

# **North Zulch ISD**

## **Curriculum Guide**

### **2020- 2021**



**“Learners Today,  
Leaders Tomorrow”**

North Zulch ISD is committed to developing character, fostering a positive learning experience, and promoting individual student success in society through a shared responsibility between students, teachers, parents, and community.

## **North Zulch ISD Curriculum Resources**

Curriculum (what we teach) and instruction (how we teach) is at the core of the North Zulch ISD schools. The Curriculum and Instruction Department focuses on developing dynamic curriculum PreK-12, which is based directly on the Texas Essential Knowledge and Skills (TEKS). North Zulch ISD is a TEKS-first school district. Our teachers use a variety of instructional resources such as teacher-created lessons, project-based activities, textbooks, online resources, and ancillary materials to ensure mastery of the TEKS.



<http://tea.texas.gov/curriculum/teks/>



[Lead4ward.com](http://Lead4ward.com)

Lead4ward provides comprehensive documents:

- Common language, structure, and process
- Clarified and specified TEKS and STAAR expectations

## *Math Curriculum*

The foundation of the Mathematics curriculum is to provide opportunities for students to learn mathematical concepts at the conceptual level using a hands-on approach to teaching. Then, transitioning to the abstract level in order to provide all students with opportunities to learn important mathematical concepts while empowering students to become confident, resourceful and persistent problem solvers.

### Fundamental Principles:

- Math classrooms have a learning environment that are challenging and supportive.
- Math concepts are connected through the use of multiple representations which develop an understanding and the ability to solve problems.
- Learned concepts are demonstrated and communicated daily both orally and in writing.

### *K-5 Math - enVision MATH by Pearson*

<https://www.pearsonrealize.com/>

*enVision*MATH is a comprehensive K-5 mathematics curriculum with superior focus, coherence, and rigor ensuring success at every level with problem-based learning, embedded visual learning, and personalization to empower every teacher and student. *enVision*MATH emphasizes conceptual understanding while problem-based learning facilitates productive struggle strengthening students' ability to think mathematically.



### *K-5 Math - Mentoring Minds- Motivational Math*

<https://www.mentoringminds.com/>

Motivational Math is a resource to support guided practice, group activities, and one-on-one instruction. Each TEKS based unit helps teachers focus on effective teaching of TEKS, lesson planning and time management.

**MentoringMinds™**  
Critical Thinking for Life!



### *6-8 Math - McGraw-Hill*

<https://connected.mcgraw-hill.com/connected/>

The McGraw-Hill program provides an interactive text that engages students and assists with learning and organization. It personalizes the learning experience for each student by accommodating multiple learning styles where students are prompted to explain their thoughts and processes for solving math problems.



*High School Math-*  
*Pearson*  
**Algebra I & II, Geometry & Pre-Calculus**

<https://www.pearsonrealize.com/>

Pearson Secondary Mathematics is a comprehensive mathematics curriculum with superior focus, coherence, and rigor, ensuring success at every level with problem-based learning, embedded visual learning, and personalization to empower every teacher and student. The emphasis of the program is conceptual understanding while problem-based learning facilitates productive struggle, which strengthens students' ability to think mathematically.



## **MATHEMATICS COURSES**

### **Algebra 1 (1 credit)**

Students will master foundation concepts for high school mathematics. Students will continue to build on this foundation as they expand their understanding through mathematical experiences including: algebraic thinking and symbolic reasoning, function concepts, relationship between equations and functions, tools for algebraic thinking, and underlying mathematical processes.

### **Algebra 1-Honors (1 credit)**

In addition to the topics covered in Algebra I, a strong emphasis will be placed on a student using algebraic thinking and mathematical processes. The level of instruction/ curriculum will focus on preparing the student for Dual Credit courses.

### **Geometry (1 credit)**

Student will master foundation concepts for high school mathematics. Students will continue to build on this foundation as they expand their understanding through mathematical experiences including: geometric thinking and spatial reasoning, geometric figures and their properties, the relationship between geometry other mathematics and disciplines, tools for geometric thinking and underlying processes.

### **Geometry-Honors (1 credit)**

In addition to the topics covered in Geometry, a strong emphasis will be placed on a student using deductive reasoning. The level of instruction/ curriculum will focus on preparing the student for Dual Credit courses.

### **Algebra II (1 credit)**

Students will master foundation concepts for high school mathematics. Students will continue to build on this foundation as they expand their understanding through mathematical experiences including: algebraic thinking and symbolic reasoning, function concepts, relationship between equations and functions, tools for algebraic thinking, and underlying mathematical processes.

### **Algebra II-Honors (1 credit)**

Algebra II Honors provides an in-depth treatment of algebraic concepts through the study of functions using a transformational approach. The level of instruction/curriculum will focus on preparing the student for Dual Credit courses.

### **Pre-Calculus (1 credit)**

Students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus and to model physical situations. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices, and computers) to model functions and equations and solve real-life problems.

### **Math Applications in Agriculture, Food, & Natural Resources (1 credit)**

To be prepared for careers in agriculture, food, and natural resources, students must acquire technical knowledge in the discipline as well as apply academic skills in mathematics. Students should apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. To prepare for success, students are afforded opportunities to reinforce, apply, and transfer their knowledge and skills related to mathematics in a variety of contexts.

### **Financial Math (1 credit)**

Financial Mathematics is a course about personal money management. Students will apply critical thinking skills to analyze personal financial decisions based on current and projected economic factors.

### **Algebra I RTI (local credit)**

Algebra I RTI provides intensive instruction for students who did not meet standard on EOC Algebra I. This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understandings will stimulate students to think about their approach to mathematical learning. These basic understandings will include identifying errors in the teaching and learning process, input errors, physiological concerns and key cognitive skills. Use of personal data and statistical analysis will establish relevance and aid in creation of personalized learning goals.

### **Algebraic Reasoning (1 credit)**

In Algebraic Reasoning, students build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

## **Reading/ELAR Curriculum**

The English Language Arts and Reading curriculum is a combination of language experiences, including daily opportunities for independent reading and writing. We believe that students should receive small-group and individual instruction at their instructional reading and writing level in addition to whole-group instruction at their grade level. The English Language Arts and Reading curriculum and instruction provides all students with the foundation necessary to succeed in all academic areas through a balanced, integrated approach to literacy. Reading, writing, speaking, listening, and inquiry skills, and the strategies that support them, directly contribute to student success in a rapidly changing world.

### **Fundamental Principles:**

- Reading, writing, and the conventions of language are taught together not in isolation.
- Students learn phonics best when instruction is embedded in a wide range of engaging literacy experiences.
- Students have choice in independent reading.
- Students experience authentic reading, writing, listening, and speaking opportunities within multiple genres including visual texts.
- Various reading and writing assignments guide instruction so that rigor and expectations increase over time.
- Inquiry based learning contributes to the development of reading, writing and thinking skills.
- Students benefit from direct vocabulary instruction.

# **K-12 English Language Arts & Reading**

## ***K-5 English Language Arts & Reading***

<https://www.hmhco.com/programs/into-reading>

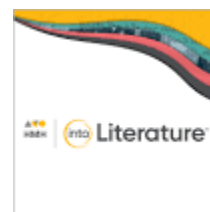
Houghton Mifflin Harcourt, *Into Reading* utilizes meaningful data, authentic and high-interest texts, and a flexible design while emphasizing the importance of small-group time. *HMH's Into Reading* integrates the teaching of reading, writing, listening, speaking, language development, and phonics and word study.



## ***6-8 English Language Arts & Reading***

<https://www.hmhco.com/programs/into-literature>

Houghton Mifflin Harcourt, *Into Literature* is an English Language Arts and Literature program for advancing literacy and language skills for success in college, work, and life. With engaging, exemplary texts for building intellectual stamina and tenacity, *HMH's Into Literature* is an ideal curriculum for developing analytical readers, independent thinkers, and proficient writers. A full range of embedded assessments, reporting, analytics, and grade-level measures offer just-in-time evaluation of student growth as well as year-long progress.



