

2018 - 2019



Livingston Junior High

Course Description Guide

Vision Statement

*LISD is committed to children's success
by making their needs our priority.*

Ad Vitam Paramus

"We are preparing for life"

School Song

*Hail, Livingston High School, Hats off to you,
Ever you'll find us loyal and true;
Firm and undaunted always we'll be
Hail to the school we love,
Here's a toast to thee.*

School Colors

Green and White

School Website

www.livingstonisd.com

LIVINGSTON JUNIOR HIGH

COURSE CATALOG

2017 - 2018

JUNIOR HIGH SCHOOL CAMPUS

1801 Hwy 59 Loop North Livingston, Tx 77351
(936) 328-2120 (936) 328-2139 fax

HIGH SCHOOL CAMPUS

400 FM 350 South, Livingston, Tx 77351
(936) 967-1600 (936) 967-8603 fax

Livingston Junior High Administration

Principal Jared Nettles
Associate Principal..... Kachel Teal
Assistant Principal..... David Credille
Assistant Principal..... Ruth Wright

Livingston Junior High Counseling and Guidance

Counselor's Secretary/Registrar..... Michelle Beebe
Intervention Specialist..... Raymond Ortiz
On-Site Police Officer Kevin Ward
Truancy Officer Maria Aristondo

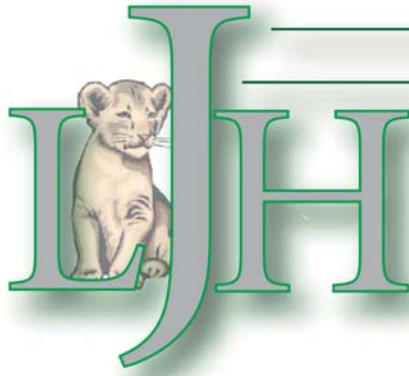
LISD Central Administration

Superintendent..... Dr. Brent Hawkins
Chief Academic Officer..... Janan Moore
Chief Operations Officer Craig Davis
Chief Financial Officer..... Ben Davidson
Director of Personnel Ben Wilroy

LISD Board of Trustees

President..... Bea Ellis
Board Secretary..... Ben Ogletree, III
Member Alex Garcia
Member Marty Drake
Member Mike Nettles
Member John Allen Slocumb
Member Scott Paske

Livingston Independent School District does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing education or access to benefits of educational services, activities, and programs, in accordance with Title VI of the Civil Rights Act of 1972, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.



Dear LJH Students and Parents,

It is an exciting time to welcome back returning and new students into our LJH family as the time to begin planning for the 2018-2019 school year has arrived. The purpose of this letter is to provide parents and students some important information regarding the course selection process.

Here at Livingston Jr. High, we hope to offer a variety of electives that will fit every student's interests and needs. This Course Selection Guide will provide details of what can be expected for each class. Please take care in selecting what classes are best for you. We ask that you mark alternative choices for electives as some electives may change as qualified staff to teach them are made available. It is best practice to visit with your parents, teachers, and counselor for guidance to insure you make the best selections possible. Parent involvement in the selection process often results in higher satisfaction rates for the student and limits the request for schedule changes. As next year's teacher hiring decisions are based on what courses students select now, a schedule change request next year may not be granted.

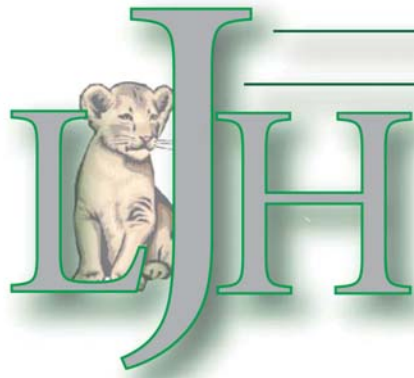
We look forward to the wonderful things that next year brings and opportunities that will foster college readiness and career development. Parents please let us know if we can assist you with anything you may need help with throughout this process and any others. Student success is our number one priority.

Sincerely,

Jared Nettles

Livingston Junior High School Principal

Where the roar begins...



LJH Students and Parents,

The Livingston Junior High Counseling Department welcomes students and families to the academic planning process for the 2018-2019 school year.

The information in this booklet contains LJH course descriptions and also helps our students begin to think and develop a plan for their high school years. Additionally, it covers academic policies and procedures for the 2018-2019 school year.

The school counseling program provides services that promote the academic, career, and social development for all students. Our goal is to empower students to reach their maximum potential and become caring, productive, and responsible citizens.

Sincerely,
Livingston Junior High Counseling Department.

Where the roar begins...

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Performance Acknowledgement (2016 and after graduates)

A student may earn a performance acknowledgment on their diploma and transcript for outstanding performance in the following ways.

College Credit: In a dual credit course by successfully completing at least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0; or by earning an associate degree while in high school.

