (US5) **History.** The student understands significant individuals, events, and issues of the 1920s. The student is expected to
- (A) analyze causes and effects of significant issues such as immigration, the Red Scare, Prohibition, and the changing role of women; and
  - (B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, and Charles A. Lindbergh.
- (US6) **History.** The student understands the impact of significant national and international decisions and conflicts from World War II and the Cold War to the present on the United States. The student is expected to
- (A) identify reasons for U.S. involvement in World War II, including the growth of dictatorships and the attack on Pearl Harbor;
  - (B) analyze major issues and events of World War II such as fighting the war on multiple fronts, the internment of Japanese-Americans, the Holocaust, the battle of Midway, the invasion of Normandy, and the development of and Harry Truman’s decision to use the atomic bomb;
  - (D) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, [and the Berlin airlift];
  - (E) analyze the conflicts in Korea and Vietnam and describe their domestic and international effects; and
  - (F) describe the impact of the GI Bill, [the election of 1948,] McCarthyism, and Sputnik I.

**TAKS Objective 2**

**The student will demonstrate an understanding of geographic influences on historical issues and events.**

- (US8) **Geography.** The student uses geographic tools to collect, analyze, and interpret data. The student is expected to
- (B) [pose and] answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, [and databases].
- (US9) **Geography.** The student understands the impact of geographic factors on major events. The student is expected to
- (A) analyze the effects of physical and human geographic factors on major events including the building of the Panama Canal.
- (US10) **Geography.** The student understands the effects of migration and immigration on American society. The student is expected to
- (A) analyze the effects of changing demographic patterns resulting from migration within the United States; and
  - (B) analyze the effects of changing demographic patterns resulting from immigration to the United States.
- (US11) **Geography.** The student understands the relationship between population growth and modernization on the physical environment. The student is expected to
- (A) identify the effects of population growth [and distribution and predict future effects] on the physical environment.
- (WG1) **History.** The student understands how geographic contexts (the geography of places in the past) and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to
- (A) analyze the effects of physical and human geographic patterns and processes on events in the past [and describe their effects on present conditions, including significant physical features and environmental conditions that influenced migration patterns in the past and shaped the distribution of culture groups today] (correlates with WH12B); and
  - (B) trace the spatial diffusion of a phenomenon and describe its effects on regions of contact such as the spread of bubonic plague, the diffusion and exchange of foods between the New and Old Worlds, [or the diffusion of American slang] (correlates with WH11B).
- (WG6) **Geography.** The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. The student is expected to
- (A) [locate settlements and] observe patterns in the size and distribution of cities using maps,

graphics, and other information (correlates with WH26C).

(WH23) **Science, technology, and society.** The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to

(A) give examples of [major mathematical and scientific discoveries and] technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations (correlates with WG19A and WG20A).

### TAKS Objective 3

**The student will demonstrate an understanding of economic and social influences on historical issues and events.**

(US2) **History.** The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to

(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, and the rise of big business; and

(C) analyze social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigrants.

(US4) **History.** The student understands the effects of reform and third party movements on American society. The student is expected to

(B) evaluate the impact of reform leaders such as Susan B. Anthony, W.E.B. DuBois, [and Robert LaFollette] on American society.

(US7) **History.** The student understands the impact of the American civil rights movement. The student is expected to

(B) identify significant leaders of the civil rights movement, including Martin Luther King, Jr.

(US13) **Economics.** The student understands significant economic developments between World War I and World War II. The student is expected to

(A) analyze causes of economic growth and prosperity in the 1920s;

(B) analyze the causes of the Great Depression, including the decline in worldwide trade, the stock market crash, and bank failures; analyze the effects of the Great Depression on the U.S. economy and government; and

(E) analyze how various New Deal agencies and programs such as the Federal Deposit Insurance Corporation, [the Securities and Exchange Commission,] and Social Security continue to affect the lives of U.S. citizens.

(US14) **Economics.** The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to

(A) describe the economic effects of World War II on the home front, including rationing, female employment, and the end of the Great Depression; and

(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system.