## **English I, II, III, IV**

<https://teksresourcesystem.net/>

The TEKS Resource System (TRS) is a systematic K-12 curriculum model designed, maintained, and continuously developed by a collaborative of Education Service Center personnel and exemplary educators from Texas school districts. TRS provides a shared language, structure, and process for curriculum development via an easy-to-use online software delivery system. The curriculum model aligns the written, taught, and tested curriculum and is inclusive of research and best practices mentioned in the works of such notable researchers as Drucker, Deming, English, Wiggins, Erickson, Guskey, Marzano, Feurstein and Jacobs. All curriculum documents, resources and assessment items are aligned to the TEKS.

## K-4th Reading

<https://www.readinga-z.com/>

Reading A-Z is an online resource of thousands of downloadable and projectable books and printable teacher materials that cover skills necessary for effective reading instruction. Students practice fluency and then complete comprehension quizzes over books on their reading level.



## Renaissance Learning - Accelerated Reader 360 (AR)

<http://www.renaissance.com/about-us>



Accelerated Reader motivates and encourages independent, self-selected reading. AR provides teachers with data to personalize their students' reading.

Students:

- Read books on their instructional level.
- Take comprehension quizzes to earn points.
- Set goals for comprehension, improve level, and increase time spent reading.

## K-12th Writing - The Writing Academy

<http://www.twa.net/>

The Writing Academy is brain-based and addresses the six traits of writing. Through brain compatible exercises students learn to write interesting, organized, focused papers with well-developed ideas where their voice comes through to the reader. These concepts are implemented through the use of colors, small chunking, and graphic organizers.



## 3<sup>rd</sup>-8th Reading - The Reading Academy

<http://www.twa.net/>

### Tap and Think Reading

Tap & Think Reading features a method for comprehension and recalling reading selections in which students will learn a tactile-kinesthetic method for playing a movie in their minds as they read. Through the use of games, students learn to decipher reading selections and analyze what has been read. Students learn how to use higher-level thinking strategies to develop suggestions, themes, connections, and ideas.

## LANGUAGE ARTS COURSES

### English I (1 credit)

In English I, students master previously learned skills. They plan, draft, and complete written compositions on a regular basis. Editing their papers for clarity and the correct use of the conventions and mechanics of written English, students produce final, error-free drafts. They write to persuade, to report, and to describe. Students read and study stories, dramas, novels, and poetry. They learn literary forms and terms associated with selections being read and interpret the possible influences of the historical context on a literary work.



**English I-Honors (1 credit)**

The English I Honors student will increase and refine critical reading and writing skills. The student will communicate effectively through exposition, analysis, and argumentation to achieve sufficient richness and complexity for effective communication. Through the exposure and experience of different genres, the student will interpret a work's structure, style, theme, symbolism, imagery and tone to develop stylistic maturity while observing textural detail necessary to prepare for the next grade level.

**English II (1 credit)**

In English II, students master previously learned skills. They plan, draft, and complete written compositions on a regular basis, focusing on persuasive essays. Editing their papers for clarity and the correct use of the conventions and mechanics of written English, students produce final, error-free drafts. They practice various forms of writing including literary responses, reflective essays, and autobiographical narratives. Students read and study selected stories, dramas, novels, and poetry. They learn literary forms and terms associated with selections being read and interpret the possible influences of the historical context on a literary work.

**English II-Honors (1 credit)**

English II Honors students continue to increase and refine reading, writing, and evaluative skills in a fast-paced, challenging academic environment. Students will read literary texts written in a variety of periods, disciplines, rhetorical contexts, and literary genres. They will analyze these texts for structure and literary elements including style, theme, figurative language, imagery, symbolism, and tone. Additionally, students will consider a work's literary merits as well as the social and historical context reflected in the text. Writing assignments will focus on the critical analysis of literature and include expository, analytical, argumentative, and persuasive essays.

**English III (1 credit)**

In English III, students master previously learned skills. They plan, draft, and complete written compositions on a regular basis. Editing their papers for clarity and the correct use of the conventions and mechanics of written English, students produce final, errorfree drafts. An emphasis is placed on business forms of writing such as the report, the business memo, the narrative of a procedure, the summary or abstract, and the resume. Students read extensively in multiple genres from American literature. They learn literary forms and terms associated with selections being read and interpret the possible influences of the historical context on a literary work.

**English IV (1 credit)**

In English IV, students master previously learned skills. They plan, draft, and complete written compositions on a regular basis. Editing their papers for clarity and the correct use of the conventions and mechanics of written English, students produce final, error free drafts. They write in a variety of forms including business, personal, literary, and persuasive texts. Students read extensively in multiple genres from British literature and other world literature. They learn literary forms and terms associated with selections being read and interpret the possible influences of the historical context on a literary work.

**English I RTI (local credit)**

English I RTI provides an intensive study of composition for students who did not meet standard on EOC English I. Students will plan, draft, and complete written compositions on a regular basis as well as short answer essays.

### **English II RTI (local credit)**

English II RTI provides an intensive study of composition for students who did not meet standard on EOC English II. Students will plan, draft, and complete written compositions on a regular basis as well as short answer essays.

### **ENGLISH 1301- Freshman Composition I-Fall Semester (Dual Credit)**

### **ENGLISH 1302-Freshman Composition II-Spring Semester (Dual Credit)**

*Prerequisite(s):* Acceptable TSIA scores or the ability to exempt TSI; Junior or Senior standing & teacher approval

Students enrolled in the college course will receive dual credit. The course will focus on developing core skills in reading, critical thinking, writing, and speaking. It emphasizes the writing process and includes standard language conventions. Prose analysis techniques commonly needed for college courses and career responsibilities are also presented. Upon successful completion of this semester/year long course, the student will earn three (3)/(6) hours of college English credit, as well as his or her high school junior or senior English credit.

*Fee:* see counselor for details

## **LANGUAGES OTHER THAN ENGLISH**

### **Spanish I (1 credit)**

Introduce basic conversational skills. Cultural aspects of Hispanic countries are explored.

### **Spanish II (1 credit)**

Expansion of Spanish 1 skills with emphasis on the grammatical structures of the language and frequent use of the spoken language is encouraged. Study of the Hispanic culture is continued.

### **COMPUTER SCIENCE I (1 credit)**

Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.

### **COMPUTER SCIENCE II (1 credit)**

Computer Science II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computer science through the study of technology operations, systems, and concepts.

## *Science Curriculum*

The Science curriculum and instruction provides all students an authentic understanding of scientific knowledge and processes, and teaches students to be critical thinkers. The science curriculum drives instruction where learning is achieved through the use of inquiry, the acquisition of content, experimentation, reflection, and the use of current technology. This type of learning is vital so that students will be able to apply what they know to new situations, enabling them to make informed decisions in the future.

### Fundamental Principles:

- Inquiry based learning is taught through hands on investigations in the classroom and in the lab.
- Learning is applied across the disciplines and beyond the classroom.
- Vocabulary is taught in context, utilizing multiple representations.
- Laboratory safety is modeled and practiced in investigations.
- Teachers and students use current technology for teaching and learning.

### 6-8<sup>th</sup> Science and High School Science: IPC, Biology, Chemistry & Physics

<https://connected.mcgraw-hill.com/connected/>

McGraw-Hill science curriculums are designed for building inquiry and STEM skills and optimized for learning in the classroom or at home, on a laptop, tablet, or using a science textbook. The digital curriculum, virtual labs, hands-on activities, and write-in science textbook develop important critical-thinking skills that prepare students for success in future science courses and in the workplace.



- Project-Based Learning activities
- Thought-provoking questions
- Inquiry-based 5-E lesson cycle
- Hands-on explorations

### K-8 Science

<http://acceleratelearning.com>



- Curriculum created by teachers in conjunction with Rice University
- 100% digital and constantly updated
- Hands-on investigations
- 5-E Lesson Model
- Intervention & Acceleration resources

## **SCIENCE COURSES**

### **Integrated Physics and Chemistry (1 credit)**

Students conduct laboratory and field investigations, use scientific methods during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

### **Biology (1 credit)**

Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.