Bilingualism / Biliteracy: By demonstrating proficiency in two or more languages by completing all English language arts requirements and maintaining a minimum GPA of the equivalent of 80 on a scale of 100; and satisfying one of the following:

- completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
- demonstrated proficiency in the TEKS for level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
- completion of at least three credits in foundation subject area courses in language other than English with a minimum GPA of 80 on a scale of 100; or
- demonstrated proficiency in one or more languages other than English by scoring 3 or higher on an Advanced Placement exam for a language other than English.

Note: In addition to meeting the requirements above, to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have participated in and met the exit criteria for a bilingual or ESL program and scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

AP Test: By earning a score of three or higher on a College Board advanced placement examination.

PSAT Test: By receiving a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation.

SAT Test: By receiving a combined critical reading and mathematics score of at least 1250 on the SAT

ACT Test: By receiving a composite score on the ACT exam (without writing) of 28.

Certification/License: For earning a nationally or internationally recognized business or industry certification or license with performance on an examination sufficient to obtain a nationally or internationally recognized business or industry certification or performance on an examination sufficient to obtain a government-required credential to practice a profession.

Graduation Requirements

Students graduating from a Texas high school must complete graduation requirements outlined by the state and receive a passing score on five End of Course (EOC) Exams including Algebra I, Biology, U.S. History, English 1 and English 2. High school courses taken in grade 8 will earn credit toward graduation. **Three (3) math credits must be earned in grades 9-12.**

Subject Area	Endorsement Plans		
	Foundation High School Plan (FHSP)*	FHSP with Endorsement	Distinguished Achievement
English	4	4	4
Mathematics	3	4	4 One of the math credits must include Algebra 2
Science	3 One of the science credits must be Biology	4 One of the science credits must be Biology	4 One of the science credits must be Biology
Social Studies & Economics	3 Includes US History, Govt, Econ, World Geography or World History	3 Includes US History, Govt, Econ, World Geography or World History	3 Includes US History, Govt, Econ, World Geography or World History
Foreign Language	2 (Level I & II of same language)	2 (Level I & II of same language)	2 (Level I & II of same language)
Fine Arts (music, art, theatre, choir)	1	1	1
Speech (Communication Applications)	1/2	1/2	1/2
Health	1/2	1/2	1/2
Physical Education	1 <i>(Physical Education or athletics or up to 1 credit substitution from marching band, ROTC.)</i>	1	1
Technology	1	1	1
Pathway Electives	10	8	8
Total	29	29 With Designated Endorsement Pathway	29 Plus Additional Measures

* **Foundation High School Plan** are minimum requirements to graduate from a Texas High School. Students may opt to graduate on these plans after their 16th birthday and completion of 10th grade if approved by parents and school officials.



RECOMMENDED JUNIOR HIGH SCHOOL PROGRAM

LIVINGSTON JUNIOR HIGH SCHOOL THREE-YEAR PLANNER

NAME: _____ ID# _____ SEX: (M) (F)

Last Name First Name

	6TH GRADE	7TH GRADE	8TH GRADE
1	ELA / Advanced ELA	ELA / Advanced ELA	ELA / Advanced ELA
2	Math / Advanced Math	Math / Advanced Math	Math / Adv. Math or Algebra
3	Social Studies	Texas History	U.S. History
4	Science	Science	Science
5	Odyssey	Odyssey	Odyssey
6	P. E.	P. E. or Athletics	Elective
7	ELECTIVE*	Elective	Elective
8	ELECTIVE*	Elective	Elective

*One Fine Art Credit is required by the state.

PARENT SIGNATURE: _____ DATE: _____

STUDENT SIGNATURE: _____ DATE: _____

It is suggested that students and parents plan both the 7th and 8th grade preliminary schedule with Elective (student choice) courses they may wish to take.

** PE or Athletics is required to be taken all year for 6th and 7th grade. 8th graders are not required to take PE.

** In order to qualify for the full allotment of electives students must successfully complete their STAAR requirements.

This bulletin serves as an overview of students' requirements for promotion, including course descriptions. This bulletin also outlines procedures for changing courses and possible consequences of changes.

Registering for Next Year's Classes

Students will select courses for the next school year at the end of the spring semester. It is important that students review this booklet with parents and/or guardians and consider the following:

- Regular or Advanced classes
- Electives
- 8th graders earning high school credits

Requests for Schedule Changes

Changes will be made during the **first two weeks** of a semester based on availability of classes and the discretion of the counselor.

Classes are designed and created for the school year depending upon class requests taken in the spring of the previous year. If a student does not turn in a class request form, they will be assigned electives by the administration. Whether these assigned electives can be changed, depends solely on class size and availability in the fall.

NOTE: Eighth grade athletes that do not return a schedule request form will not automatically be placed in Athletics. It is not assumed that because a student was in Athletics in 7th grade he/she will want it in 8th grade. Therefore, when the fall season begins a student may experience a delay in having a schedule changed to Athletics and risk the possibility of missing the first game.

No schedule changes are allowed after the second week of each semester.

Counselor Contact Information

If you should have any questions or concerns about these courses, please contact the counseling office at 936-328-2120. The Counseling Department fax number is 936-328-2360.

