

# MIDDLE SCHOOL

## 2018-2019 Course Selection Guide



### PROFILE OF A GRADUATE



## Welcome to Students and Parents

The purpose of this guide is to assist students and parents in planning a course of study tailored to individual student needs, interests, and aspirations. After an introductory section on general requirements, grades, academic placement, and student classification, the program of studies provides a brief description of the prerequisites and content of the courses offered by the Fort Bend Independent School District. These descriptions should be consulted in selecting courses for next year. Students and parents with questions regarding courses and the implications of selecting them are encouraged to consult with school counselors. **Information in this guide is accurate as of date of printing and subject to change at any time due to updates in local, state, and federal policies. Please refer to the online version of this guide for the most up-to-date information.**

### Middle School Students and Parents:

- Review the state and local course requirements included in the guide. Also review the graduation requirements for the Foundation High School Plan.
- Consider your post-secondary education plans and career interests. Decide which college or other post-high school programs you might attend.
- Review the core course and elective offerings.
- Complete the course selection process as directed by your school counselor and/or advisor.

**Availability of courses listed in the program guide depends on student requests, staffing and other resources at each campus. Some courses may not be available on all campuses in a face-to-face traditional format. Other formats (online learning or distance learning) may be utilized to provide a course to meet student requests within district procedures. Fort Bend Independent School District seeks to provide equal educational opportunity without regard for race, color, religion, national origin, sex or disability.**

**Additional information can be found on the Fort Bend ISD website, [www.fortbendisd.com](http://www.fortbendisd.com)**

## **A Fort Bend ISD Graduate has a rigorous academic foundation, strong character, and is...**

### **...equipped with skills for life.**

Fort Bend ISD graduates exhibit grit and determination in all aspects of life; respect self and others; engage in healthy life choices; are literate and articulate; proficient with technology; and meaningfully and practically apply knowledge in productive ways.

### **...a servant leader.**

Fort Bend ISD graduates demonstrate confidence while maintaining a humble and kind demeanor; prioritizing the needs of others while accepting responsibility for themselves and are accountable for their own actions; are optimistic; and strive to bring out the best in others.

### **...an effective communicator.**

Fort Bend ISD graduates communicate clearly both orally and in writing; respectfully and actively listen to others; appropriately engage in courageous conversations; and appropriately adapt their communication style to the audience.

### **...a critical thinker.**

Fort Bend ISD graduates are visionary and solutions-oriented problem solvers; are inquisitive and innovative; and have the courage to actively challenge conventional methods in order to improve themselves and the world around them.

### **...a compassionate citizen.**

Fort Bend ISD graduates are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; actively engage in improving our diverse community; exercise their right to vote; and are dependable, respectful, trustworthy, and self-disciplined.

### **...a collaborative team member.**

Fort Bend ISD graduates work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team; and positively facilitate and contribute to teamwork.

### **...a life-long learner.**

Fort Bend ISD graduates approach life with wonder and curiosity; seek opportunities to be creative; possess a thirst for knowledge and the ability to adapt to change; and are academically prepared to pursue and attain futures beyond what they can imagine!

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### FBISD Mission

*FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.*

### FBISD Vision

*Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.*

**MIDDLE SCHOOL PROGRAM OFFERINGS**

In Fort Bend ISD the middle school program includes grades 6-8. Students attend classes at one of the district's 15 middle school campuses.

**Baines**

9000 Sienna Ranch Rd.  
 Missouri City, TX 77459  
 281-634-6870

**Fort Settlement**

5440 Elkins Road  
 Sugar Land, TX 77479  
 281-634-6440

**Missouri City**

202 Martin Lane  
 Missouri City, TX 77489  
 281-634-3440

**Bowie**

700 Plantation Drive  
 Richmond, TX 77406  
 281-327-6200

**Garcia**

18550 Old Richmond Rd.  
 Sugar Land, TX 77498  
 281-634-3160

**Quail Valley**

3019 FM 1092  
 Missouri City, TX 77459  
 281-634-3600

**Crockett**

19001 Beechnut  
 Richmond, TX 77407  
 281-634-6380

**Hodges Bend**

16510 Bissonnet  
 Houston, TX 77083  
 281-634-3000

**Sartartia**

8125 Homeward Way  
 Sugar Land, TX 77479  
 281-634-6310

**Dulles**

500 Dulles Ave  
 Sugar Land, TX 77478  
 281-634-5750

**Lake Olympia**

3100 Lake Olympia Parkway  
 Missouri City, TX 77459  
 281-634-3520

**Sugar Land**

321 Seventh Street  
 Sugar Land, TX 77498  
 281-634-3080

**First Colony**

3225 Austin Parkway  
 Sugar Land, TX 77479  
 281-634-3240

**McAuliffe**

16650 South Post Oak  
 Houston, TX 77053  
 281-634-3360

**Thornton**

(Opening August of 2018)  
 1909 Waters Lake Blvd.  
 Missouri City, TX 77459

**Middle school students take required and elective courses.**

6th GRADE COURSE AREAS	7th GRADE COURSE AREAS	8th GRADE COURSE AREAS
English Language Arts Math Science Social Studies Physical Education Fine Arts Elective	English Language Arts Math Science Social Studies Physical Education/Health Elective Elective	English Language Arts Math Science Social Studies Physical Education Elective Elective

## GENERAL INFORMATION

### State Credit Courses

All courses which are to be counted toward grade level and graduation requirements must be state-approved courses. The requirement may be waived under certain circumstances.

High school credit courses made available to students in middle school may be taken only with prior written approval of the student's parent and school counselor. In addition, available courses may be taken only at the student's feeder pattern high school within the district if the course is not offered at the middle school campus. Courses are subject to alignment between high school and middle school schedules and staff availability. **Transportation** to or from the high school shall not be provided and will be the sole responsibility of each participating student's parent(s)/ guardian(s). **Course grades and credits will be included on the high school transcript. Grade points will also be calculated into the overall grade point average and will be used for high school class rank.**

### Academic Options

Students have several academic options when selecting classes. These include on-level courses or Pre AP courses. Students are advised to take courses at a level where they will be challenged and yet will perform successfully. The options available for each course are listed with course descriptions.

### Academic Eligibility Rules/UII

A student shall be suspended from participation in competition or other public performance sponsored or sanctioned by the school district during the three week period following a grade reporting period in which the student received a grade lower than 70 in any class other than certain identified classes. This suspension continues for at least three weeks and is not removed during the school year until the student's grade in each class is 70 or greater. A student may continue to practice or rehearse with other students for an extracurricular activity. Students may regain eligibility seven days after the six week grading period ends or seven days after a three week evaluation period. For a student to be eligible to participate in UII activities, the student must be classified as a full time student (5 classes - traditional schedule, 6 classes - block schedule). Classes such as study hall, office aide, and off-campus do not meet this requirement.

### Semester System

The Fort Bend Independent School District's middle schools operate on a semester system. Each school year is divided into two semesters, and each semester is divided into two grading periods. Most courses vary from one to two semesters in length. Credit for courses is awarded based on EIE policy.

### Grading System

The State Board of Education has set 70 as a minimum passing grade. Written communication of the student's achievement is reported to the parents on a nine-weeks basis. When letter grades are recorded, the following conversions are used.

90-100 = A

80-89 = B

70-79 = C

69-below = F

Actual student numerical grades are recorded in the grade book and averaged as actual grades. An Incomplete (I) is given on a report card if a student, because of illness or for some other excused reason, cannot complete the required work by the end of the reporting period. The student should contact the teacher to arrange to complete the work.

### The 100 Point GPA Scale (Class of 2019 and Beyond)

The new GPA system is referred to as a 100 Point Scale and is applied to **high school courses** only. With this system, the 100 point scale is calculated by adding all of the semester averages earned by a student and dividing by semesters attempted. The 100 point scale can be converted to the Four Point Scale which is the most common scale for college admissions, NCAA and scholarship applications. In addition, the weighted grade point system was also revised beginning with the Class of 2019. The grade weights are reflected in the chart:

Advanced Placement (AP) Courses/Beyond AP	Pre AP, Honors Courses, Dual Credit Courses	On Level Courses
Receives 10 point weight	Receives 5 point weight	Non-weighted

### Attendance

Students must be in attendance a minimum of 90 percent of the days after enrollment in the course. See the Student/Parent Handbook for more information.

### Make-Up Work

A student must ask the teacher for make-up work immediately upon returning to school after an absence. If a test was scheduled before the student was absent, then the student may be required to take the test the day he/she returns. If a student has missed work, the teacher will give the student the opportunity to make up the work. Generally one day for each day of excused absence will be provided for the make-up work. Failure to meet the deadline may result in a lower grade.



### Fitness Assessment

The Texas Education Code (TEC) §38.101 states that a school district must annually assess the physical fitness of students enrolled in grade three or higher in a course that satisfies the curriculum requirements for physical education under TEC §28.002 (a)(2)(C). Students in grades 3-8 as well as any student at the high school level enrolled in a Texas Essential Knowledge and Skills (TEKS) based course for physical education, or any student in a substitution for physical education must be assessed. Students that are enrolled in athletics, off-campus private or commercially sponsored physical activity programs, or ROTC must always be assessed. The assessment instrument is the Fitnessgram which evaluates body composition (Body Mass Index), aerobic capacity (one mile run or pacer test), muscular strength and endurance (curl-ups, pull-ups, flexed arm hang), and flexibility (shoulder stretch).