### **Biology-Honors (1 credit)**

This study includes topics similar to those covered in the Biology course; however, the topics are more thoroughly investigated. A greater amount of material is covered, and topics are explored in greater depth.

### **Chemistry (1 credit)**

Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

### **Chemistry-Honors (1 credit)**

This study includes the same topics covered in Chemistry, but with more complex mathematical problems. Also included are some additional concepts more abstract than those covered in the academic level. The level of instruction/curriculum will focus on preparing the student for additional college level science courses.

### **Physics (1 credit)**

This applied physics course is designed to provide a study in force, work, rate, resistance, energy, power, and force transformers as applied to mechanical, fluid, thermal, and electrical energy that comprise simple and technological devices and equipment. The course also reinforces the mathematics applications a student needs to understand to apply the principles being studied.

### **Advanced Plant and Soil Science (1 credit)**

Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace.

### **Anatomy and Physiology (1 credit)**

A biological science: builds on the knowledge of the human body, which was introduced in biology, in depth study of the organization of the human body and its systems. Laboratory experiences are included.

### **Food Science (1 credit)**

In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration in food products, the principles underlying food processing, and the improvement of foods for the consuming public.

### **Advanced Animal Science (1 credit)**

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.

### **Biology RTI (local credit)**

The goal of the course is to stimulate students to think critically about our Biology. The course will develop the skills of students who did not meet standard on EOC Biology.

## ***Social Studies Curriculum***

**The Social Studies curriculum and instruction provides students the knowledge and skills necessary to become life-long learners and informed and responsible citizens about the United States and the World. This is accomplished through the teaching of broad concepts, social studies skills, and learning strategies.**

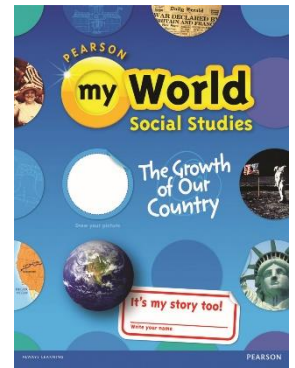
### **Fundamental Principles:**

- **Social Studies content instruction focuses on broad concepts, connections, changes over time, and cause and effect.**
- **Social Studies skills instruction focuses on writing; interactive-notebooking skills; analysis of visual documents, primary sources, maps and graphics, and reading in the content area.**
- **Social Studies instruction actively engages students in the learning process.**
- **Social Studies curriculum, skills and vocabulary are most effective when vertically aligned K-12.**
- **ELAR and Social Studies instruction in elementary are integrated whenever possible**

## **K-5 and 9-12 Pearson Social Studies**

<https://www.pearsonrealize.com/>

Pearson Social Studies emphasizes learning through storytelling, literacy instruction, and flexible resources. Stories from around the world engage students and help develop thoughtful, literate citizens. Lessons apply inquiry processes, practice reading and writing, and involve collaboration and communication skills. Blended learning experiences include an interactive student worktext and digital courseware.



## **6<sup>th</sup>-8<sup>th</sup> McGraw Hill Social Studies**

<https://connected.mcgraw-hill.com/connected/>

McGraw-Hill Social Studies is designed to draw students into rigorous learning experiences to help them understand the world around them. Throughout the middle school curriculum, students will learn about different continents and countries within each of them focusing on economics, society, and government. In addition, students will learn about the history of Texas as well as its geography, history of the native people, and the revolution throughout the statehood. Finally, students will learn about the history of America from its beginning through the Civil War and Reconstruction.



## **SOCIAL STUDIES COURSES**

### **World Geography (1 credit)**

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

### **World History (1 credit)**

World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present.

Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

### **World History-Honors (1 credit)**

This course includes all requirements of the corresponding academic level class plus substantial enrichment experiences. In the Honors class, students are expected to achieve a greater depth of understanding through thoughtful discussion and reading. The level of instruction/curriculum will focus on preparing the student for Dual Credit social studies courses.

### **U.S. History (1 credit)**

Students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

### **U.S. Government (0.5 credit)**

In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

### **Economics (0.5 credit)**

The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and business in a free enterprise system. Types of business ownership and market structure are discussed. The course also incorporates the instruction of personal financial literacy. Students apply critical thinking skills using economic concepts to evaluate the costs and benefits of economic issues.

### **HISTORY 1301- US History I-Fall Semester (Dual Credit)**

### **HISTORY 1302- US History II-Spring Semester (Dual Credit)**

*Prerequisite(s): Acceptable TSIA scores or the ability to exempt TSI; Junior standing & teacher approval; completion of World Geography and World History*

Dual Credit US History is a course that surveys the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government. Upon successful completion of this semester/year long course, the student will earn three (3)/ (6) hours of college US History credit, as well as his or her high school junior History credit.

*Fee: see counselor for details*



### **AMERICAN GOVERNMENT 2305 (Dual Credit)**

*Prerequisite(s): Acceptable TSIA scores or the ability to exempt TSI; Senior standing & teacher approval; completion of World Geography, World History, U.S. History*

Dual Credit Government is a survey of national, state, and local government, including such topics as the U.S. and Texas Constitutions; democratic theory; federalism; political culture, political socialization, and public opinion, political participation and electoral behavior; political parties and interest groups; press; and local government. These phenomena are examined at the national, state, and local levels with an emphasis placed on linkages with the formulation of public policy. Upon successful completion of this semester long course, the student will earn three (3) hours of college Government credit, as well as his or her high school Government credit.

*Fee: see counselor for details*

### **ECONOMICS 2301 (Dual Credit)**

*Prerequisite(s): Acceptable TSIA scores or the ability to exempt TSI; Senior standing & teacher approval; completion of World Geography, World History, U.S. History, and Government*

Dual Credit Economics is a study of macroeconomic principles. Analysis of theories of consumer behavior, production, cost, equilibrium analysis in product markets under different market structures, such as perfect competition, monopoly, monopolistic competition, oligopoly; cartels and conglomerate mergers; antitrust policy, economics of regulation; analysis of different types of factor markets and factor price determination. Upon successful completion of this semester long course, the student will earn three (3) hours of college Economics credit, as well as his or her high school senior Economics credit.

*Fee: see counselor for details*

### **TEXAS GOVERNMENT 2306-Spring Semester (Dual Credit)**

*Prerequisite: American Government 2305*

Texas Government discusses the origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

*Fee: see counselor for details*

### **INTRODUCTION TO SOCIOLOGY 1301 (Dual Credit)**

*Prerequisite(s): Acceptable TSIA scores or the ability to exempt TSI; Sophomore standing & teacher approval*

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance, state, and local levels with an emphasis placed on linkages with the formulation of public policy. Upon successful completion of this semester long course, the student will earn three (3) hours of college Sociology credit, as well as an elective credit.

*Fee: see counselor for details*

### **GENERAL PSYCHOLOGY 2301 (Dual Credit)**

*Prerequisite(s): Acceptable TSIA scores or the ability to exempt TSI; Sophomore standing & teacher approval*

General Psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes. Upon successful completion of this semester long course, the student will earn three (3) hours of college Psychology credit, as well as an elective credit.

*Fee: see counselor for details*

## **PHYSICAL EDUCATION COURSES**

### **Physical Education (1 credit)**

Physical education deals with physical fitness and lifetime physical activities. This course emphasizes the importance of a well-rounded program of physical fitness in everyday life. An introduction to health concepts of nutrition, with an emphasis on self-control and goal setting will be taught.

### **Boys Athletics (1 credit)**

Instruction will consist of the sport in season. Included will be agility training, weights, running, goal setting, skills and developing a positive mental attitude (Sports offered for participation are: Basketball, Baseball, Cross Country, and Track)

### **Girls Athletics (1 credit)**

Instruction will consist of the sport in season. Included will be agility training, weights, running, goal setting, skills and developing a positive mental attitude (Sports offered for participation are: Cross Country, Volleyball, Basketball, Softball, and Track)

## **FINE ARTS COURSES**

### **Choir (1 credit)**

This course provides an opportunity for students to express their creativity and appreciation of music while developing vocal skills. These courses should be selected by any Freshman interested in choir, regardless of experience.