CREDIT BY EXAMINATION

Registration & Testing Schedule for 2018 - 2019

June 25, 26 and 27, 2018 - Registration Deadline is May 14, 2018

July 16, 17 and 18, 2018 - Registration Deadline is June 4, 2018

All registration must be completed and submitted to the counselor office at least 30 days prior to the published testing dates. Some additional dates will be provided during each semester to accommodate testing of new students.

Procedures: In order to receive credit in a course, a student shall:

- Obtain information from the counselor.
- Complete the application with parent approval, as applicable.
- Receive approval from the campus principal or designee.

Fees for Examinations: The student is responsible for all examination fees.

For Acceleration

The State Board of Education (SBOE) provides that school districts offer students the opportunity to pass certain courses through credit by examination. The high school credit by examination for acceleration program is for a highly capable student who feels he or she already possesses the knowledge and skills taught in an academic subject and who **has not previously received instruction** in that subject. See the counselor for specific information about courses and requirements.

Performance Criteria for Acceleration: To receive credit for the course, the student must score a 80 percent or higher on the district's designated criterion-referenced test covering the requirements in Chapters 74 and 75 of the Texas Administrative Code and District objectives of the course.

Granting and Recording Credit: Test scores will be posted to the Academic Achievement Record (transcript) or Cumulative Folder and credit will be awarded for grades of 80 or higher. No advanced course designations will be given.

For Verification

Eligible students have the opportunity to earn credit in courses for which they have had prior instruction through credit by examination. See the counselor for specific information about courses and requirements. The high school credit by examination for verification program is for students who participated in home schooling, attended a non-accredited school or had a non-traditional academic background.

Performance Criteria for Verification: To receive credit for the course, the student must score a 70 percent or higher on the district's designated criterion-referenced test covering the requirements in Chapters 74 and 75 of the Texas Administrative Code and District objectives of the course.

Granting and Recording Credit: Test scores will be posted to the Academic Achievement Record (transcript) or Cumulative Folder and credit will be awarded for grades of 70 or higher. No advanced course designations will be given.

For Retrieval

Eligible students have the opportunity to earn credit in courses for which they have had prior instruction through credit by examination. See the counselor for specific information about courses and requirements. The high school credit by examination for retrieval program is one method to recover credits for students who have failed courses. Other methods for the student include summer school, correspondence courses or retaking the course during the regular school year.

Performance Criteria for Retrieval: To receive credit for the course, the student must score a 70 percent or higher on the district's designated criterion-referenced test covering the requirements in Chapters 74 and 75 of the Texas Administrative Code and District objectives of the course.

Granting and Recording Credit: Test scores will be posted to the Academic Achievement Record (transcript) and credit will be awarded for grades of 70 or higher. No advanced course designations will be given.

Texas Public University/College Automatic Admission

Students graduating in the top ten percent of our school's graduating class are granted automatic admission into a Texas public four-year university or college for two years following graduation. The University of Texas' automatic admission only includes the top 7%. To qualify for this automatic admission, students must complete one of the following two criteria:

• Complete the FHSP with Endorsement and Performance Acknowledgements, Recommended or Distinguished Achievement program
OR

• Satisfy the ACT College Readiness Benchmarks or earn at least a 1500 out of 2400 on the SAT

ACT's College Readiness Benchmarks

College Course of Course Area	Test	EXPLORE Score	PLAN Score	ACT Score	COMPASS Score
English Composition	English	13	15	18	69
Social Sciences	Reading	15	17	21	88
Algebra	Mathematics	17	19	22	65
Biology	Science*	20	21	24	n/a*

College Admission Eligibility Requirements (House Bill 3826)

The state legislature amended the current admission eligibility requirements for students applying to any general academic teaching institution, including those institutions with open enrollment policies. Effective **September 1, 2007** and thereafter, only applicants who have completed the FHSP (Foundation), Recommended or Distinguished graduation plans are eligible to apply for college admission. This also applies to students eligible for automatic admission by graduating in the top ten percent of their class.

In addition, this law further states that institutions of higher learning shall admit any applicant who is the child of a public servant killed or having sustained a fatal injury in the line of duty. Applicants need to meet the minimum requirements of the institution.

Certificate Award/4-Year Special Service Student (Senate Bill 673)

Students receiving special education services can opt to participate in the graduation ceremony after their fourth year of high school. A certificate of attendance will be issued instead of a diploma to allow students to participate in commencement exercises with their same age peer/class cohort. The statute limits student participation to only one graduation ceremony.

College Enrollment/Financial Aid/Scholarships

Higher education and technical skills are important for most careers in our highly complex world. Information to aid in planning for post-secondary education, universities, technical schools or military service is available through the Livingston High School Counselors Office. Free information on college preparation for middle and high school students, easy-to-understand descriptions of the different types of student financial aid available, insights to popular careers, plus links to every college website in Texas are available at www.CollegeforTexas.com. Student and parent orientations are provided each spring during registration to address high school course selection related to post-secondary education. Students and parents may also contact their high school counselor for further information.