### Off Campus Physical Education

Private or commercially sponsored physical activity programs designed to develop Olympic level capabilities may be substituted for physical education credit in grades 6-12, if approved by the school board and the Texas Education Agency. Students who wish to participate in Off Campus PE must receive prior approval from his/her campus, must provide his/her own transportation, and must provide a workout schedule and attendance records. The Category I classification requires a minimum of 15 hours per week (Mon-Fri) per semester. The Category II classification requires a minimum of 5 hours per week per semester. Examples of Off Campus PE options include archery, cycling, equestrian, gymnastics, ice skating, and Tae Kwon Do. Off Campus PE is for individual instruction sports. Requests for this must be made no later than August 1st for both fall and spring semesters. See your middle school campus counselor for applications.

**Please Note:** Category II is not available to middle school students.

## SPECIALIZED PROGRAMS

### AVID

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. A complete list of AVID campuses are available on the Fort Bend ISD website. Students must complete an application and interview with approval by a campus committee in order to be admitted into the AVID Elective Program.

### Gifted and Talented Program

Students referred for Gifted and Talented (GT) services will be tested during the fall of each year. Referred students are tested for services to begin the following school year. Students who are identified as needing GT services are grouped together in classrooms with teachers trained in gifted education. Teachers differentiate the curriculum to meet the needs of their identified GT students in their subject areas of identification. GT services are provided in English/Language Arts, Mathematics, Science, and Social Studies through Pre AP classes.

### Summer School

Summer school offers opportunities for students to take remedial courses and/or courses for original credit. Information will be available in the counselors' office after spring break. For additional information please visit the Fort Bend ISD website after spring break at [www.fortbendisd.com](http://www.fortbendisd.com).

### Enrichment Programs

Parents may choose to enroll their child in an enrichment program outside of FBISD such as a course, camp, or study trip. Some programs advertise credit for their enrichment activities. However, course credit cannot be accepted by FBISD unless the program meets state and FBISD objectives. If students are seeking course credit, parents should seek prior approval through their school before participation in any enrichment programs.

### Destination ImagiNation

Offered based on student interest, participation, and funding, this international program uses team-based creative problem solving to teach life skills and expand the imagination. Teams of five to seven members meet with their volunteer coach in an after school setting. From October through March teams work to solve a specific problem and prepare to present their solution in a late winter/early spring competition.

### Duke University Talent Identification Program

The Duke University Talent Identification Program aims to identify academically talented adolescents in 6th and 7th grade. Students who obtained a score in the 95th percentile or higher on an approved standardized test may choose to take the SAT in December or January, or the ACT in December or February. Participation in Duke Talent Identification Program does not include course credit. Further information may be obtained on the Duke Talent Identification Program website at [www.tip.duke.edu](http://www.tip.duke.edu).

### Pre AP/AP Courses

Fort Bend ISD offers a variety of courses aligned to the College Board Advanced Placement (AP) program. The District encourages students to complete one or more AP courses before graduation to prepare for success in post-high school programs. The Pre AP/AP program is designed to develop college readiness and work for success. Beginning in 6th grade, highly motivated students may take Pre AP courses. These courses are academically challenging, fast-paced and require more independent learning than on-level courses. In high school students may take AP courses and the associated AP exams. Costs are associated with these exams. Scores of 3 or higher on the exam can provide college credits.

In middle school Pre AP courses are offered in:

English Language Arts  
Math  
Science  
Social Studies

In high school Pre AP and AP courses are offered in:

English Language Arts  
Math  
Science  
Social Studies  
World Languages  
Fine Arts  
Computer Science

Other factors to consider include the following:

- Pre AP courses are designed to prepare students for AP coursework, but they are not a prerequisite for enrolling in most AP courses. Some AP courses do have specific prerequisites. Check each course description for any prerequisites.
- Pre AP/AP is not "all or nothing." Students may enroll in as many or as few Pre AP/AP courses as they choose.
- It is possible to move from on-level to Pre AP/AP sections from one year to the next. In math, it is more challenging due to the acceleration of the curriculum in 6th and 7th grades. It is possible that additional support may be needed to support the transition to Pre AP math in middle school.
- Due to the challenging nature of Pre AP/AP coursework, students may initially experience a drop in grades. Successful completion of coursework is generally defined as earning a C or higher as a semester average.
- Additional support and encouragement is important to help sustain student participation in rigorous classes.

### Guidelines for Exiting a Pre AP/AP Course

Exit processes are necessary to assist students in making sound course selection decisions. Students and parents must be aware that the exact grade from the weighted class (Pre AP or AP) shall transfer to the on-level course with no grade adjustments. In the case of failing grades, teachers may assign alternative assignments in order to fulfill a grade change of up to a 70. These grades will be included in calculating the on-level course grade and may impact UIL eligibility.

1. Students are expected to seek support when needed to be successful in a Pre AP/AP course. Actions taken should include tutorials and conferencing with the teacher.
2. Students must submit a formal request to be exited from a Pre AP or AP course. This request will be reviewed by the teacher and campus designee(s) to consider student performance, availability of space in other courses, grading timelines, and other factors that may be at issue.

Students experiencing success (maintaining a C or better for the semester) should remain in the class for the semester.

3. Students who earn an F in a Pre AP/AP course at the end of a grading period may be removed from the class unless otherwise recommended by the teacher and administrator.
4. Students who elect to take an AP class for which there is no academic equivalent will be required to remain in the course until the end of the semester. (Credit and grade points will be assessed on each semester.) Options for credit for AP courses with no academic equivalent which fulfill a graduation requirement may be limited and may negatively impact the student.

### Special Education

The special education department offers identified students with disabilities opportunities to develop abilities in the least restrictive environment. Locally developed courses with significant content modifications are available for students with disabilities who demonstrate significant cognitive delay and whose needs cannot be met through state approved courses. The course sequence for special education students is determined by the ARD committee as the graduation plan for each student is developed.

### Section 504 of the Rehabilitation Act of 1973

It is Fort Bend ISD's responsibility to identify and evaluate students who, within the intent of the Rehabilitation Act of 1973, Section 504 need accommodations or related aides and services in order to access a free and appropriate public education. A student who may need accommodations or specialized instruction within the intent of Section 504 may be one who:

- Has a physical or mental impairment that substantially limits one or more major life activities;
- Has a record of such impairment; or
- Is regarded as having such an impairment.

Parents who believe that they have a child who may qualify for accommodations or services should contact your child's school counselor or the campus 504 coordinator.

### Dyslexia and Related Disorders

If a child is experiencing reading, writing, or spelling difficulties, the parent should first contact the child's teacher. Further concerns should be brought to the attention of the 504 campus coordinator, school counselor or principal for information on the District's Dyslexia program, and information regarding appropriate testing for reading disorders. Copies of the FBISD Dyslexia Procedures and the Texas State Dyslexia Handbook in English and Spanish are available to parents in each campus library. Additionally, both are available on the FBISD website at <http://fortbendisd.schoolwires.net/Page/5555Students>

### English as a Second Language

For students who qualify, a comprehensive program in English as a Second Language (ESL) is available. The ESL program provides structured language instruction designed to teach English to students whose English language skills are limited. ESL instruction considers students' learning experiences and cultural backgrounds. ESL is taught through second language methods for teaching proficiency in listening, speaking, reading, and writing in English.

## OTHER SERVICES

### Campus Student Services

School counselors, licensed specialists in school psychology, school social workers, safe and drug free schools counselors, advocates, and nurses provide specialized services to students at each campus. Services include consultation to teachers, administrators, and parents, individual and group counseling, guidance services, and evaluation of a student's social/emotional, behavioral, physical, and academic functioning.

### Personal Graduation Plan (PGP)

Middle school students who fail a state assessment or who are unlikely to graduate from high school before the fifth school year following enrollment in grade level nine must have a PGP developed. The PGP will identify goals, include diagnostic information, address appropriate monitoring and intervention strategies, and provide innovative methods to promote advancement. The PGP includes parent and student educational expectations so all students requiring a PGP must have a parental conference validating the PGP. Please contact your school counselor for more information.

### Response to Instruction and Intervention (RTI) and the Instructional Support Team (IST)

Response to Instruction and Intervention (RTI) is a framework for providing assistance and support to students who are experiencing significant barriers to successful learning. Many times the barriers are academic in nature, and at other times they are more emotional or behavioral. The RTI approach provides research-based interventions, designed to meet the student's identified needs. Interventions are implemented in increasing levels of intensity, as needed, until the student experiences success.

The first level (Tier 1) includes good instructional strategies that all students receive. Tier 2 involves additional supports for individual or small groups of students that a classroom teacher implements when a need is observed.

Typically, when a teacher needs more ideas for interventions, a request is made for assistance from the Instructional Support Team (IST) at the campus. The IST consists of teachers, administrators, and support staff who meet to determine solutions and strategies to use for the student.