### **Art (1 credit)**

In Art, students will study four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.

### **Music (1 credit)**

<https://www.quavermusic.com/info/>

Elementary Music (Grades PK-6) is an introductory music class. The focus of this class is to provide students with many enjoyable experiences in music and opportunity to learn and develop a variety of music-related skills. Through singing, playing, listening and reading, students will experience the various elements of music. Students will be introduced to various styles and kinds of music as well as having opportunities to excel in musical performance, reading music and musical literature, and evaluating musical form with varying structures.



### **Principles of Floral Design (1 credit)**

To be prepared for careers in floral design, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings. This course is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises.

## **SPEECH COURSES**

### **Professional Communications (0.5 credit)**

Professional Communications blends written, oral, and graphic communication in a career based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

## **Career and Technology Curriculum**

### **Philosophy:**

Career Technical Education (CTE) Programs will engage every student in high-quality, rigorous and relevant educational pathways and programs developed in partnership with business and industry promoting creativity, innovation, leadership, community service and lifelong learning. The CTE curriculum will provide industry-linked programs and services that enable all individuals to reach their career goals in order to achieve economic self-sufficiency, compete in the global marketplace and contribute to the nation's economic prosperity.

### **iCEV Grades 7-12**

<https://www.icevonline.com/>

- Career and Technology Education Online Curriculum platform
- Multimedia lessons
- Customizable courses
- Industry Certifications available



## **BUSINESS AND INDUSTRY COURSES**

### **Principles of Agriculture, Food and Natural Resources (1 credit)**

To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practice, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

### **Agricultural Mechanics and Metal Technologies (1 credit)**

To be prepared for careers in agricultural power, structural, and technical systems, students need to attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, 71 industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques.

### **Ag Power Systems (2 credits)**

Agricultural Power Systems is designed to develop an understanding of power and control systems as related to energy sources, small and large power systems, and agricultural machinery. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the workplace; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

### **Agricultural Equipment Design and Fabrication (1 credit)**

In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment.

### **Welding II Block (2 credits)**

Advanced Welding builds on knowledge and skills developed in Welding. Students will develop advanced welding concepts and skills as they relate to personal and career development. This course integrates academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

### **Agribusiness Management and Marketing (1 credit)**

Agribusiness Management and Marketing is designed to provide a foundation to agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, record keeping, finance, risk management, business law, marketing, and careers in agribusiness.

### **Principles of Manufacturing (1 credit)**

In Principles of Manufacturing, students are introduced to knowledge and skills used in the proper application of principles of manufacturing. The study of manufacturing technology allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities. Students will gain an understanding of what employers require to gain and maintain employment in manufacturing careers.

### **Principles of Construction (1 credit)**

This course provides an overview to the various fields of construction technology. This course is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Students use self-knowledge, educational, and career information to set and achieve realistic career and educational goals. Job-specific, skilled training can be provided through the use of training modules to identify career goals in trade and industry areas. Safety and career opportunities are included, in addition to work ethics and job-related study in the classroom such as communications; problem solving and critical thinking.

### **Architectural Design I (1 credit)**

In this course, students gain knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Architectural design includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes.

### **Mill and Cabinetmaking Technology Block (2 credits)**

In Mill and Cabinetmaking Technology, students will gain knowledge and skills needed to enter the workforce in the area of mill work and cabinet manufacturing and installation. Students may also apply these skills to professions in carpentry or building maintenance supervision or use the skills as a foundation for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in cabinet design, tool usage, jointing methods, finishes, and industry-level practices such as numerical and computer-control production methods.

### **Interior Design I (1 credit)**

Interior Design I is a technical course that addresses psychological, physiological, and sociological needs of individuals by enhancing the environments in which they live and work. Students will use knowledge and skills related to interior and exterior environments, construction, and furnishings to make wise consumer decisions, increase productivity, promote sustainability, and compete in industry.

### **Principles of Architecture (1 credit)**

Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Students use self-knowledge, education, and career information to set and achieve realistic career and educational goals. Job-specific training can be provided through training modules that identify career goals in trade and industry areas. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development.

### **Construction Technology I (2 credits)**

In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing.

### **Electrical Technology I (1 credit)**

In Electrical Technology I, students will gain knowledge and skills needed to enter the workforce as an electrician or building maintenance supervisor, prepare for a postsecondary degree in a specified field of construction or construction management, or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, and the reading of electrical drawings, schematics, and specifications.

### **Business Information Management I (1 credit)**

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

### **Business Information Management II (1 credit)**

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

### **Money Matters (1 credit)**

Students will investigate global economics with emphasis on the free enterprise system and its impact on consumers and businesses. Students apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to set long-term financial goals based on those options. Students will determine methods of achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement planning, and estate planning.

### **Digital Media (1 credit)**

In Digital Media, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.

### **Principles of Information Technology (1 credit)**

In Principles of Information Technology, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

### **Computer Maintenance (1 credit)**

Students acquire principles of computer maintenance, including electrical and electronic theory, computer hardware principles, and broad level components related to the installation, diagnosis, service, and repair of computer systems. To prepare for success, students must have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

### **Manufacturing Engineering Technology I (1 credit)**

In Manufacturing Engineering Technology, I, students will gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. Students will prepare for success in the global economy. The study of manufacturing engineering will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in a manufacturing setting.

### **Diversified Manufacturing I (1 credit)**

In Diversified Manufacturing I, students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. The study of manufacturing systems allows students to reinforce, apply and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in a manufacturing setting. Diversified Manufacturing I allows students the opportunity to understand the process of mass production by using a wide variety of materials and manufacturing techniques. Knowledge about career opportunities, requirements, and expectations and the development of skills prepare students for workforce success.

## **PUBLIC SERVICES COURSES**

### **Principles of Health Science (1 credit)**

Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.

### **Medical Terminology (1 credit)**

This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

### **Health Science Theory (1 credit)**

The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.

### **Principles of Human Services (1 credit)**

This 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. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

### **Mental Health Counseling (1 credit)**

Students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations, and the implications of their actions. Professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.

### **Lifetime Nutrition and Wellness (0.5 credit)**

Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

### **Interpersonal Studies (0.5 credit)**

Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

### **Child Development (1 credit)**

Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

### **Human Growth and Development (1 credit)**

Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.

### **Instructional Practices (2 credits)**

Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.

### **Family and Community Services (1 credit)**

Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service-learning experiences. Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

### **Child Guidance (2 credits)**

Child Guidance is a technical laboratory course that addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs. Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.



### **Principles of Education and Training (1 credit)**

Principles of Education and Training is designed to introduce learners to the various careers available within the education and training career cluster. Students use self-knowledge and educational and career information to analyze various careers within the education and training career cluster. Students will also gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

### **Pharmacology (1 credit)**

The Pharmacology course is designed to study how natural and synthetic chemical agents such as drugs affect biological systems. Knowledge of the properties of therapeutic agents is vital in providing quality health care. It is an ever changing, growing body of information that continually demands greater amounts of time and education from health care workers.

## **DUAL-CREDIT COURSES**

### **ENGLISH 1301- Freshman Composition I-Fall Semester (Dual Credit)**

### **ENGLISH 1302-Freshman Composition II-Spring Semester (Dual Credit)**

*Prerequisite(s): Acceptable TSIA scores or the ability to exempt TSI; Junior or Senior standing & teacher approval*

Students enrolled in the college course will receive dual credit. The course will focus on developing core skills in reading, critical thinking, writing, and speaking. It emphasizes the writing process and includes standard language conventions. Prose analysis techniques commonly needed for college courses and career responsibilities are also presented. Upon successful completion of this semester/year long course, the student will earn three (3)/(6)hours of college English credit, as well as his or her high school junior or senior English credit.

### **HISTORY 1301- US History I-Fall Semester (Dual Credit)**

### **HISTORY 1302- US History II-Spring Semester (Dual Credit)**

*Prerequisite(s): Acceptable TSIA scores or the ability to exempt TSI; Junior standing & teacher approval; completion of World Geography and World History*

Dual Credit US History is a course that surveys the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government. Upon successful completion of this semester/year long course, the student will earn three (3)/(6)hours of college US History credit, as well as his or her high school junior History credit.