Some important information to consider when planning secondary (high school) coursework and post-secondary (college and technical school) entrance is listed below:

- Students ranked in the top 10% of their graduating class are eligible for automatic admission to any public university in Texas. Specific requirements are addressed in the previous section on “Honor Graduates.”
- Colleges and universities have course entrance requirements that may be above those required for graduation from high school. Some colleges and universities in Texas now require students to graduate under RHSP as an admission requirement.
- SAT or ACT college entrance examinations are required for admission to four-year colleges and universities. Consult college catalogs and/or websites to determine which test to take and deadlines. Registration forms and prep materials are available in the counseling office or on the SAT/ACT websites. It is the student’s responsibility to determine testing dates and registration deadlines, register for the test and pay any registration or related fees for the test. High school seniors should take these exam(s) before January if they intend to apply for financial assistance. For information on SAT Registration and deadlines, visit the College

Board website at www.collegeboard.com. For information on accommodations, visit the College Board website at www.collegeboard.com/ssd/student/time/html. For information on ACT registration and deadlines, visit the ACT website at www.act.org.

Students are encouraged to select their college early in their senior year. Once accepted by a college, students are generally notified of summer orientation programs. Students are encouraged to attend these orientations.

Students attending Texas public colleges and universities can use the Apply Texas Application, which is available on-line at www.applytexas.com. Current information on specific college/university entrance application and entrance requirements should be requested from the college or university. Students who intend to live on campus should obtain an application for housing early in the fall of their senior year.

All students should fill out the FASFA (Free Application for Federal Student Aid) during their senior year. This form is available on-line at www.fafsa.ed.gov. This form must be on file in the financial aid office of the college or university you plan to attend to determine if you are eligible for state, federal or institution financial aid in the form of grants, scholarships and/or loans. Scholarship information is posted on the LHS website in the “Counselor’s Page”. Parents are encouraged to contact their employers regarding scholarships they may offer to children of their employees.

Toward Excellence, Access, & Success Grant Program (Texas Grant)

The purpose of the program is to provide grant money to enable well-prepared eligible students to attend public and private nonprofit institutions of higher education in Texas.

Who can compete for an award? A student who:

- Is a Texas resident;
- Has financial need;
- Has applied for any available financial aid or assistance;
- Enrolls at least 3/4 time in an undergraduate degree or certificate program;
- Has not been convicted of a felony or a crime involving a controlled substance; and
- Meets one of the following two requirements:
 - Completed the recommended or distinguished achievement high school curriculum or its equivalent; graduated from a public or accredited private high school in Texas no earlier than Fall 1998; and enrolled in an eligible college or university within 16 months of graduation; or
 - Received his/her first associate's degree in May 2001 or later and enrolls in a higher-level undergraduate program within 12 months of receiving the AD.

Awards will be made through the financial aid office of the college. Persons interested in the program should contact the college financial aid office to verify deadlines and procedures.

Students who qualify on the basis of their high school curriculum and who continue in college and meet program academic standards can receive awards for up to 150 credit hours or for six years or until they receive their bachelor's degree, whichever occurs first. In the first year of college, the academic standards are set by the institution. In subsequent years, the requirements are completion of at least 75% of the hours taken in the prior year, plus an overall college GPA of at least 2.5 on a 4.0 scale.

Students who qualify on the basis of an Associate's Degree and who continue in college and meet program academic standards can receive awards for up to 90 semester credit hours or for four years, or until they complete a baccalaureate degree, whichever occurs first. The academic standards are completion of at least 75% of the hours taken in the prior year, plus a cumulative GPA in college of at least 2.5 on a 4.0 scale.

The award amount depends on the tuition and fees to be paid by the student. In general, it is an amount equal to the student's tuition and required fees at public institutions. Private institution awards are based on the public university amount.

Student Education Benefits Program

This program allows public colleges to lower tuition and/or fees for eligible students. The state has programs for some students who meet one of the following: in foster care before age 18, adopted prior to age 14, valedictorians, blind, deaf, early high school graduates.

The state also has programs for children of: disabled or deceased peace officers, deceased veterans, POWs or MIAs, parents receiving TANF for the student when he/she was a high school senior.

Students should contact a college financial aid officer for instructions.

Special Programs

Gifted / Talented (G/T)

Students are selected for the K-12 program based on their instructional needs. All students in grades Kindergarten, 2nd and 4th grades are screened each year. Screening is done in the spring of the school year. Students in grades 1st, 3rd, and 5-12 are screened on an individual basis as a result of nomination. Screening will occur once a semester. However, a student may only be tested once a year. Students may be nominated by parents, teachers, counselors, administrators, or by the student himself/herself. A “student profile” will be used to identify students for the program. Criteria to be used on the profile will include: student ability, gifted characteristics identification, creativity test, and cognitive abilities.

Students are offered a choice of classes to serve as their GT enrichment opportunity. Students will be required to take two of the approved courses each year in order to remain in the GT program. Appropriate courses are decided by the District Committee. Courses will include advanced studies in the core classes, as well as at least one course that is offered to only GT students.