### Technology Applications

Technology Applications are integrated into the Texas Essential Knowledge and Skills (TEKS) for the core academic subject areas so that students can develop skills, increase understanding, explore applications and achieve computer literacy as a life skill. The Technology Applications curriculum is available on the FBISD website. By the end of eighth grade, students are expected to master the Texas Essential Knowledge and Skills for Technology Applications on the Technology Literacy Assessment.

Students should use only District approved Web 2.0 tools for school related projects and communication. Each student will be provided Microsoft Office 365 portal accounts for school activities and projects.



Naviance is a comprehensive college and career readiness solution for middle and high school students connecting academic achievement to post-secondary goals. Here are just a few of the many things Naviance can do for students:

### Self-Discovery & Student Assessments

Through self-discovery and collaboration with parents, teachers and school counselors, Naviance enables students to find college and career pathways that are right for them.

### Career Exploration

The career planning and assessment tools in Naviance allow students to realize their strengths, goals, skills, knowledge, values, constraints, and interests in future careers, to help them make better academic decisions.

### Academic Planning

Naviance offers a variety of academic planning tools, including individual learning plans, to help enhance school counseling efforts and provide students with the right help at the right time.

### College Planning

Naviance makes college research easy. Whether it's matching colleges to a student's career interests, or comparing admissions rates at a student's top college choices, our college planning tools allow students and families to make informed decisions. Students can also compare colleges and universities, explore scholarship opportunities, and track the status of supporting application documents (transcripts and letters of recommendation). Plus, all of these tools are managed from one location, improving communications between students, schools, and parents and reducing paperwork.

### Preliminary Scholastic Aptitude Test (PSAT)

Fort Bend ISD administers the PSAT 8/9 to all 8th and 9th grade students and the PSAT/NMSQT to all 10th and 11th graders on National Testing Day (mid-October each year). Both assessments are aligned with the SAT and provide students with critical preparation and practice for the SAT which is used to determine college readiness and is considered in many scholarship and college admission decisions. The PSAT/NMSQT provides high-scoring juniors National Merit and other scholarship opportunities. College Board has partnered with Khan Academy ([www.satpractice.org](http://www.satpractice.org)) to provide free online test prep opportunities for all students. Students can access a personalized practice plan at Khan Academy based on their unique PSAT results. Please see your school counselor or college and career advisor for more information.



## ASSESSMENT PROGRAMS

Students in FBISD participate in a variety of assessment programs. These include national, state, and locally developed tests used to assess student achievement. At the state level, the State of Texas Assessment of Academic Readiness (STAAR) program includes students in grades 3-8 and five high school courses.

### Middle School STAAR Requirements

Middle school students will be administered STAAR assessments in the following content areas:

- Grade 6 – Reading, mathematics
- Grade 7 – Reading, writing, mathematics
- Grade 8 – Reading, mathematics, science, social studies

Middle school students taking a high school course in English Language Arts, mathematics, science, or social studies will also be required to take the End of Course (EOC) assessment associated with that subject.

Students served by special education and who meet specific participation requirements may be given STAAR-Alternate. The ARD committee determines which test is appropriate for the student.

### High School STAAR End of Course Requirements

- Students are required to take STAAR End of Course (EOC) tests in each of the following subjects and meet the satisfactory achievement standards.
  - English Language Arts – English I, English II
  - Math – Algebra I
  - Science – Biology
  - Social Studies – U.S. History
- EOC's are offered in May, December, and June.
- A linguistically accommodated version of STAAR (STAAR-L) will be available to qualifying, recent immigrant students for the mathematics, science and social studies assessments.

### Student Success Initiative (SSI)

SSI was created by the Texas Legislature to ensure that all students receive the instruction and support they need to be successful in reading and mathematics. The SSI grade advancement requirements apply to students enrolled in grades 5 and 8 who take the STAAR reading and mathematics tests. As specified by these requirements, a student may advance to the 6th or 9th grade by passing these tests or by unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after additional instruction.

The goal of the SSI is to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics. This effort depends greatly on schools, parents, and community members working in partnership to meet individual student needs.

### Texas English Language Proficiency Assessment System (TELPAS)

Based on the Every Student Succeeds Act (ESSA) mandates, the TELPAS requires teachers of Limited English Proficiency (LEP) students to rate these students according to indicators set by the state in the following domains of English language in Grades K – 12: reading, writing, listening, and speaking.

Based on state law passed in 1999 and updated State Board of Education rules, all students in grades 2 – 12 who are identified as LEP will take the TELPAS reading test. This includes LEP students whose parents have denied the program. LEP students served through special education will also participate unless their admission, review, and dismissal (ARD) committee exempts them on the basis that their disability prevents appropriate measurement in one or more domains. LEP students will participate until they meet the English Proficiency exit criteria.

### Credit by Exam With No Prior Instruction

At the high school level, Credit by Exam (CBE) with no prior instruction allows the student to obtain credit for core academic courses. (This option is available only one time for each course.) Award of credit for courses is given if student scores 80 or above on the exam (if administered by semester, average of two exams to meet or exceed 80). Students may use credit by examination to fulfill their course requirements and the score on the CBE will be entered on the transcript. Exams for all academic courses, are coordinated through the Testing Department. Credit by Exam for World Languages will be offered for only Levels 1, 2, and 3 as tests are available for the following languages: ASL, Chinese, French, German, Japanese, Latin, and Spanish. All test administration dates, along with deadlines to submit applications will be available on the Testing page of the district website. Letters describing the CBE process, the difference between With Prior Instruction and No Prior Instruction, study guides, and applications will be available on the district website. Course credit earned through credit by exam will not be recognized by NCAA. Students will be awarded regular grade points for credit received through Credit by Exam. However, only passing grades (80 or above) are recorded. Students who are interested in earning credit by examination should see their counselor for approval and confirmation, or call the Accountability and Assessment Department at 281-634-1404.

### Validation Testing (Credit By Exam With Prior Instruction)

Students who have previous formal instruction and do not have credit in a course may earn credit by taking an approved examination. Students must have made at least a 60 in the course to take a CBE. This option is available only one time for each course. Only two credits may be earned toward graduation through this method, with the exception of World Language courses. Students must score a 70 or above to receive credit, but it may not be used to gain UIL eligibility. There is a fee for these examinations. Students from nonaccredited high schools and home schooling environments will be administered validation tests for the award of credit. These students may exceed the two unit limit. The grade on the validation test will be recorded on the transcript. Grade points will be awarded as determined by District guidelines. Students who are interested in earning credit by examination should see their counselor for approval and confirmation.

## English Language Arts

### \*Basic English Language Arts - Grade 6

Course Number: SE9169

Offered in: 6 Credits: 1 Level:

Prerequisites: ARD committee decision

Instruction is individualized according to the IEP.

\*The content is parallel to the grade level general education English Curriculum as determined by an IEP.

### English Language Arts - Grade 6

Course Number: EL6211, EL6275

Offered in: 6 Credits: 1 Level: On Level

Prerequisites:

In grade 6, students build on previously learned skills while focusing on five curricular strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. Students will read and write across literary and informational genres.

### English Language Arts Pre AP - Grade 6

Course Number: EL6111, EL6175

Offered in: 6 Credits: 1 Level: Pre AP/GT

Prerequisites:

This course focuses on the same strands as English Language Arts, grade 6 (see above), but also emphasizes advanced reading, analytical reasoning skills and expository writing to prepare students for the Pre-Advanced Placement program in high school. Summer reading is required. Reading lists are posted each spring on the district website.

### \*Basic English Language Arts - Grade 7

Course Number: SE9179

Offered in: 7 Credits: 1 Level:

Prerequisites: ARD committee decision

Instruction is individualized according to the IEP

\*The content is parallel to the grade level general education English Curriculum as determined by an IEP.

### English Language Arts - Grade 7

Course Number: EL7211, EL7275

Offered in: 7 Credits: 1 Level: On Level

Prerequisites:

In grade 7, students build on previously learned skills while focusing on five curricular strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. Students will read and write across literary and informational genres. Expository writing is emphasized.

### English Language Arts Pre AP - Grade 7

Course Number: EL7111, EL7175

Offered in: 7 Credits: 1 Level: Pre AP/GT

Prerequisites:

This course focuses on the same strands as English Language Arts, grade 7 (see above), but also emphasizes advanced reading, analytical reasoning skills and expository writing to prepare students for the Pre-Advanced Placement program in high school. Summer reading is required. Reading lists are posted each spring on the district website.

### \*Basic English Language Arts - Grade 8

Course Number: SE9189

Offered in: 8 Credits: 1 Level:

Prerequisites: ARD committee decision

Instruction is individualized according to the IEP

The content is parallel to the grade level general education English Curriculum as determined by an IEP.

### English Language Arts - Grade 8

Course Number: EL8211, EL8275

Offered in: 8 Credits: 1 Level: On Level

Prerequisites:

In grade 8, students build on previously learned skills while focusing on five curricular strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. Students will read and write across literary and informational genres.