### **AMERICAN GOVERNMENT 2305 (Dual Credit)**

*Prerequisite(s): Acceptable TSIA scores or the ability to exempt TSI; Senior standing & teacher approval; completion of World Geography, World History, U.S. History*

Dual Credit Government is a survey of national, state, and local government, including such topics as the U.S. and Texas Constitutions; democratic theory; federalism; political culture, political socialization, and public opinion, political participation and electoral behavior; political parties and interest groups; press; and local government. These phenomena are examined at the national, state, and local levels with an emphasis placed on linkages with the formulation of public policy. Upon successful completion of this semester long course, the student will earn three (3) hours of college Government credit, as well as his or her high school Government credit.

## **TEXAS GOVERNMENT 2306-Spring Semester (Dual Credit)**

*Prerequisite: American Government 2305*

Texas Government discusses the origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

## **ECONOMICS 2301 (Dual Credit)**

*Prerequisite(s): Acceptable TSIA scores or the ability to exempt TSI; Senior standing & teacher approval; completion of World Geography, World History, U.S. History, and Government*

Dual Credit Economics is a study of macroeconomic principles. Analysis of theories of consumer behavior, production, cost, equilibrium analysis in product markets under different market structures, such as perfect competition, monopoly, monopolistic competition, oligopoly; cartels and conglomerate mergers; antitrust policy, economics of regulation; analysis of different types of factor markets and factor price determination. Upon successful completion of this semester long course, the student will earn three (3) hours of college Economics credit, as well as his or her high school senior Economics credit.

## **INTRODUCTION TO SOCIOLOGY 1301 (Dual Credit)**

*Prerequisite(s): Acceptable TSIA scores or the ability to exempt TSI; Sophomore standing & teacher approval*

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance, state, and local levels with an emphasis placed on linkages with the formulation of public policy. Upon successful completion of this semester long course, the student will earn three (3) hours of college Sociology credit, as well as an elective credit.

## **GENERAL PSYCHOLOGY 2301 (Dual Credit)**

*Prerequisite(s): Acceptable TSIA scores or the ability to exempt TSI; Sophomore standing & teacher approval*

General Psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes. Upon successful completion of this semester long course, the student will earn three (3) hours of college Psychology credit, as well as an elective credit.

# **Graduation Requirements**

House Bill 5, passed by the 83rd Texas legislature set new requirements for the class of 2018 and beyond. All students entering 9<sup>th</sup> grade in the Fall of 2014 and after will be required to take a “core foundation” of academic courses which meet the Foundation High School Plan requirements deemed necessary to pursue post-secondary education. Students then must select an Endorsement, which can be chosen from several areas. Choosing a career cluster, or Endorsement area, gives the student direction on which electives and advanced courses to take in high school and encourages the wise use of the elective opportunities. This organized sequence of courses becomes more specialized as you approach graduation.

In the 8<sup>th</sup> grade you must begin the process of developing a personalized graduation plan for the next 5 years (high school and after). All 8<sup>th</sup> grade students will be taking a career investigation course in order to prepare for selecting an endorsement for high school. Then your parents, counselors, and teachers can help you to develop a graduation plan which identifies and implements a Graduation Endorsement that is right for you.

The Endorsements available at NZISD are listed below.

*\* Students may add or change endorsements. Keep in mind that universities are requesting at least four credits in the four core areas.*

## **STEM (Science, Technology, Engineering, and Math)**

- Science

## **Business & Industry**

- Architecture & Construction
  - Agriculture, Food & Natural Resource
- Business Management & Administration
- Manufacturing

## **Public Services**

- Health Sciences
- Education
- Human Services

## **Arts and Humanities**

- Social Studies

## **Multidisciplinary Studies**

- Four credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics
- Four advanced courses from within one endorsement area that are not in a coherent sequence
- Two advanced courses from each of two endorsement areas

## Course Requirements for Endorsements

	<b>Science, Technology, Engineering &amp; Math</b>	<b>Business &amp; Industry</b>	<b>Arts and Humanities</b>	<b>Public Services</b>	<b>Multidisciplinary</b>
<b>English Language Arts (4)</b>	English I, II, III, & IV	English I, II, III, & IV	English I, II, III, & IV	English I, II, III, & IV	English I, II, III, & IV
<b>Math (4)</b>	Algebra Geometry Algebra 2 + 1 advanced math	Algebra Geometry + 1 math + 1 advanced math	Algebra Geometry + 1 math + 1 advanced math	Algebra Geometry + 1 math + 1 advanced math	Algebra Geometry + 1 math + 1 advanced math
<b>Science (4)</b>	Biology Chemistry Physics + 1 advanced science	Biology IPC or advanced Science +2 advanced science	Biology IPC or advanced Science +2 advanced science	Biology IPC or advanced Science +2 advanced science	Biology Chemistry or Physics +2 advanced science
<b>Social Studies (4)</b>	World Geography World History US History Govt & Economics	World Geography World History US History Govt & Economics	World Geography World History US History Govt & Economics	World Geography World History US History Govt & Economics	World Geography World History US History Govt & Economics
<b>Languages other than English (2)</b>	Language I, II	Language I, II	Language I, II	Language I, II	Language I, II
<b>Fine Arts (1)</b>	Choice of fine art	Choice of fine art	Choice of fine art	Choice of fine art	Choice of fine art
<b>Physical Education (1)</b>	PE or athletics	PE or athletics	PE or athletics	PE or athletics	PE or athletics