Special Education

Students experiencing difficulties in school may be referred for services in special education. Before a student can receive special education and/or related services for the first time a S.I.P. meeting - (Student Intervention & Planning Team) must be held. Then, if warranted, an initial evaluation may be conducted. Decisions regarding the provisions of special education services are made by an Admission, Review, and Dismissal (ARD) committee. If a student is determined to be eligible for services in accordance with the Texas Education Agency guidelines, an individualized education plan is developed. Instructional settings may include (a) general education classroom with accommodations, (b) resource classroom, (c) self-contained classroom, or (d) FACES class. Related services necessary for the student to benefit from special education may also be provided with appropriate evaluation.

Dyslexia

The purpose of the dyslexia program is to identify and intervene with students having difficulty with reading, writing, or spelling in order to help them learn strategies to compensate and to become successful readers. The program is designed for trained specialists to provide alternative learning strategies to those students with development reading disorders. The basic curriculum for LJH’s dyslexia program is the Dyslexia Intervention Program. Instruction is given in the Reading Improvement class which replaces an elective course. Our Dyslexia teacher works closely with regular education teachers and special program teachers in order to provide an appropriate education for dyslexic students. Students must be identified prior to receiving services.

Summer School

Livingston Junior High School Summer School is offered to 8th grade students in Reading and Math. Information will be sent out to all students in the spring. For more information, please contact your student’s counselor.

Summer school is a state requirement for any student who does not successfully pass **all** sections of their grade level STAAR test. The Texas Assessment of Knowledge and Skills (STAAR) test is given during the spring of each school year.

English As A Second Language

For students whose first language is a language other than English, the native language serves as a the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students will apply these skills and other academic proficiency to the second language. The following general proficiency levels are: Beginner, Intermediate, Advanced and Advanced High. Literacy development across the content areas builds academic skills in a second language and accelerates the learning of both English language skills and higher-order thinking skills.

Advanced Academics Enrollment Information

The purpose of the advanced coursework is to equip all middle school students with the strategies and tools they need to succeed in active, high-level learning, thereby ensuring that every student develops the skills, habits of mind, and concepts they need to succeed in college.

Advanced courses are based on the following two important premises: the first is the expectation that all students can perform at rigorous academic levels. This expectation is reflected in curriculum and instruction throughout the school such that all students are consistently being challenged to expand their knowledge and skills to the next level. The second important premise of advanced courses is the belief that we are preparing every student for higher intellectual engagement by starting the development of skills and opportunity to help all students acquire the knowledge, concepts, and rigor needed to engage in a higher level of learning.

LJH is deeply committed to equitable access to rigorous academic experiences. We are committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are prepared and willing to accept the challenge of a rigorous academic curriculum will be given the opportunity for advanced courses.

Extracurricular Activities

At Livingston Junior High School, we believe that a strong relationship between students and staff promotes a strong self-image and confidence to maintain excellence in life. These relationships help to promote student success in all areas of their life, therefore supporting the premise of teaching the total child. This belief is supported by research which shows that students highly involved in school activities tend to be more successful academically than those students who are not. Livingston Junior High School, therefore, provides a wide range of extracurricular activities to appeal to all student interests.

Athletics

The sports in which a student may participate are basketball, football, track and field, and volleyball. Each sport has guidelines specifically designed to enhance the performance of its student athletes. Involvement is voluntary; therefore, students are expected to follow rules developed by the Athletic Department. The student, in order to participate in any athletic program, must have the following documentation on file and updated yearly: completed physical form, pertinent medical history, acknowledgement of UIL rules, emergency procedure card, and insurance information.

Band

Band membership is open to students with a desire to experience and learn how to play a musical instrument. Students rehearse daily during class. During the fall semester, students perform at various holiday concerts. During the spring semester, students participate in UIL Solo and Ensemble, Concert, and Sight-reading contests. The Junior High band will attend some Junior High football games. Eighth graders participating in high school marching band will be required to practice after school with the High School band program. One semester of High School band (Fine Arts) credit will be earned.

Cheerleading

Livingston Junior High cheerleaders are responsible for promoting school spirit. They cheer at various games and pep rallies, and paint spirit signs throughout the year. Tryouts are held in the spring of each school year. Candidates must meet the qualifications in the cheerleader guidelines available from the sponsor. Practices are held after school.

Chess Club

The purpose of the Livingston Junior High Chess Club is to provide a forum in which all skill level Chess players from 6-8th grade can exercise their talents and develop into Chess players of excellent caliber and character and to promote the study and knowledge of Chess; not only for fun and enjoyment, but also as a tool to become problem solvers.

Choir

Choir is a visible performing group. In addition to developing musical skills, singing enhancements, and vocal technique, choir teaches life-long skills such as team work, commitment, and responsibility. The Concert Choir competes in TMEA and UIL events as well as various concerts and performances throughout each semester.

Cubs for Christ

The Livingston Junior High School Cubs for Christ is a student led Christian organization, which meets on Thursdays before school to hear student and guest speakers, discuss current topics, and build a united sense of fellowship among students. Any student may attend.