### English Language Arts Pre AP - Grade 8

Course Number: EL8011

Offered in: 8 Credits: 1 Level: Pre AP/GT

Prerequisites:

This course focuses on the same strands as English Language Arts, grade 8 (see above), but also emphasizes advanced reading, analytical reasoning skills and expository writing to prepare students for the Pre-Advanced Placement program in high school. Summer reading is required. Reading lists are posted each spring on the district website.

### Literacy

Course Number: ER6634, ER7734, ER8834

Offered in: 6 - 8 Credits: 1 Level: On Level

Prerequisites:

The Literacy class provides additional time to strengthen reading skills. Students are provided specific, targeted, genre specific strategies for developing vocabulary, comprehension, and reading fluency. This course prepares students for upcoming ELA instruction while concurrently deepening and extending concepts being learned in writing and reading.

### Reading Elective

Course Number: ER6234, ER7224, ER8888

Offered in: 6 - 8 Credits: 1 Level: On Level

Prerequisites:

The reading elective offers students who are identified as having dyslexia an opportunity to read with competence, confidence, and understanding through instruction in using a multi-sensory approach focusing on word recognition, phonemic awareness, fluency, and vocabulary. Students will apply what they are learning through reading and writing in order to increase their literacy skills. Additionally, students will read on their own or listen to texts read aloud for the purpose of enjoyment. 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. Middle school students respond to texts through various avenues such as talk, print and connect their knowledge of the world with the text being read.

## English Language Arts

### Writing Lab

**Course Number:** EW6111, EW7111, EW8111

**Offered in:** 6 - 8 **Credits:** 1 **Level:** On Level

**Prerequisites:**

This elective course is designed for students who have difficulties with the writing process and will focus on providing the skills necessary to be successful on the writing portion of STAAR. Students will be involved in prewriting activities, drafting, revising, editing and publishing a finished project. Test-taking tips will be targeted as well as individual areas in which the students need remediation.

### ESOL Beginner - English/Reading

**Course Number:** ES5368/ES5369; ES5378/ES5279; ES5388/ES5389

**Offered in:** 6 - 8 **Credits:** 1 **Level:** Beginner

**Prerequisites:** District ESL staff recommendation pending LPAC approval

This course emphasizes building students' English listening, speaking, reading and writing skills in social and academic situations. Students receive an integration of the Language Arts skills by exploring genres such as fiction, nonfiction, poetry, and drama through analysis of literature that reflects a diverse cultural and literary heritage and the creation of various genres through the writing process. ESL is taught through second language methods for teaching proficiency in listening, speaking, reading, and writing in English. Instruction is accommodated to meet the varying linguistic needs of the students.

### ESOL Intermediate - English/Reading

**Course Number:** ES5268/ES5269

**Offered in:** 6 **Credits:** 1 **Level:** Intermediate

**Prerequisites:** District ESL staff recommendation pending LPAC approval

This course is taught through sheltered instruction methods for teaching proficiency in listening, speaking, reading, and writing in English as well as content knowledge. The ESL class emphasizes the 6th grade ELA/R TEKS with a special emphasis on the development of language skills. Students receive an integration of the Language Arts skills by exploring genres such as fiction, nonfiction, poetry, and drama through analysis of literature that reflects a diverse cultural and literary heritage and the creation of various genres through the writing process. Instruction is accommodated to meet the varying linguistic needs of the students.

### ESOL Intermediate - English/Reading

**Course Number:** ES5278/ES5279

**Offered in:** 7 **Credits:** 1 **Level:** Intermediate

**Prerequisites:** District ESL staff recommendation pending LPAC approval

This course is taught through sheltered instruction methods for teaching proficiency in listening, speaking, reading, and writing in English as well as content knowledge. The ESL class emphasizes the 7th grade ELA/R TEKS with a special emphasis on the development of language skills. Students receive an integration of the Language Arts skills by exploring genres such as fiction, nonfiction, poetry, and drama through analysis of literature that reflects a diverse cultural and literary heritage and the creation of various genres through the writing process. Instruction is accommodated to meet the varying linguistic needs of the students.

### ESOL Intermediate - English/Reading

**Course Number:** ES5388/ES5389

**Offered in:** 8 **Credits:** 1 **Level:** Intermediate

**Prerequisites:** District ESL staff recommendation pending LPAC approval

This course is taught through sheltered instruction methods for teaching proficiency in listening, speaking, reading, and writing in English as well as content knowledge. The ESL class emphasizes the 8th grade ELA/R TEKS with a special emphasis on the development of language skills. Students receive an integration of the Language Arts skills by exploring genres such as fiction, nonfiction, poetry, and drama through analysis of literature that reflects a diverse cultural and literary heritage and the creation of various genres through the writing process. Instruction is accommodated to meet the varying linguistic needs of the students.

### Speech I

**Course Number:** FT7931

**Offered in:** 7 - 8 **Credits:** 1 **Level:** On Level

**Prerequisites:**

Students are introduced to a variety of speaking situations. Students give informative and demonstrative speeches, tell stories, conduct interviews, and study oral interpretation.

### Speech II

**Course Number:** FT8999

**Offered in:** 8 **Credits:** 1 **Level:** On Level

**Prerequisites:** Speech I

Students are introduced to a variety of speaking situations including storytelling, parliamentary procedure, debate, and oral interpretation and have the opportunity to participate in Middle School Speech tournaments.

### Intro to Broadcasting

**Course Number:** FJ7899, FJ8899

**Offered in:** 7 - 8 **Credits:** 1 **Level:** On Level

**Prerequisites:** Teacher recommendation required

This course will produce an in-school video/audio communication program. Students will be introduced to creating, editing and directing videos for school-wide communications. Teacher recommendation required.

### Journalism

**Course Number:** FJ8877

**Offered in:** 8 **Credits:** 1 **Level:** On Level

**Prerequisites:**

This course provides students the opportunity to learn skills necessary for school newspaper production and/or yearbook production, journalistic writing, editing, illustration, layout, distribution, and sales. A school newspaper and/or yearbook are produced by students in the course.

### English – Additional Courses

**Course Numbers:** **Credits:** 1 per course

**Prerequisite:** ARD Committee decision

SE8611	BSS ELA 6
SE8711	BSS ELA 7
SE8911	BSS ELA 8
SE8671	BSS Reading 6
SE8771	BSS Reading 7
SE8871	BSS Reading 8

\*The content aligns to the general education curriculum as determined by the IEP. Students receive instruction in the BSS class.

### English in Specialized Setting (SAILS/FLASH/ABC)

**Course Numbers:** **Credits:** 1 per course

**Prerequisite:** ARD Committee decision

SE9611	ELA 6 ALT
SE9711	ELA 7 ALT
SE9911	ELA 8 ALT
SE9671	Reading 6 ALT
SE9771	Reading 7 ALT
SE9871	Reading 8 ALT

\*The content aligns to the general education curriculum as determined by the IEP. Students receive alternate instruction in SAILS/FLASH/ABC class.

## Mathematics

### \*Basic Math 6

Course Number: SE9369

Offered in: 6 Credits: 1 Level:

\*The content is parallel to the grade level general education math curriculum as determined by an IEP

Prerequisites: ARD committee decision

Instruction is individualized according to the IEP

### Math - Grade 6

Course Number: MA6211, MA6275

Offered in: 6 Credits: 1 Level: On Level

Prerequisites:

The primary focal areas in sixth grade mathematics are number and operations; proportionality; expressions and equations; and measurement and data. Students will add, subtract, multiply, and divide positive rational numbers and develop the concept of proportionality. The areas of emphasis will focus on development of algebraic thinking through representation of relationships including equations and inequalities. Students will communicate data using appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. A personal financial literacy component will offer the opportunity for students to apply problem solving and develop economic thinking.

### Math Pre AP - Grade 6

Course Number: MA6111, MA6175

Offered in: 6 Credits: 1 Level: Pre AP/GT

Prerequisites:

This course is for students who are highly motivated and interested in a rigorous Math program. Pre-AP Math 6 covers the Math 6 curriculum and selected TEKS from the Math 7 curriculum. The pacing and organization of this course allows students to use investigations to develop their mathematical thinking skills. Class assignments and activities build on and expand higher level thinking skills of analysis, synthesis, evaluation, and integrate units that promote mathematical connections. Students are provided opportunities for extension and application of content and processes. This course will help prepare students to take Pre-AP Math 7 in 7th grade.

### \*Basic Math 7

Course Number: SE9379

Offered in: 7 Credits: 1 Level:

\*The content is parallel to the grade level general education Math Curriculum as determined by an IEP.

Prerequisites: ARD committee decision

Instruction is individualized according to the IEP

### Math - Grade 7

Course Number: MA7211, MA7275

Offered in: 7 Credits: 1 Level: On Level

Prerequisites:

The primary focal areas of seventh grade mathematics are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students will apply operations with rational numbers to problem situations and continue to develop their understanding of proportionality. Emphasis will be placed on developing algebraic reasoning through the study of expressions, equations, and mathematical relationships. Students will communicate these relationships using verbal, graphic, numeric, and symbolic representations of equations and inequalities. Students will continue their study of statistics to include probability, making predictions and determining solutions to problems. Students will use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. A personal financial literacy component will offer the opportunity for students to apply problem solving and develop economic thinking.