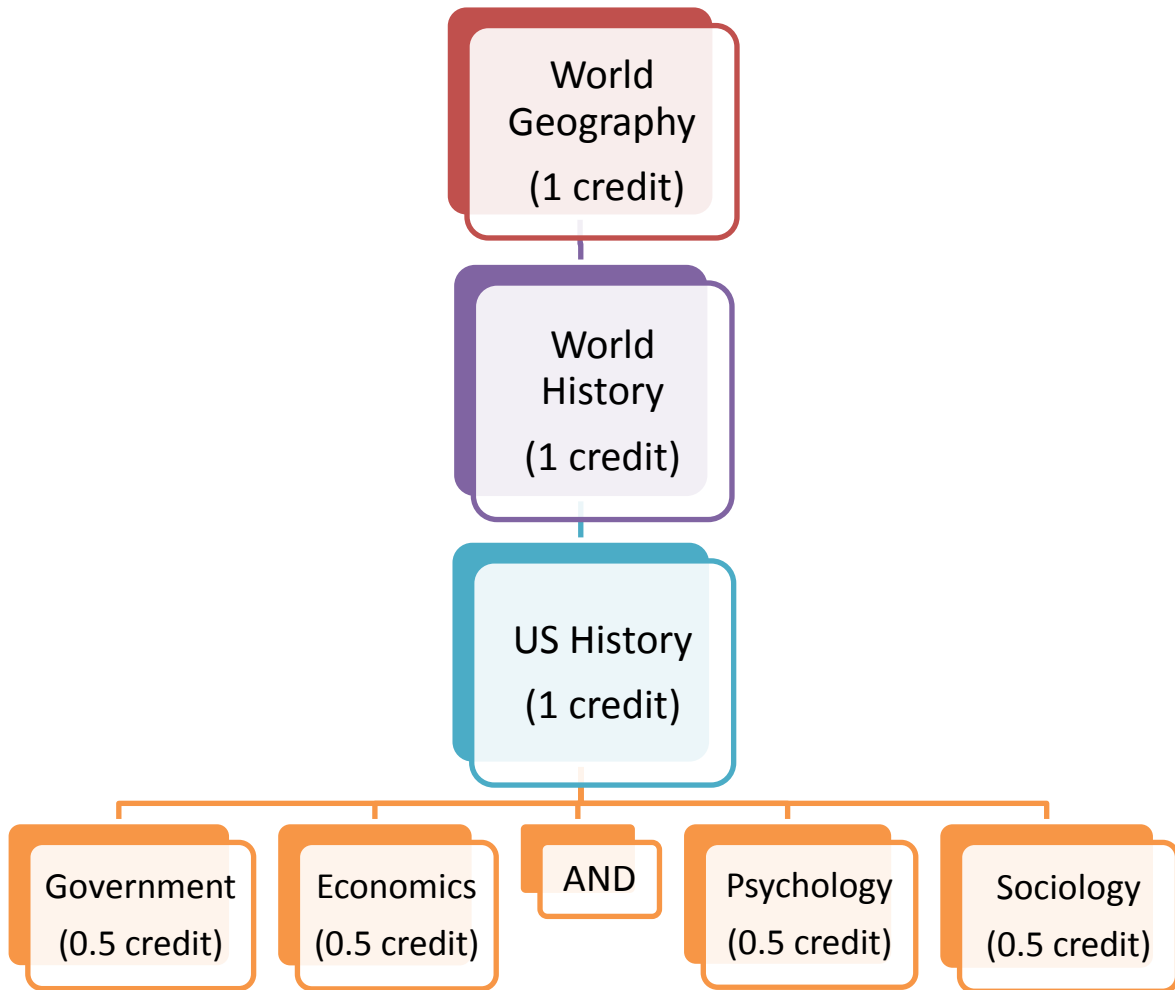
## Course Requirements for Endorsements

	<b>Science, Technology, Engineering &amp; Math</b>	<b>Business &amp; Industry</b>	<b>Arts and Humanities</b>	<b>Public Services</b>	<b>Multidisciplinary</b>
<b>Electives Appropriate for programs of study in the Texas career clusters (7 credits)</b>	<i>Science (5 credits)</i>	<i>Agriculture, Food, &amp; Natural Resources</i>	<i>Social Studies (5 credits, including Psychology &amp; Sociology)</i>	<i>Human Services</i>	<i>Four advanced courses from within one endorsement area that are not in a coherent sequence, OR</i>
		<i>Architecture &amp; Construction</i>		<i>Health Sciences</i>	<i>Four credits in each of the four foundation subject areas to include Eng IV and chemistry and/or physics</i>
		<i>Business Management &amp; Administration</i>			
		<i>Manufacturing</i>			

# Endorsement Pathways

## North Zulch ISD Arts & Humanities Endorsement

Choose a sequence of 5 social studies credits

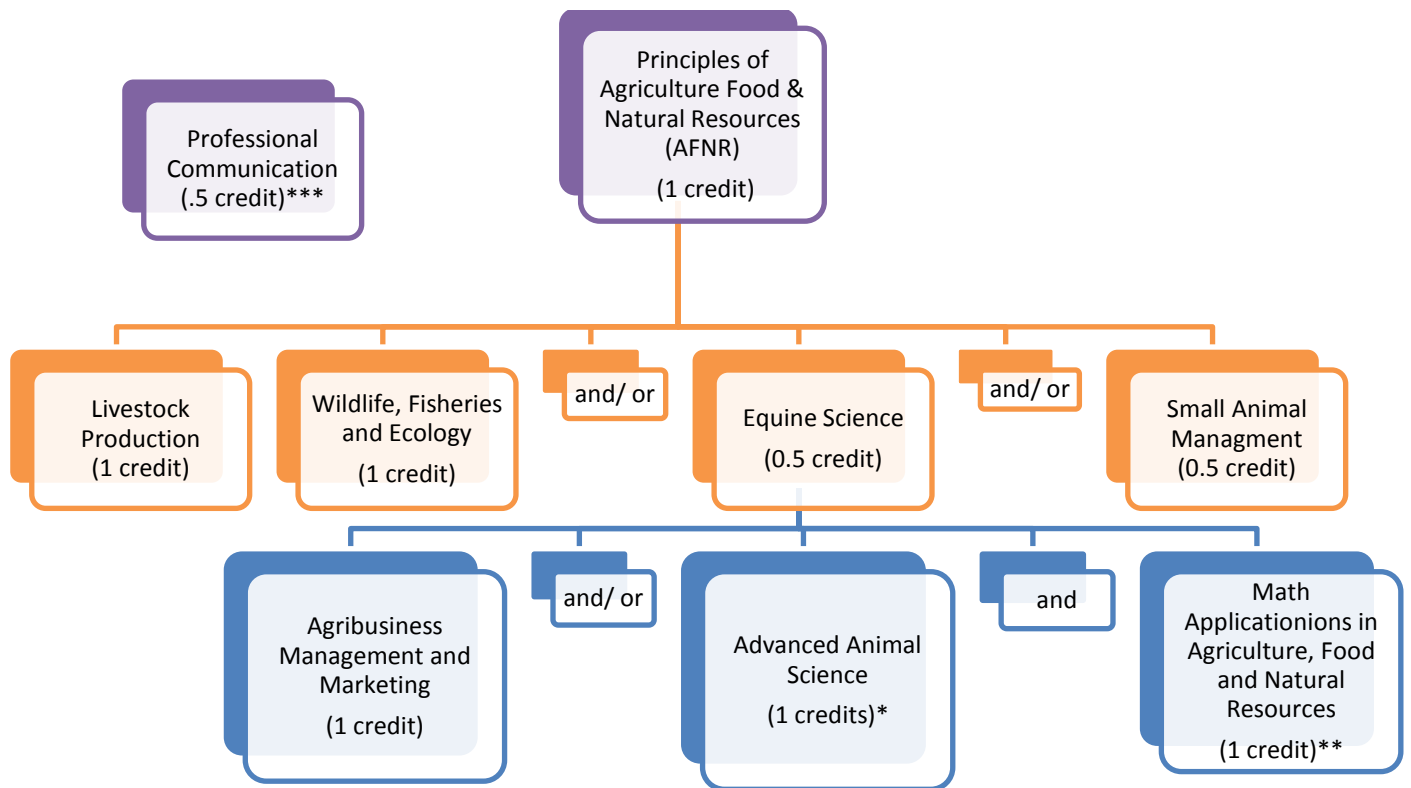


# North Zulch ISD

## Business and Industry Endorsement

### Agriculture, Food and Natural Resources- Animal Science Coherent Sequence

Choose a coherent sequence of 4 credits



Certifications Offered:

\*\*\*Professional Communications (Southwest Airlines)

\*Recommended (Not Required) 4<sup>th</sup> year Science for this Endorsement Sequence

\*\* Recommended (Not Required) 4<sup>th</sup> year Math for this endorsement sequence

## **Junior High Course Descriptions**

NZISD offers an accelerated academic program known as the Honors Program. Honors courses are designed to extend and enrich the content of the regular curriculum while preparing students for success in Honors classes and Dual-Credit courses offered in high school. Honors courses are rigorous, demanding and require study time outside of school. These college preparatory classes will provide challenging research opportunities for students with high interest in academic exploration and include out-of-class assignments. Students must be able to balance the time requirements of all their academic classes as well as extracurricular activities in which they choose to participate. Students who take Honors classes, followed by Honors and Dual-Credit courses in high school are more prepared for the rigors of college and are more likely to be successful in college.

### **7<sup>th</sup> - 8<sup>th</sup> Grade English Language Arts and Reading**

English Language Arts and Reading grade 7 and 8 is organized into the following strands: Reading, where students will read and understand different genres of literature; Writing, where students will compose a variety of written texts; Research, where students will locate, evaluate, synthesize, and present information; Listening and Speaking, where students will develop communication skills; and Oral and Written Conventions, where students will learn how to use the oral and written conventions of the English language in speaking and writing. Standards are cumulative, and students will engage in activities that build on prior knowledge and skills from previous standards in order to strengthen reading, writing, and oral language skills. Students will read and write on a daily basis.

### **7<sup>th</sup> - 8<sup>th</sup> Grade English Language Arts and Reading-Honors**

Honors English Language Arts and Reading grade 7 and 8 covers the core curriculum of ELAR 7 and ELAR 8 and expands content and depth through divergent and evaluative thinking, problem solving, and creativity. This advanced academic course requires extensive out-of-class commitment, including a summer reading and other extended reading assignments, individual research, and projects.