National Junior Honor Society

National Junior Honor Society is an honor that is open to all students at Livingston Junior High that meet the requirements of scholarship, leadership, service, character, and citizenship. You must have an overall average in your core classes of a 93 or above, plus additional qualifications. A formal induction for those students qualifying is held in May.

Drill Team

Drill Team is designed to teach students a variety of dance techniques in a range of choreographed dances. Students work together helping others learn dances as well as assist in improving knowledge and expression of dance skills. Throughout the year, students will perform at Livingston Junior High football games, basketball games, pep rallies, and other outside events. In addition, students will also work together as a team in organizing and participating in fund raising events during the school year. Drill Team is open to any student who is interested and willing to attend practices and games.

Extracurricular Activities - continued

Student Council

The Livingston Junior High Student Council is a distinguished and enjoyable organization designed to serve the school and the community. Students involved in the organization have an excellent opportunity to take an active role in becoming a leader at Livingston Junior High. Goals of Student Council include promotion of the following: citizenship, scholarship, leadership, human relations, and cultural values. The student council members are involved in community service projects in the fall and spring semesters, along with sponsoring school activities. Members consist of elected officers and class representatives. Livingston Junior High Student Council is for all students dedicated to serving their school and community.

Theater Arts

Theater Arts is a visible performing group. In addition to developing acting skills to portray characters students will also be given opportunities to learn to construct meanings from improvised and scripted scenes from theater, film, television and electronic media productions.

UIL Academic Events

The UIL Academic Meet is held in the spring of each year. Students in grades 6-8 may participate. Tryouts and practices begin in the fall. Events include ready writing, spelling, listening skills, modern oratory, oral reading, impromptu speaking, science, number sense, mathematics, calculator, and maps, graphs, and charts.

ELIGIBILITY FOR INTERSCHOLASTIC COMPETITION

Students in grades 7 through 12 may participate in extracurricular activities on-campus or off-campus at the beginning of the school year only if they have earned the cumulative number of credits in state-approved courses as indicated below, with the exception of special education students whose status is defined by the ARD committee and their own IEP's.

1. Beginning in 7th grade and continuing through 8th and 9th grade: must have been promoted from previous grade, not placed.
2. Beginning the second year of high school (Grades 9 through 12): must have earned five (5) state credits.
3. Beginning in the third year of high school: must have earned ten (10) state credits or must have earned five (5) state credits during the preceding 12 months.
4. Beginning in the fourth year of high school: must have earned 15 state credits or must have earned five (5) state credits during the preceding 12 months.

Credits earned in summer school or in correspondence may be used to determine eligibility.

A student who fails a level course with a grade lower than 70, becomes ineligible seven (7) days after the last day of the six-weeks period during which the grade lower than 70 was earned. A student who fails an advanced or AP level course must complete an eligibility waiver request with the principal. Students may regain eligibility if the student is passing all classes at the three week progress report.

Students who assist the sponsor or coach, such as student manager, must meet all academic eligibility requirements even though they do not participate in the performance or contest.

A student receiving a course grade of "I" (Incomplete, pending completion of required work) is considered ineligible until the "I" is replaced with a passing grade for that grading period.

Course Offerings
Required courses for sixth, seventh, and eighth grade.

LANGUAGE ARTS

English Language Arts or Advanced Language Arts	Grade 6
--	----------------

In grade 6, students refine and master previously learned knowledge and skills in increasingly complex presentation, reading selections, and written compositions. The course uses the writing process to produce different forms of writing while varying sentence structure and using complex punctuation. Students edit writing based on knowledge of grammar, usage, spelling, punctuation, and other conventions of written language. Students use knowledge of Greek and Latin roots and prefixes and suffixes in reading. Students recognize how style, tone, and mood contribute to the effect of the text.

English Language Arts or Advanced Language Arts	Grade 7
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In grade 7, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions. Seventh grade students continue to read classic and contemporary selections and informational texts. Students use knowledge of Greek and Latin roots, prefixes and suffixes in reading. Students recognize how style, tone, and mood contribute to the effect of the text. Seventh grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students produce final pieces of written composition on a regular basis. The student shall be provided the opportunity to integrate computer technology, concepts, and skills into the language arts curriculum.

English Language Arts or Advanced Language Arts	Grade 8
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Eighth grade students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and writing. Students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students read, write, listen, speak, and view to learn more about the world around them and to create, clarify, critique, and appreciate ideas and responses. Significant blocks of time are provided for reading both independent and instructional level material for varied purposes such as collecting information, learning about and appreciating the writer's craft. The student shall be provided the opportunity to integrate computer technology, concepts and skills into the language arts curriculum.

SOCIAL STUDIES

World Cultures	Grade 6
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This course will expand the students' understanding of history by studying the people and events that began in the major western and non-western ancient civilizations. Geography will also be significant in the development of the human study. There will be a continuous emphasis on the everyday lives, problems, and accomplishments of people and their roles in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever.

GT World Cultures	Grade 6
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This course is designed for currently identified GT students only. In addition to the knowledge and skills taught in grade 6 Social Studies, students are taught the foundation for building academic student learning projects. All students are required to participate in the National History Day Competition.