### Math Pre AP - Grade 7

Course Number: MA7111, MA7175

Offered in: 6, 7 Credits: 1 Level: Pre AP/GT

Prerequisites:

This course is for students who are highly motivated and interested in a rigorous Math program. Pre-AP math 7 is an accelerated course that covers a portion of the 7th grade math curriculum and all of the 8th grade math curriculum. The pacing and organization of this course allows students to use investigations to develop their mathematical thinking skills. Class assignments and activities build on and expand higher level thinking skills of analysis, synthesis, evaluation, and integrate units that promote mathematical connections. Students are provided opportunities for extension and application of content and processes. This course will help prepare students to take Pre-AP Algebra I in 8th grade.

### \*Basic Math 8

Course Number: SE9389

Offered in: 8 Credits: 1 Level:

\*The content is parallel to the grade level general education Math Curriculum as determined by an IEP.

Prerequisites: ARD committee decision

Instruction is individualized according to the IEP

### Math - Grade 8

Course Number: MA8211, MA8275

Offered in: 8 Credits: 1 Level: On Level

Prerequisites: Completion of 8th Grade standards through Math Pre AP Grade 7 or credit by exam

The primary focal areas in eighth grade mathematics are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students will extend the concepts of proportionality to analyze geometric relationships and determine proportional and non-proportional situations. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Areas of emphasis offer opportunities for students to use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations, generalize procedures, and solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. A personal financial literacy component will offer the opportunity for students to apply problem solving and lay the foundation to become a knowledgeable consumer and investor.

### Algebra I – Pre AP

Course Number: MA211

Offered in: 7-9 Credits: 1 Level: Pre AP/GT

Prerequisites: Math Pre-AP Grade 7 or 8th grade math or its equivalent

*This course counts for High School credit and toward the HS GPA and class rank.*

This course serves as the foundation for all upper level mathematics courses. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Pre-AP Algebra 1 will include a more in depth study of the topics covered in Algebra 1. A strong emphasis is placed on increasing the development of critical thinking and problem solving skills. The intention of this course is to prepare students for AP level math course work.



## Mathematics

### Geometry Pre AP

Course Number: MA221

Offered in: 9-10 Credits: 1 Level: Pre AP/GT

Prerequisites: Algebra I

*This course counts for High School credit and toward the HS GPA and class rank.*

In this course students will connect previous knowledge from Algebra I to Geometry within the coordinate and transformational geometry strand. Through a focus on the development of proofs students will strengthen their mathematical reasoning skills in geometric contexts. Formal constructions using a straight edge and compass will be created to make conjectures about geometric figures. Proportional reasoning skills and analysis of patterns to identify geometric properties will provide context for proofs about special segments and circles. Another focus will be on the application of formulas in multi-step situations using background knowledge in two- and three-dimensional figures. Finally, students will gain exposure to fundamental topics in probability and statistics which will prepare them for success in post-secondary education. Students will extend their work with proofs to include additional theorems and alternative proof approaches. Emphasis will be placed on connections among Geometry and Algebra along with student's justification of reasoning. This course is intended to prepare students for AP level course work.

### Contest Math

Course Number: NC6001, NC7001, NC8004

Offered in: 6-8 Credits: 1 Level: On Level

Prerequisites:

This elective course is designed as an opportunity for students in middle school, with an interest in mathematics competition, to prepare and participate in mathematics contests such as MathCounts, UIL Number Sense, and Texas Mathematics League. Students may take this course more than once.

### Math Lab - Grade 6

Course Number: NC6102

Offered in: 6 Credits: 1 Level: On Level

Prerequisites:

This elective course is designed for sixth grade students who have a history of struggling in mathematics, and/or failure on STAAR. This course will focus on strategies for success in mathematics. Students will be involved in problem-solving and concept development through the use of models, manipulatives, projects, and technology. Test-taking tips and reading strategies will be targeted as well as individual areas in which each student needs remediation. This course may be required at the Principal's discretion.

### Math Lab - Grade 7

Course Number: NC7102

Offered in: 7 Credits: 1 Level: On Level

Prerequisites:

This elective course is designed for seventh grade students who have a history of struggling in mathematics, and/or failure on STAAR. This course will focus on strategies for success in mathematics. Students will be involved in problem-solving and concept development through the use of models, manipulatives, projects, and technology. Test-taking tips and reading strategies will be targeted as well as individual areas in which each student needs remediation. This course may be required at the Principal's discretion.

### Math Lab - Grade 8

Course Number: NC8102

Offered in: 8 Credits: 1 Level: On Level

Prerequisites:

This elective course is designed for eighth grade students who have a history of struggling in mathematics, and/or failure on STAAR. This course will focus on strategies for success in mathematics. Students will be involved in problem-solving and concept development through the use of models, manipulatives, projects, and technology. Test-taking tips and reading strategies will be targeted as well as individual areas in which each student needs remediation. This course may be required at the Principal's discretion.

### Math – Additional Courses

Course Numbers: Credits: 1 per course

Prerequisite: ARD Committee decision

SE8621 BSS Math 6

SE8721 BSS Math 7

SE8821 BSS Math 8

\*The content aligns to the general education curriculum as determined by the IEP. Students receive instruction in the BSS class.

### Math in Specialized Setting (SAILS/FLASH/ABC)

Course Numbers: Credits: 1 per course

Prerequisite: ARD Committee decision

SE8621 BSS Math 6

SE8721 BSS Math 7

SE8821 BSS Math 8

SE9621 Math 6 ALT

SE9721 Math 7 ALT

SE9821 Math 8 ALT

\*The content aligns to the general education curriculum as determined by the IEP. Students receive alternate instruction in SAILS/FLASH/ABC class.

## Science

### Science - Grade 6

Course Number: SC6211

Offered in: 6 Credits: 1 Level: On level

Prerequisites: 5th grade science

Science is a course of study coordinating the thematic instruction across the four science disciplines: biology, chemistry, physics and earth/space science. The curriculum has a balance of content and activities that guides students toward the discovery of the basic principles, with a focus on physical science, and the processes involved. The curriculum includes properties of matter, force and motion, energy transformations, earth and space systems and classification of organisms. The study of science includes conducting field and laboratory investigations using scientific methods for analyzing data to make informed decisions.

### Science Pre AP - Grade 6

Course Number: SC6111

Offered in: 6 Credits: 1 Level: Pre AP/GT

Prerequisites: 5th grade science

This course is for students who are highly motivated and interested in a rigorous science program. Pre-AP Science 6 incorporates the Science 6 curriculum and allows students to construct their own understanding through an inquiry-based approach while encouraging advanced skills, in-depth discussion, more comprehensive lab work and increased independent study. Class assignments and activities build on and expand higher level thinking skills of analysis, synthesis, evaluation, and integrate units that promote scientific connections and connections with other disciplines. Students are provided opportunities for extension and application of content and processes. Special projects are assigned during the year, which require individual research on the Internet or at a local library. Classroom presentations are expected. This course will help prepare students to take Pre-AP Science 7.



## Science

### Science - Grade 7

**Course Number:** SC7211

**Offered in:** 7      **Credits:** 1      **Level:** On level

**Prerequisites:** 6th grade science

Science is a course of study coordinating the thematic instruction across the four science disciplines: biology, chemistry, physics and earth/space science. The curriculum has a balance of content and activities that guides students toward the discovery of the basic principles, with a focus on organisms and the environment, and the processes involved. The curriculum includes properties of matter, force and motion, natural events and human activities that impact Earth, components of the solar system, ecology, structure/function of cells and body systems, response to stimuli, and genetics. The study of science includes conducting field and laboratory investigations using scientific methods for analyzing data to make informed decisions.

### Science Pre AP - Grade 7

**Course Number:** SC7111

**Offered in:** 7      **Credits:** 1      **Level:** Pre AP/GT

**Prerequisites:** 6th grade science

This course is for students who are highly motivated and interested in a rigorous science program. Pre-AP Science 7 incorporates the Science 7 curriculum and allows students to construct their own understanding through an inquiry-based approach while encouraging advanced skills, in-depth discussion, more comprehensive lab work and increased independent study. Class assignments and activities build on and expand higher level thinking skills of analysis, synthesis, evaluation, and integrate units that promote scientific connections and connections with other disciplines. Students are provided opportunities for extension and application of content and processes. Special projects are assigned during the year, which require individual research on the Internet or at a local library. Classroom presentations are expected. This course will help prepare students to take Pre-AP science 8.

### Science - Grade 8

**Course Number:** SC8211

**Offered in:** 8      **Credits:** 1      **Level:** On level

**Prerequisites:** 7th grade science

Science is a course of study coordinating the thematic instruction across the four science disciplines: biology, chemistry, physics and earth/space science. The curriculum has a balance of content and activities that guides students toward the discovery of the basic principles, with a focus on earth and space science, and the processes involved. The curriculum includes properties of matter, force and motion, Earth/Moon/Sun relationships, characteristics of the universe, plate tectonics, earth and weather systems, interdependence of living systems, and environmental changes. The study of science includes field and laboratory investigations using scientific methods for analyzing data to make informed decisions.