(US21) **Culture.** The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contribute to our national identity. The student is expected to

(A) explain actions taken by people from racial, ethnic, and religious groups to expand economic opportunities and political rights in American society; and

(D) identify the political, social, and economic contributions of women to American society.

(US22) **Science, technology, and society.** The student understands the impact of science and technology on the economic development of the United States. The student is expected to

(A) explain the effects of scientific discoveries and technological innovations such as electric power, the telegraph and telephone, petroleum-based products, medical vaccinations, and computers on the development of the United States; and

(C) analyze the impact of technological innovations on the nature of work, the American labor movement, and businesses.

(US23) **Science, technology, and society.** The student understands the influence of scientific discoveries and technological innovations on daily life in the United States. The student is expected to

(A) analyze how scientific discoveries and technological innovations, including those in transportation and communication, have changed the standard of living in the United States.

(WG5) **Geography.** The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to

(B) analyze political, economic, social, and demographic data to determine the level of development and standard of living in nations (correlates with WH14C).

(WG10) **Economics.** The student understands the distribution and characteristics of economic systems throughout the world. The student is expected to

(C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries (correlates with WH14C).

## TAKS

**TAKS Objective 4**

**The student will demonstrate an understanding of political influences on historical issues and events.**

(8.3) **History.** The student understands the foundations of representative government in the United States. The student is expected to

(A) explain the reasons for the growth of representative government and institutions during the colonial period.

(8.16) **Government.** The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to

(A) identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, [the Mayflower Compact,] the Declaration of Independence, the Federalist Papers, [and selected anti-federalist writings] on the U.S. system of government; and

(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

(8.17) **Government.** The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to

(B) describe the impact of 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States.

(8.18) **Government.** The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to

(B) describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.

(8.20) **Citizenship.** The student understands the rights and responsibilities of citizens of the United States. The student is expected to

(A) define and give examples of unalienable rights; and summarize rights guaranteed in the Bill of Rights.

(8.22) **Citizenship.** The student understands the importance of the expression of different points of view in a democratic society. The student is expected to

(B) describe the importance of free speech and press in a democratic society.

(US4) **History.** The student understands the effects of reform and third party movements on American society. The student is expected to

(A) evaluate the impact of Progressive Era reforms including [initiative, referendum, recall, and] the passage of the 16th and 17th amendments.

(US7) **History.** The student understands the impact of the American civil rights movement. The student is expected to

(A) trace the historical development of the civil rights movement in the 18th, 19th, and 20th centuries, including the 13th, 14th, 15th amendments; and

(C) evaluate government efforts, including the Civil Rights Act of 1964, to achieve equality in the United States.

(US17) **Government.** The student understands the impact of constitutional issues on American society in the 20th century. The student is expected to

(A) analyze the effects of 20th-century landmark U.S. Supreme Court decisions such as *Brown v. Board of Education*, [*Regents of the University of California v. Bakke*, and *Reynolds v. Sims*].

(US18) **Citizenship.** The student understands efforts to expand the democratic process. The student is expected to

(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments.

**TAKS Objective 5**

**The student will use critical thinking skills to analyze social studies information.**

(US24) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to

(A) [locate and] use primary and secondary sources [such as computer software, databases, media and news services, biographies, interviews, and artifacts] to acquire information about the United States (correlates with 8.30A and WH25B);

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations [and predictions], and drawing inferences and conclusions (correlates with 8.30B and WH25C);

(C) explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context (correlates with 8.30D and WH25D); and

(F) identify bias in written, [oral,] and visual material (correlates with 8.30F and WH25G).

(WG8) **Geography.** The student understands how people, places, and environments are connected and interdependent. The student is expected to

(B) compare ways that humans depend on, adapt to, and modify the physical environment using [local,] state, national, and international human activities in a variety of cultural and technological contexts (correlates with WH12B and WH12C).

(WG21) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to

(C) [construct and] interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change (correlates with WH11B and WH12C).

WH26) **Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to

(C) interpret [and create databases, research outlines, bibliographies, and] visuals including graphs, charts, timelines, and maps (correlates with WG21C).

# Notes