Texas History	Grade 7
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In grade 7, students will study the history of Texas from the early times to the present. Students will be studying the full scope of Texas History including: prehistory of Texas, Explorations, Spanish Missions, Texas Revolution, Republic of Texas, Annexation, Texas & the Civil War, Reconstruction, Ranching, Railroads, Oil & Gas Industry, World War II. The focus in each era is on key individuals, events, and issues and their impact. Students will use numerous resources to study the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state.

SOCIAL STUDIES, *continued*

GT Texas History

GT - Grade 7

In addition to the same description as regular Texas History, participation in the National History Day competition is required. **This class is open to currently identified GT students only.**

U.S. History

Grade 8

In grade 8, students study the history of the United States from the early colonial period through Reconstruction. Students will be able to describe the physical characteristics of the U.S., the impact on population distribution, and the settlement patterns in the past and present. Students are given the opportunity to analyze the various economic factors that influence the development of colonial America and the early years of the Republic and identify the origins of the free enterprise system. The student shall be provided the opportunity to integrate computer technology concepts and skills into the social studies curriculum and organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.

GT U.S. History

GT - Grade 8

In addition to the same description as regular U.S. History, participation in the National History Day competition is required. **This class is open to currently identified GT students only.**

MATHEMATICS

Mathematics or Advanced Math

Grade 6

The course consists of emphasis on the four basic operations with both decimals and fractions, study of geometry and measurement as well as being introduced to Algebraic concepts at the intuitive level and increase skills in computation, quantitative literacy, and problem solving.

Mathematics or Advanced Math

Grade 7

The course consists of a basics program in fundamental mathematics. It involves intensive study in the four fundamental operations with whole numbers, integers, rational numbers, decimals and percentages. Also, included are basic concepts of geometry and the metric system. Throughout mathematics in grades 7-8, students use processes together with technology, (at least four-function calculators for whole numbers, decimals, and fractions), computer technology, and other mathematical tools such as manipulative materials to develop conceptual understanding and solve problems as they do mathematics.

Mathematics or Advanced Math

Grade 8

Transitional course designed to permit the student to move from concrete concepts of arithmetic to the abstract concepts of algebra. Emphasis is placed on fractions, decimal numbers, percents, and problem solving. Introduces basics of algebra - variables, solving equations, and integers.

Algebra I

Grade 8

The student's math concepts will continue to build as their understanding expands through other mathematical experiences such as: algebraic thinking and symbolic reasoning; function concepts, relationship between equations and functions, tools for algebraic thinking, and underlying mathematical processes. **One (1) HIGH SCHOOL CREDIT is awarded if the student earns a grade of 70 or above average at the end of the school year.** Students who have a class average of 78 or below during the first nine weeks will be placed on probationary status. STAAR EOC for Algebra I will count for 15% of final course grade.

SCIENCE

Science**Grade 6**

Students in this course will complete field and lab investigations while emphasizing science progress skills and knowledge. They will also complete content including physical, life, and earth sciences.

Science**Grade 7**

In grade 7, the study of science includes conducting field and laboratory investigations using scientific methods, critical-thinking, problem-solving, and using instruments and calculators to collect and analyze information to explain a phenomenon. Students should be able to relate and apply technology and scientific information to daily life. With the use of computer technology, concepts, and skills, the student shall be able to interpret scientific data and information from graphs and tables, formulate a hypothesis and draw a conclusion.

Science**Grade 8**

Eighth grade students will be able to plan and conduct field and laboratory investigations by using scientific methods, analyze data, critical-thinking, problem solving; and use tools to collect and analyze information. As students learn science skills, they are able to identify roles of both human activities and natural events in altering earth systems. There is no advanced or GT science.

Elective Courses

PHYSICAL EDUCATION

Physical Education

Grade 6 & 7 Required

In this course, students participate in individual and team sports and lifelong activities; while helping to develop and improve motor skills. Eight grade students are not required to take a P.E. course.

Girls' Athletics

Grade 7 & 8

Unlike physical education, girls' athletics requires high intensity conditioning and physical training with in-depth skills development in volleyball, basketball, and track. This course emphasizes participation in team sports, leadership, and sportsmanship. Involvement is voluntary; therefore, students are expected to follow rules developed by the Athletic Department. In order to participate in any athletic program the student must have a completed athletic packet on file with a current physical. This course will count toward the P.E. requirement.

Boys' Athletics

Grade 7 & 8

Unlike physical education, boys' athletics requires high intensity conditioning and physical training with in-depth skills development in football, basketball, and track. This course emphasizes participation in team sports, leadership, and sportsmanship. Involvement is voluntary; therefore, students are expected to follow rules developed by the Athletic Department. In order to participate in any athletic program the student must have a completed athletic packet on file with a current physical. This course will count toward the P.E. requirement.

FINE ARTS

Art Courses

J.H. Art

Grade 6 - 7 (1/2 year)

Four basic strands - perception, creative expression / performance, historical and cultural heritage, and critical evaluation - provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures.