### Science Pre AP - Grade 8

**Course Number:** SC8111

**Offered in:** 8      **Credits:** 1      **Level:** Pre AP/GT

**Prerequisites:** 7th grade science

This course is for students who are highly motivated and interested in a rigorous Science program. Pre-AP Science 8 covers the Science 8 curriculum and allows students to construct their own understanding through an inquiry-based approach while encouraging advanced skills, in-depth discussion, more comprehensive lab work and increased independent study. Class assignments and activities build on and expand higher level thinking skills of analysis, synthesis, evaluation, and integrate units that promote scientific connections and connections with other disciplines. Students are provided opportunities for extension and application of content and processes. Special projects are assigned during the year, which require individual research on the Internet or at a local library. Classroom presentations are expected. This course will help prepare students to take advanced science courses in high school.

### Science – Additional Courses

**Course Numbers:**      **Credits:** 1 per course

**Prerequisite:** ARD Committee decision

SE8641      BSS Science 6

SE8741      BSS Science 7

SE8841      BSS Science 8

\*The content aligns to the general education curriculum as determined by the IEP. Students receive instruction in the BSS class.

### Science in Specialized Setting (SAILS/FLASH/ABC)

**Course Numbers:**      **Credits:** 1 per course

**Prerequisite:** ARD Committee decision

SE9641      Science 6 ALT

SE9741      Science 7 ALT

SE9841      Science 8 ALT

\*The content aligns to the general education curriculum as determined by the IEP. Students receive alternate instruction in SAILS/FLASH/ABC class.

## Social Studies

### Social Studies - Grade 6

**Course Number:** SS6211

**Offered in:** 6      **Credits:** 1      **Level:** On level

**Prerequisites:**

Students study people and places of the contemporary world. They examine the influence of individuals and groups on historical and contemporary events. In addition, other content focuses on the history, geography, culture, government, and economic systems of selected societies.

### Social Studies Pre AP - Grade 6

**Course Number:** SS6111

**Offered in:** 6      **Credits:** 1      **Level:** Pre AP/GT

**Prerequisites:**

This course is for students who are highly motivated and interested in a rigorous Social Studies program. Pre-AP social studies covers the grade 6 content including study of the people and places of the contemporary world. They examine the influence of individuals and groups on historical and contemporary events. In addition, other content focuses on the history, geography, culture, government, and economic systems of selected societies. Students will read extensively from primary and secondary sources, analyze issues and events, prepare oral and written presentations, and develop projects based on individual and group research. The course will include writing for the purpose of historical analysis and help prepare students to take Social Studies Advanced Placement courses in high school. Outside reading may be required.

## Social Studies

### Social Studies - Grade 7

**Course Number: SS7211**
**Offered in: 7 Credits: 1 Level: On level**
**Prerequisites:**

Students will gain a comprehensive understanding of the development of Texas from exploration to the present, concentrating on the themes of environment, diversity of its people, significant historical events, and the dynamics of change. Students will learn how physical features and natural resources of Texas have affected patterns of settlement and economic development. Through reading, writing, and discussion, students will develop skills in analyzing social studies relationships, interpreting data, forming generalizations and conclusions, and applying problem solving and critical thinking skills.

### Social Studies Pre AP – Grade 7

**Course Number: SS7111**
**Offered in: 7 Credits: 1 Level: Pre AP/GT**
**Prerequisites:**

This course is for students who are highly motivated and interested in a rigorous Social Studies program. Pre-AP social studies covers the grade 7 content including Texas History and geography. Students will read extensively from primary and secondary sources, analyze issues and events, prepare oral and written presentations, and develop projects based on individual and group research. The course will include writing for the purpose of historical analysis and help prepare students to take Social Studies Advanced Placement courses in high school. Outside reading may be required.

### Social Studies - Grade 8

**Course Number: SS8211**
**Offered in: 8 Credits: 1 Level: On level**
**Prerequisites:**

Students study the history of the United States from Exploration through Reconstruction. Historical content focuses on the political, economic, and social events during this period. Students examine the American beliefs and principles reflected in the U.S. Constitution and other historical documents. They study the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a democratic society.

## World Languages

### Spanish I A

**Course Number: FL1171**
**Offered in: 7 Credits: .5 Level: On level**
**Prerequisites:**

*This course counts for High School credit and toward the HS GPA and class rank.*

Students will progress toward a Novice-Mid level of proficiency, as indicated in the new TEKS for LOTE. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation in order to complete a task), interpretive (reading, listening, viewing), and presentational (rehearsed and revised oral and written products). The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the Spanish-speaking world. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will receive one high school graduation credit and grade points for Spanish I upon successful complete of the two-year program (IA and IB). This course is the first half of the program. Students successfully completing Spanish IA who do not successfully complete IB in grade eight are not eligible to receive high school credit and grade points for Spanish I and II. The course will instead count for a Middle School elective credit. \*\*Availability of the IA/IB format is subject to teacher availability and campus discretion..

### Social Studies Pre AP – Grade 8

**Course Number: SS8111**
**Offered in: 8 Credits: 1 Level: Pre AP/GT**
**Prerequisites:**

This course is for students who are highly motivated and interested in a rigorous Social Studies program. The purpose of the Pre-AP Social Studies grade 8 course is to develop a deeper understanding of America's history from Exploration through Reconstruction. Students will read extensively from primary and secondary sources, analyze issues and events, conduct in-depth research, prepare oral and written presentations, and develop projects based on individual and group research. The course will include writing for the purpose of historical analysis and help prepare students to take social studies Advanced Placement courses in high school. Outside reading may be required.

### Social Studies – Additional Courses

**Course Numbers: Credits: 1 per course**
**Prerequisite: ARD Committee decision**

SE8631 BSS World Cultures

SE8731 BSS Texas History

SE8831 BSS US History

\*The content aligns to the general education curriculum as determined by the IEP. Students receive instruction in the BSS class.

### Social Studies in Specialized Setting (SAILS/FLASH/ABC)

**Course Numbers: Credits: 1 per course**
**Prerequisite: ARD Committee decision**

SE9631 World Cultures ALT

SE9731 Texas History ALT

SE9831 US History ALT

\*The content aligns to the general education curriculum as determined by the IEP. Students receive alternate instruction in SAILS/FLASH/ABC class.

### Spanish I B

**Course Number: FL1181**
**Offered in: 8 Credits: .5 Level: On level**
**Prerequisites: Completion of Spanish I A**

*This course counts for High School credit and toward the HS GPA and class rank.*

Students will progress toward a Novice-Mid to Novice-High level of proficiency, as indicated in the new TEKS for LOTE. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation in order to complete a task), interpretive (reading, listening, viewing), and presentational (rehearsed and revised oral and written products). The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the Spanish-speaking world. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will receive one high school graduation credit and grade points for Spanish I, upon successful complete of the two-year program (IA & IB).

## World Languages

### Level I World Language for HS Credit – Spanish

Course Number: FL112, FL212

Offered in: 8-9 Credits: 1 Level: On level

Prerequisites:

*This course counts for High School credit and toward the HS GPA and class rank.*

(This option is based on space availability.)

Students will progress toward a Novice-Mid to Novice-High level of proficiency, as indicated in the new TEKS for LOTE. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation in order to complete a task), interpretive (reading, listening, viewing), and presentational (rehearsed and revised oral and written products). The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the Spanish-speaking world. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary.

### Spanish for Spanish Speakers

Course Number: FL1021, FL1022

Offered in: 8 Credits: 2 Level: On level

Prerequisites: Screened for oral and written proficiency in Spanish; Apply through counselor.

*This course counts for High School credit and toward the HS GPA and class rank.*

Students who are heritage or native speakers of Spanish may receive credit for Spanish I & II upon successful completion of this course in one year. The main objective of this course is to “help students to continue to develop their heritage linguistic and cultural skills in order to become fully bilingual and biliterate” so that they will be “well-positioned to live and work in an increasingly multilingual environment in the U.S.” (see Position Paper “Language Learning for Heritage and Native Speakers” at [www.actfl.org](http://www.actfl.org)) The focus of this course is on increasing students’ ability to use Spanish flexibly in both formal and informal situations and on developing their literacy skills, recognizing that the needs of heritage and native speakers are different from those of non-native and non-heritage students of Spanish. Students are expected to achieve a minimum of Intermediate-Low to Intermediate-Mid level of proficiency as defined by the ACTFL standards, by the end of this course, depending upon their beginning level.

## Fine Arts

### Art I

Course Number: FA6689, FA7869, FA8689

Offered in: 6-8 Credits: 1 Level: On level

Prerequisites:

This course is designed to enable students to develop their problem-solving and creative thinking skills while teaching them to perceive the world around them, interpret emotion through a variety of artistic media, and evaluate their own art work as well as the work of other artists. Students explore basic elements of art and principles of design using a variety of media and techniques.

### Art II

Course Number: FA7879, FA8691

Offered in: 7-8 Credits: 1 Level: On level

Prerequisites: Art I

Students continue to explore basic elements of art and principles of design using a variety of media and techniques. Art appreciation and art history are basic to the course. Students work on honing their critical analysis skills and recreating classical, as well as contemporary, works of art.