### **7<sup>th</sup> Grade Math**

The primary focus of 7th grade mathematics is number operation fluency; proportionality; expressions, equations, and relationships; measurement and data; and probability. Students will use mathematical relationships to generate solutions and to make connections and predictions. Students will apply mathematics to problems arising in the real world, clearly communicate mathematical ideas, and select and utilize appropriate problem solving models.

### **7<sup>th</sup> Grade Math-Honors**

This accelerated course covers the standards for 7th grade as well as 8th grade math to ensure students will be prepared for success in Honors Algebra I. This is an advanced academics course and will require extensive out of class commitment. Quantitative reasoning, geometric and spatial reasoning, measurement, probability and statistics, algebraic thinking, and problem solving are the primary focus of this course. Students will connect verbal, numeric, graphic, and symbolic representations of relationships. Students planning to complete Honors Algebra I in the eighth grade should complete this course. It is recommended that students who chose to enroll in this course score at or above “meets expectations” on the 6th grade STAAR test.



## **8<sup>th</sup> Grade Math**

The primary focus of 8th grade mathematics is proportionality; expressions, equations, and relationships; measurement and data; and foundations of functions. Students will explore mathematical relationships and describe increasingly complex situations. A focus on mathematical fluency and solid understanding allows opportunities for in depth exploration of the topics in this course. Students will apply mathematics to problems arising in the real world, clearly communicate mathematical ideas, and select and utilize appropriate problem solving models.

## **8<sup>th</sup> Grade Math-Honors**

The primary focus of 8th grade honors mathematics is proportionality; expressions, equations, and relationships; measurement and data; and foundations of functions. Students will explore mathematical relationships and describe increasingly complex situations. A focus on mathematical fluency and solid understanding allows opportunities for in depth exploration of the topics in this course. Students will apply mathematics to problems arising in the real world, clearly communicate mathematical ideas, and select and utilize appropriate problem solving models. Both concrete and theoretical methods of problem solving are taught to encourage higher thinking skills. Students will be expected to solve problems with and without a graphing calculator. This is an advanced academic course and requires extensive out-of-class commitment. It is recommended that students who chose to enroll in this course score at or above “meets expectations” on the 7th grade STAAR test.

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

Students will master foundation concepts for high school mathematics. Students will continue to build on this foundation as they expand their understanding through mathematical experiences including: algebraic thinking and symbolic reasoning, function concepts, relationship between equations and functions, tools for algebraic thinking, and underlying mathematical processes.

## **7<sup>th</sup> Grade Science**

Students conduct field and laboratory investigations using scientific methods and skills that support the development of critical thinking and problem solving. Students will analyze data and make informed decisions using scientific equipment, computers, and information technology to collect, analyze, and record information. As students continue to develop their use of these skills, they also acquire scientific knowledge about the life, physical, and earth sciences. “Hands-on, minds-on” science instruction provides learning experiences, in which students observe, identify, classify, and/or investigate a number of relevant science topics. Major topics included in 7th grade science are matter and energy, force and motion, earth and space science, and organisms and environment.

## **7<sup>th</sup> Grade Science-Honors**

Students conduct field and laboratory investigations using scientific methods and skills that support the development of critical thinking and problem solving. Students will analyze data and make informed decisions using scientific equipment, computers, and information technology to collect, analyze, and record information. As students continue to develop their use of these skills, they also acquire scientific knowledge about the life, physical, and earth sciences. “Hands-on, minds-on” science instruction provides learning experiences, in which students observe, identify, classify, and/or investigate a number of relevant science topics. Major topics included in 7th grade science are matter and energy, force and motion, earth and space science, and organisms and environment. Course requirements may include lengthy reading assignments, individual research, and projects.

## **8<sup>th</sup> Grade Science**

Students plan and conduct field and laboratory investigations using scientific methods and skills that support the continued development of critical thinking and problem solving. Students analyze data and make informed decisions using scientific equipment, computers, and information technology to collect, analyze, and record information. As students continue to develop their use of these skills, they also use acquired scientific knowledge about the life, physical, and earth sciences. “Hands-on, minds-on” science instruction provides learning experiences that extend prior science understanding developed in sixth and seventh grades. Students observe, identify, classify, and/or investigate a number of relevant science topics. Major topics included in 8th science are matter and energy, force and matter, earth and space science, and organisms and environment.

## **8<sup>th</sup> Grade Science-Honors**

The Science Honors class is differentiated to enable the students to analyze, synthesize, and evaluate the process of life, earth, and physical sciences. Critical thinking skills are utilized throughout all areas of the curriculum to provide each student with the opportunity to discover the complexity of our earth. Each student is encouraged to be curious, imaginative, and flexible in his/her thinking. Opportunities for original thinking and elaboration are built into the daily curriculum. Major topics included in 8th science are matter and energy, force and matter, earth and space science, and organisms and environment. Course requirements may include lengthy reading assignments, individual research, and projects.

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

This course focuses on the exploration and colonization of Texas, the achievement of Texas independence, the political and social history of Texas, and the geography of Texas. Students participate individually and in groups to complete required projects.

## **7<sup>th</sup> Grade Texas History-Honors**

This course focuses on the exploration and colonization of Texas, the achievement of Texas independence, the political and social history of Texas, and the geography of Texas. Students participate individually and in groups to complete required projects. Use of critical thinking skills, analyzing data and Document Based Questions are emphasized. This is an advanced academic course and requires an extensive out-of-class commitment. Course requirements may include lengthy reading assignments and individual research projects.

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

This course surveys the development of the United States from its beginning through the Civil War and Reconstruction Period. Students are introduced to U.S. Civics and the methods by which laws are passed by the federal government.

## **8<sup>th</sup> Grade U.S. History-Honors**

United States History Honors incorporates the use of historical data to support modern theories and hypothesis. Special attention is given to the relevance of history to today’s world. This class is closely coordinated with Honors English Language Arts to reinforce summarization techniques and research skills. This is an advanced academic course, which requires an extensive out-of-class commitment. Course requirements may include lengthy reading assignments, individual research, and projects.

### **Investigating Careers (8<sup>th</sup> grade)**

The goal of this course is to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics; Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. The students research labor market information, learn job-seeking skills, and create documents required for employment. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

### **College and Career Readiness (8<sup>th</sup> grade)**

The career development process is unique to every person and evolves throughout one's life. Students will use decision-making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career readiness achievement plan. Students will use interest inventory software or other tools available to explore college and career areas of personal interest. Students will use this information to explore educational requirements for various colleges and a variety of chosen career paths.

### **Technology Applications (7<sup>th</sup> Grade)**

Through an intermediate study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students will learn to make informed decisions by understanding current and emerging technologies. Students will practice the efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access and analyze the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will learn to select the technology appropriate for the task as well as synthesize knowledge to create solutions. As competent researchers and responsible digital citizens, students will use creative and computational thinking to solve problems while developing career and college readiness skills.

### **8<sup>th</sup> Grade Spanish I (1 credit)**

Introduce basic conversational skills. Cultural aspects of Hispanic countries are explored.

### **Health (8<sup>th</sup> grade)**

The goal of health education is students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health. Students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community.

### **Principles of Human Services (1 credit)**

This 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. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

### **Principles of Agriculture, Food and Natural Resources (1 credit)**

To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practice, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

### **Principles of Construction (1 credit)**

This course provides an overview to the various fields of construction technology. This course is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Students use self-knowledge, educational, and career information to set and achieve realistic career and educational goals. Job-specific, skilled training can be provided through the use of training modules to identify career goals in trade and industry areas. Safety and career opportunities are included, in addition to work ethics and job-related study in the classroom such as communications; problem solving and critical thinking.

### **Athletics**

Athletic courses are open to all students who are interested in competing in interscholastic sports. Sports offered include baseball, volleyball, basketball, track, and cross-country. Students are encouraged to compete in more than one sport. Athletics will not interfere with other activities, but does require afterschool participation in practice and games.