J.H. Art - 8th Grade

Grade 8 (1/2 year)

Four basic strands - perception, creative expression / performance, historical and cultural heritage, and critical evaluation - provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures.

Music Courses

Band

Grade 6 - 8 (Full year)

This course is a continuation and progression of sixth grade band. Basic music theory is developed further. Four basic strands - perception, creative expression / performance, historical and cultural heritage, and critical evaluation - provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Daily class period is used for practice. **Students buy or rent their own instrument.** Band experience develops leadership, responsibility, cooperation, self-discipline, and diligence. Students participate in contests during the spring. Some extra rehearsals are required as necessary.

Music Courses - continued

Applied Band	Grade 7 - 8 (1/2 year)
This course is available to current 8th grade band members. Students will use this time as a practice session and private lesson time. The purpose is to allow students the opportunity to prepare for Region Band Tryouts, Contest & Sight Reading and Solo & Ensemble contest. The goal is to have students grow in musicianship and learn to create characteristic sounds. In addition, students may work on research projects, pending director approval.	

Beginning Choir	Grade 6 (1/2 year)
The purpose of the choir class is to increase understanding and appreciation of choral music through ensemble performances. There are four strands to the learning process in choir. They are perception, creative expression, historical / cultural heritage, and critical evaluation. These four strands provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire at this level.	

Performance Choir	Grade 7 - 8 (Full year)
This choir is a “performing arts” class. The nature of performing arts classes requires time for public performances. Performances are essential to the learning process. There are some events in which this choir will participate in that are extracurricular. Students are expected to attend performances and rehearsals scheduled outside of class time in order to fulfill the minimum class requirements.	

Both choirs have grade level goals and criteria as listed in the TEKS guidelines.

Theatre Courses

Introduction to Theatre Arts	Grade 6 (1/2 year)
Students will explore the world of theatre arts in this half-semester class. They will become familiar with various acting techniques, as well as a broad spectrum of theatre styles. This is a performance-based class.	

Theatre Arts	Grade 7 (1/2 year)
Students who sign up for Theatre Arts I will be exposed to basic physical and vocal techniques for actors, and learn the vocabulary and functions of performers. Students will also be exposed to the theatre history, clowning and hand-to-hand stage combat. They will also learn how to build a character, and use their acting skills to perform in improvised and scripted monologues and scenes.	

Theatre Arts	Grade 8 (1/2 year)
Students enrolling in Theatre Arts II will learn both acting and directing techniques, for both film and stage productions. Students will study Elizabethan theatre, puppetry, playwriting, and stage combat fencing and quarterstaff. They will also learn how to put together a demo reel, resume, and head shot.	

Technical Theatre	Grade 7 (1/2 year)
In Technical Theatre I, students are introduced to the basics of behind-the-scenes theatre. Students will explore scenic painting, lighting, sound and effects, scenery, costumes, makeup and special effects, and stage combat choreography. Backstage safety is heavily emphasized as students learn to find their creative designer.	

Technical Theatre	Grade 8 (1/2 year)
In Technical Theatre II, students design fantasy-based projects in scenery, scenic painting, lighting, sound and effects, costumes, makeup and special effects, and stage combat. Students will focus on imaginative design and collaboration.	

Family and Consumer Science Courses

Exploring Careers

Grade 6 (1/2 year)

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.

Career Portals

Grade 7 & 8 (1/2 year)

Family and Consumer Science education provides individuals and families with essential knowledge and skills for managing the challenges of living and working in a diverse, global society. Individuals utilize these skills to enhance career and personal effectiveness, promote family strength and well-being, and pursue career options.

Computer Courses

Computer Technology Applications

Grade 6 - 8 (1/2 year)

This class develops technology skills with applications to personal and business situations focusing on word processing. This class will prepare students for the 8th grade computer competency test.

Other

Student Aide

Grade 6 - 8 (1/2 year)

Students are allowed to be student aides for the front office or library. Students who would like to sign up for Student Aide positions need to have passing grades and conduct grades no lower than Satisfactory. Students must have satisfied all other course requirement before they may be allowed to register for a student aide position. In other words, students must have room in their schedule for the class - student aides. Special circumstances will be considered individually.

Principles of Agriculture, Food & Natural Resources

Grade 8 (Full year)

This is the basic introductory agriculture course that each student is required to take before advancing on to another agriculture course. Students will learn about the importance of agriculture, food and natural resources, and how their lives are affected by these aspects. Students will learn the basics of animal science; plant and soil science; natural resources; and agriculture mechanization, as well as be exposed to the many career possibilities in each of these fields. Students will also learn and demonstrate how to run meetings properly using parliamentary procedure, and practice developing various leadership and communication skills. Students will also learn about the FFA - the student organization for agriculture students, which provides endless opportunities for its members to develop their potential for premier leadership, personal growth and career success. **One high school credit is awarded if the student earns a grade of 70 or above for this course.**

Business Entrepreneurship

Grade 8 (1/2 year)

Students will learn the basics of planning and launching a business as well as attracting investors, marketing, and managing a business. Students will be required to create a new business, complete a business plan, and use business management tools to maintain their business.