### Art III

Course Number: FA8679

Offered in: 8 Credits: 1 Level: On level

Prerequisites: Art II

Students continue to practice and apply the basic elements of art and principles of design. Students continue their progress with more advanced techniques using a variety of media. Originality of work and creativity are stressed in order to develop the higher-order thinking skills of evaluation, reasoning, and justification. Students are encouraged to take creative risks, thus improving their self-concept through competency with techniques and various mark making tools. Art appreciation and art history are basic to the course.

### Band I

Course Number: FB6799

Offered in: 6-8 Credits: 1 Level: On level

Prerequisites:

In beginning band, students are taught the proper care and handling of instruments, as well as hand position and proper tone production. Music fundamentals are taught to enable students to recognize and apply musical symbols and terms. Attitudes toward cooperative effort and enthusiastic band spirit are stressed. Winter and/or spring concerts constitute the performance requirements of this band. Students are required to purchase or rent their own instruments. (Instruments may be obtained through a rental/purchase agreement.) An annual \$80 fee is charged for the use of school owned instruments. It may be necessary to purchase some materials for uniformity of dress for performance purposes.

### Band II

Course Number: FB7719, FB8719, FB7729, FB8729

Offered in: 7-8 Credits: 1 Level: On level

Prerequisites: Band I or approval of band director

Band II continues the development of instrumental musicianship. Leadership, responsibility, cooperation, self-discipline, and concentration are stressed. Placement is by audition only. Students may be required to purchase the appropriate instrument. (Instruments may be obtained through a rental/purchase agreement.) The school furnishes larger instruments such as tubas, F horns, and percussion equipment for classroom use. An annual \$80 fee is charged for the use of school owned instruments. It may be necessary to purchase some materials for uniformity of dress for performance purposes.

### Band III

Course Number: FB7739, FB8739

Offered in: 7-8 Credits: 1 Level: On level

Prerequisites: Band II or approval of band director

This band stresses instrumental musicianship through performance and competition. Students continue to refine and develop skills of responsibility, leadership, cooperation, and artistic expression. Placement is by audition only. Students may be required to purchase the appropriate instrument. (Instruments may be obtained through a rental/purchase agreement.) The school furnishes larger instruments such as tubas, F horns, and percussion equipment for classroom use. An annual \$80 fee is charged for the use of school owned instruments. It may be necessary to purchase some materials for uniformity of dress for performance purposes.

### Choral Music I

Course Number: FC6749, FC6759

Offered in: 6-8 Credits: 1 Level: On level

Prerequisites:

Choral Music I provides the student with basic training in voice production, general musicianship, and vocal performance. Music fundamentals are taught to enable the student to recognize and apply musical signs, symbols, and terms. Sight-singing skills are taught using Kodaly hand signs. Various performance opportunities are available throughout the year. It may be necessary to purchase some materials for uniformity of dress for performance purposes.

## Fine Arts

### Choral Music II

**Course Number:** FC7749, FC7759, FC7769, FC8759, FC8769

**Offered in:** 7-8 **Credits:** 1 **Level:** On level

**Prerequisites:** Choral music I or approval of choir director

The fundamentals of Choral Music I are expanded through poise, self-confidence, performance, artistic expression, and competition. Leadership, responsibility, self-discipline, and cooperation are stressed. Sight-singing skills are further developed through two and three part harmonization. Placement is by audition only. It may be necessary to purchase some materials for uniformity of dress for performance purposes.

### Choral Music III

**Course Number:** FC7779, FC8749, FC8779

**Offered in:** 7-8 **Credits:** 1 **Level:** On level

**Prerequisites:** Choral music II or approval of choir director

Emphasis is placed on developing a mature singing voice using three and four-part harmony. Vocal and ensemble techniques are reinforced. The chorus allows students to use the skills of good musicianship, tone production, and stage presence through performance and competition. Sight-reading skills will continue to be developed. Leadership skills, cooperation, and self-discipline are reinforced through individual responsibility and teamwork. Placement is by audition only. It may be necessary to purchase some materials for uniformity of dress for performance purposes.

### Orchestra I

**Course Number:** FO6809

**Offered in:** 6-8 **Credits:** 1 **Level:** On level

**Prerequisites:**

Beginning string orchestra provides the student with basic training in the proper care of stringed instruments, fundamentals of musicianship, and instrumental performance. Orchestra students may be required to purchase the appropriate instrument. (Instruments may be obtained through a rental/purchase agreement.) Larger instruments, such as cellos and basses, are provided for classroom use. An annual \$80 fee is charged for the use of school owned instruments. It may be necessary to purchase some materials for uniformity of dress for performance purposes.

### Orchestra II

**Course Number:** FO7819, FO7829, FO8819, FO8829

**Offered in:** 7-8 **Credits:** 1 **Level:** On level

**Prerequisites:** Orchestra I or approval of orchestra director

Orchestra II continues the development of instrumental musicianship. Leadership, responsibility, cooperation, self-discipline, and concentration are stressed. Placement is by audition only. Orchestra students may be required to purchase the appropriate instrument. (Personal instruments may be obtained through a rental/purchase agreement.) Larger instruments such as cellos and basses are provided for classroom use. An annual \$80 fee is charged for the use of school owned instruments. It may be necessary to purchase some materials for uniformity of dress for performance purposes.

### Orchestra III

**Course Number:** FO7839, FO8839

**Offered in:** 7-8 **Credits:** 1 **Level:** On level

**Prerequisites:** Orchestra II or approval of orchestra director

This orchestra stresses instrumental musicianship through performance and competition. Students continue to refine and develop skills of responsibility, leadership, cooperation, and artistic expression. Orchestra students may be required to purchase the appropriate instrument. (Personal instruments may be obtained through a rental/purchase agreement.) Larger instruments, such as cellos and basses, are provided for classroom use. An annual \$80 fee is charged for the use of school owned instruments. It may be necessary to purchase some materials for uniformity of dress for performance purposes.

### Theatre Arts I – 6th Grade

**Course Number:** FT6959

**Offered in:** 6 **Credits:** 1 **Level:** On level

**Prerequisites:**

Students are introduced to a variety of speaking situations and basic understanding of the Theatre. Students learn theatre preparation techniques, discover ways to communicate nonverbally and enhance control of their voice and body. Students study a range of theatrical content and have opportunities to perform in class and in stage productions.

### Theatre Arts I – 7th/8th Grade

**Course Number:** FT7939, FT8939

**Offered in:** 7-8 **Credits:** 1 **Level:** On level

**Prerequisites:**

Students are introduced to a variety of speaking situations and basic understanding of the Theatre. Students learn theatre preparation techniques, discover ways to communicate nonverbally and enhance control of their voice and body. Students study a range of theatrical content and have opportunities to perform in class and in stage productions.

### Theatre Arts II - 7th/8th Grade

**Course Number:** FT7999, FT8999

**Offered in:** 7-8 **Credits:** 1 **Level:** On level

**Prerequisites:** Theatre Arts I

Students are introduced to a variety of theatre performance and activities—both as actors and technicians. Students will experiment with expressive use of the body and voice as it relates to stage production and will have the opportunity to participate in theatre competitions and plays.

### Theatre Arts III - 8th Grade

**Course Number:** FT7809, FT8809

**Offered in:** 8 **Credits:** 1 **Level:** On level

**Prerequisites:** Theatre Arts II

Students will prepare theatre performances—both as actors and technicians. Students will create characters using expressive use of the body and voice and have the opportunity to participate in theatre competitions and stage productions.

### Fine Arts – Additional Courses

**Course Numbers:** **Credits:** 1 per course

**Prerequisite:** ARD Committee decision

SE8681 BSS Fine Arts 6

SE8781 BSS Fine Arts 7

SE8881 BSS Fine Arts 8

\*The content aligns to the general education curriculum as determined by the IEP. Students receive instruction in the BSS class.

### Fine Arts in Specialized Setting (SAILS/FLASH/ABC)

**Course Numbers:** **Credits:** 1 per course

**Prerequisite:** ARD Committee decision

SE9681 Fine Arts 6 ALT

SE9781 Fine Arts 7 ALT

SE9881 Fine Arts 8 ALT

\*The content aligns to the general education curriculum as determined by the IEP. Students receive alternate instruction in SAILS/FLASH/ABC class.

## Physical Education/Health

### Physical Education

**Course Number:** PH6639, PH7639, PH8669

**Offered in:** 6-8 **Credits:** .5-1 **Level:** On Level

**Prerequisites:**

The middle school physical education program offers a variety of activities to enhance the physical and social development of each student. The activities include physical fitness, aerobics, team sports, and individual, dual, and lifetime activities.

6th grade – 1 year of PE

7th grade – ½ year of PE (½ year of Health)

8th grade – 1 year of PE

In order to participate in organized athletics, the UIL requires students to have a physical examination each year and maintain passing grades in their classes.