### **Physical Education**

Students participate in activities designed to promote physical fitness, develop good motor skills, and to teach individual and team sports. Other benefits are the development of problem-solving skills, self-discipline, and positive attitudes about self and others. Strong emphasis is placed on wellness and lifetime sports. Students learn about target heart rate, proper exercise for weight loss/gain, muscle toning, flexibility, cardiovascular endurance, and muscular endurance.

## *Pre-Kindergarten*

### **CIRCLE**



<https://cliengage.org/public/>

CLI uses assessment data to help early childhood teachers understand student skill levels and individualize instruction to support areas in which students are at-risk for falling significantly behind. Formative assessments track the use of quality teaching behaviors and setting goals for improvement based on results.

### **Big Day in Pre-K**



<https://www.hmhco.com/programs/big-day-for-prek>

Based on years of research that demonstrate the importance of teacher-student interactions, immediate and regular access to the best literature available, and the need for social-emotional development instruction, *Big Day for Pre-K* offers teachers a thematic and integrated approach to guiding our youngest learners. Organized around eight themes that grow in scope as children become more aware of their surroundings, the program introduces children to math, literacy, science, and the arts in a way that feels like play and inspires joyful engagement.

# *Data Analysis, Assessment & Planning Tool*

## *Eduphoria!*

<http://www.eduphoria.net/>



Eduphoria consists of a suite of web-based applications developed to assist educators with their assessment and curriculum needs.

### **Forethought**

- Teachers create and submit weekly lesson plans
- Teams or Departments may share views
- Feedback is provided through “Notes” feature

### **AWARE**

- Disaggregate STAAR, TELPAS, and Benchmark student data
- Create district, campus, teacher, and individual student reports from state data
- Heat maps to identify student performance at the student expectation (SE) level of the TEKS to guide instruction.
- Use local assessment data to create tutorial groups for differentiated instruction
- Create customized local assessments that can be saved and shared.
- Includes test questions aligned to the TEKS.
- Automatic grading using online test or scantron.

### **FormSpace**

- Consistent forms and documentation throughout the district
- Utilizes the tiered model of intervention in developing plans
- Interventions and Progress Monitoring are documented for all tier 2 and 3 students.
- Documentation can be uploaded in a .pdf format or developed from the online forms in FormSpace

### **Strive**

- Teachers submit T-TESS goals, document goal completion and view evaluations
- Teachers can get timely feedback from walkthrough evaluations.

## *Credit Recovery*

### *PLATO*

<https://ple.platoweb.com/>



Plato is an online learning system that is used for Credit Recovery and Virtual Initial Credit in very limited cases. Plato courses are delivered in an online, self-paced format, and are mastery-based. This means that students must demonstrate mastery of the course content in order to earn the associated credit.

- Increase student engagement with courses that incorporate video, interactive activities, immediate feedback and intuitive navigation.
- Improve content retention through lessons built on instructional design best practices.
- Aligned to TEKS

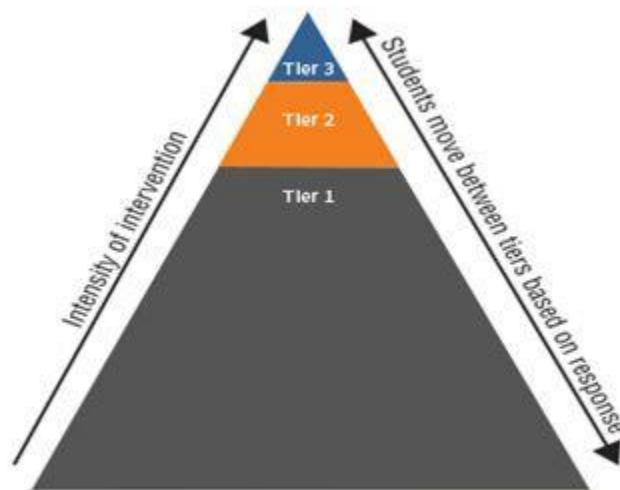
# *North Zulch ISD*

## *Response to Intervention (RTI)*

### *Tools & Timelines*

#### *Response to Intervention (RtI)*

Response to Intervention (RTI) is a framework for systematically determining how well instruction is working and making adjustments to accelerate learning for all. RTI is a “tiered” model, often illustrated as a triangle with several levels. Each level represents a grouping of students whose differing needs are met with more intensive instructional approaches.



#### *Universal Screeners (Identifies the Who)*

Screening is conducted three times a year to identify or predict students who may be at risk for poor learning outcomes. Universal screening assessments are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students’ risk status.

#### *Progress Monitoring (Is what we are doing working?)*

Progress monitoring short assessments used to assess students’ academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.



# *Response to Intervention- Resources*

Interactive mathematics and reading programs for NZISD students in grades PK–8, Algebra I, English I and II. These computer-based programs support students at their skill levels and, most importantly, encourage and enable progress and achievement as students move through the instructional activities. Additionally, these programs are scientifically validated and research based, targeting student growth.

## *Response to Intervention Reading Tools Reading Programs- Screeners and Progress Monitoring*

### **Istation**

<http://www.istation.com/>



Imagine Station (Istation) uses an innovative PK-8<sup>th</sup> grade reading program to immerse students in an engaging and interactive environment. Students experience richly animated, game-like educational technology that adapts to their learning needs in the area of English Language Arts and Reading.

### **Renaissance Learning-STAR Reading**

<https://www.renaissance.com/>



STAR Reading's research-based test items give actionable data in four major skill areas: foundational skills, informational text, literature, and language.

## *Response to Intervention Math Tools Math Programs - Screeners and Progress Monitoring*

### **Renaissance STAR Math**

<https://www.renaissance.com/>



Renaissance Learning STAR Math - STAR Math's research-based test items meet the highest standards for reliability and validity and give you actionable data in 32 domains.







### **Istation**

<http://www.istation.com/>








Imagine Station (Istation) uses an innovative PK-8<sup>th</sup> grade mathematics program to immerse students in an engaging and interactive environment. Students experience richly animated, game-like educational technology that adapts to their learning needs in the area of mathematics.

# Reading Screeners and Intervention Tools

Grade	<p style="text-align: center;"><b>Screener</b> (<u>identifies the who</u>)</p> <p>Screening is conducted three times a year to identify or predict students who may be at risk.</p> <p style="text-align: center;">Beg. of year (BOY) September Middle of year (MOY) Mid. January End of year (EOY) Mid. April</p> <p style="text-align: center;"><b>Progress Monitoring</b> Students in Tier 2 &amp; 3 (<u>Is what we're doing working?</u>) Every 3 weeks</p> <p>Progress Monitoring is to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction.</p>	<p style="text-align: center;"><b>Intervention</b></p> <div style="text-align: right;">  </div> <p>The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal</p>
<p><b>K-8<sup>th</sup></b> BOY MOY EOY</p>	<div style="text-align: center;">     </div>	<div style="text-align: center;">     </div>
<p><b>9<sup>th</sup>-12<sup>th</sup></b></p>	<p style="text-align: center;">STAAR/EOC data Common Assessment/Benchmark data</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">Motivation Reading STAAR Reading STAAR Master</p>

# Math Screeners and Intervention Tools

<p><b>Grade</b></p>	<p style="text-align: center;"><b> Screener (identifies the who)</b></p> <p>Screening is conducted three times a year to identify or predict students who may be at risk.</p> <p style="text-align: center;">Beg. of year (BOY) September Middle of year (MOY) Mid. January End of year (EOY) Mid. April</p> <p style="text-align: center;"><b>Progress Monitoring</b> Students in Tier 2 &amp; 3 <u>(Is what we're doing working?)</u></p> <p>Progress Monitoring is to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction.</p>	<p style="text-align: center;"><b>Intervention - Protected for RTI</b></p> <div style="text-align: right;">  </div> <p>The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal.</p>
<p><b>K- 8<sup>th</sup></b></p> <p>BOY MOY EOY</p>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<div style="text-align: center;">  </div>
<p><b>9<sup>th</sup>-12<sup>th</sup></b></p> <p>BOY MOY EOY</p>	<div style="text-align: center;">  </div>	<p style="text-align: center;">Motivation Math STAAR Master STAAR Math</p>