### Off Campus PE (formerly Olympic Sanctioned Sports)

**Course Number:**

**Offered in:** 6-8 **Credits:** .5-1 **Level:** On Level

**Prerequisites:**

The purpose of this course is to accommodate those students who are training at an elite level in a specific physical activity that exceeds what the school district can offer. Students can participate in Category I. Students must receive prior approval from his/her counselor must provide his/her own transportation, and must provide a workout schedule and attendance rosters. Seventh grade students must take 1/2 year of Health.

### Health Education

**Course Number:** PH7638

**Offered in:** 7 **Credits:** .5 **Level:** On Level

**Prerequisites:**

The goal of health education is for students to demonstrate an understanding of the components of personal wellness. The health education curriculum is designed to help adolescents develop knowledge, attitudes, and skills to make responsible decisions and act in ways that prevent disease and reduce health-related risky behaviors. Topics include alcohol/drug abuse prevention, safety, and cardiopulmonary resuscitation (CPR), human growth and development, personal and social development, nutrition and diet control, fitness and mental health, and communicable and noncommunicable diseases.

## Career & Technical Education (CTE)

### Principals of Human Services

**Course Number:** CHU010

**Offered in:** 8 **Credits:** 1 **Level:** On Level

**Prerequisites:** None

**This course counts for high school credit and toward the high school GPA.**

Students investigate human services careers, including counseling and mental health, early childhood development, and personal care services. This course addresses a broad range of skills related to personal development and management, promotion of strong families, nutrition and dietary practices, and budget management concepts.

### Principles of Construction

**Course Number:** CAC020

**Offered in:** 8 **Credits:** 1 **Level:** On Level

**Prerequisites:** None

**This course counts for high school credit and toward the high school GPA.**

Learn the fundamentals of the construction and craft skills industry through this hand-on learning course. Students gain knowledge of construction safety, construction mathematics, and the practical application of hand and power tools. This course also develops a student's interpretation and communication skills of construction drawings.

### Kickstart

**Course Number:** PH6640 (6th), PH7640 (7th), PH8670 (8th)

**Offered in:** 6-8 **Credits:** 1 **Level:** On Level

**Prerequisites:**

The purpose of this course is to teach students the tools and support necessary to resolve conflicts, avoid participation in gangs, choose a drug-free lifestyle, resist negative peer pressure and remain in school using karate. This safe and structured program focuses on the discipline and philosophies of the martial arts while engaging the students in fitness and educating them about self-defense. Parent/guardian permission is required.

### Health & Physical Education – Additional Courses

**Course Numbers:** **Credits:** 1 per course

**Prerequisite:** ARD Committee decision

SE8661 BSS PE 6 SE8679

SE8761 BSS PE/Health 7

SE8861 BSS PE 8 SE8679

\*The content aligns to the general education curriculum as determined by the IEP. Students receive instruction in the BSS class.

### Health & Physical Education in Specialized Setting (SAILS/FLASH/ABC)

**Course Numbers:** **Credits:** 1 per course

**Prerequisite:** ARD Committee decision

SE9661 PE 6 ALT

SE9761 PE/Health 7 ALT

SE9861 PE 8 ALT

\*The content aligns to the general education curriculum as determined by the IEP. Students receive alternate instruction in SAILS/FLASH/ABC class.

### Investigating Careers

**Course Number:** CTE020

**Offered in:** 7 and 8 **Credits:** **Level:** On level

**Prerequisites:** None

Students explore college and career planning within specific career clusters by researching labor market information, learning job-seeking skills and creating documents required for employment. Students will also use self-knowledge to explore and set realistic goals.

### Gateway to Technology 1-2

**Course Number:** CTE030, CTE040

**Offered in:** 8 **Credits:** 1 **Level:** On level

**Prerequisites:** None

**This course counts for high school credit and toward the high school GPA.**

Students acquire knowledge and skills in problem solving, teamwork and innovation as well as explore STEM careers. Robust robotics platforms are used to design, build and program a solution to solve an existing problem. Students use industry standard 3D modeling software to create virtual images of their designs and produce a portfolio to showcase their creative solutions.

### Coding and Keyboarding

**Course Number:** CTE550

**Offered in:** 7 and 8 **Credits:** .5 **Level:** On Level

**Prerequisites:** None

**This course counts for high school credit and toward the high school GPA.**

Students will have an opportunity to explore basic technology coding skills while mastering keyboarding. This course covers topics such as programming, physical computing, HTML/CSS, and data processing. Students will build their own websites, apps, games, and computing devices while learning creative problem solving skills.



## Technology Applications

### Fundamentals of Computer Science

**Course Number:** TA501

**Offered in:** 8

**Credits:** 1

**Level:** On level

**Prerequisites:** Basic computer skills recommended

*This course counts for High School credit and toward the HS GPA and class rank.*

This course counts for High School credit and toward the HS GPA and class rank. The Fundamentals of Computer Science course offers an introduction to computer programming. Students will learn the basics of computer systems and how to design basic algorithms. Students will work with HTML, Scratch and Python or Javascript programming languages.

### Robotics & Engineering I

**Course Number:** LC7011 (6th or 7th)

**Offered in:** 6-7

**Credits:** 1

**Level:** On level

Robotics & Engineering I students will study the following concepts: engineering, engineering careers, physics, introductory robotics, coding, animation, green energy, gearing, electricity, flight and space exploration.

### Robotics & Engineering II

**Course Number:** LC8012 (7th or 8th)

**Offered in:** 7-8

**Credits:** 1

**Level:** On level

**Prerequisite:** Robotics & Engineering I course

Robotics & Engineering II students will study the following concepts: robotics careers, advanced robotics, sensors and circuits, gaming peripherals, turbine design, green architecture, physics, advanced space exploration, advanced coding, mechanical and electrical engineering and human flight.

## Specialized Middle School Programs

### AVID - 6th Grade

**Course Number:** AV6111

**Offered in:** 6

**Credits:** 1

**Level:** On level

**Prerequisites:** Application and interview with approval by a campus committee

The sixth grade AVID Elective course is an introduction to the AVID philosophy. Students will develop awareness of the values accompanying academic goals and success. The course will focus on building self-confidence and communication skills. Students will be exposed to reading strategies that will assist in vocabulary building and understanding a variety of texts, and will also focus on prewriting techniques, summary writing and structural components of note-taking. The students will increase college and career awareness through guest speaker presentations, field trip opportunities and research.

### AVID - 7th Grade

**Course Number:** AV7111

**Offered in:** 7

**Credits:** 1

**Level:** On level

**Prerequisites:** Application and interview with approval by a campus committee

The seventh grade AVID Elective course builds upon the components of the AVID philosophy. Students will refine goals, work on intrapersonal and interpersonal skills, as well as formal and informal speech. Students will complete evaluations related to reading, writing, organization, and speaking and begin considering audience, purpose and form in their writing. Students will understand the roles of all members in assignments and collaborative lessons and will expand their knowledge bases of note-taking, in relation to studying and test preparation. Students will be exposed to different field trips, guest speakers and research, to increase their knowledge of college and career options.

### AVID - 8th Grade

**Course Number:** AV8111

**Offered in:** 8

**Credits:** 1

**Level:** On level

**Prerequisites:** Application and interview with approval by a campus committee

The eighth grade AVID Elective course is the year of preparation for high school. Students will refine previous goals, focusing on their transition to high school as part of a college preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure and voice. Other areas of focus include increasing the use of technology, building upon their test preparation and test-taking knowledge, analyzing text and utilizing appropriate reading strategies in various settings. Students will become more involved in the presentations of guest speakers and field trips.

### Teen Leadership

**Course Number:** LS1433

**Offered in:** 7-8

**Credits:** 1

**Level:** On level

**Prerequisites:** Selection based on screening process.

This course is a leadership class based on M. I. Flippen's "Capturing Kids' Hearts." The course focuses on leadership skills, conflict resolution, tolerance, and communication skills.

### Peer Assistance & Leadership (PALS)

**Course Number:** NC8979

**Offered in:** 8

**Credits:** 1

**Level:** On level

**Prerequisites:** Application and interview with approval by a campus committee.

Students learn leadership skills in goal-setting, communication, peer listening, group dynamics, project planning and implementation. Techniques and skills needed to provide programs to their peers that increase motivation, self-esteem, and student involvement are investigated.

### Office Work

**Course Number:** NC8969

**Offered in:** 8

**Credits:** 1

**Level:** On level

**Prerequisites:**

Students who have strong academic grades, good conduct, and a teacher's recommendation may take Office Work. Students perform routine office assignments, such as answering the phone and delivering messages. Students with strong computer skills may be assigned to work in computer labs.

### Personal Social Skills

**Course Number:** 6th - SE8651 7th - SE8751 8th - SE8851

**Offered in:** 6-8

**Credits:** 1

**Level:**

**Prerequisites:** ARD committee decision

SE9651 Social Skills 6 ALT

SE9751 Social Skills 7 ALT

SE9851 Social Skills 8 ALT

Instruction is individualized according to the IEP

### Vocational Skills in Specialized Setting (SAILS/FLASH/ABC)

**Course Numbers:** Credits: 1 per course

**Prerequisite:** ARD Committee decision

SE9691 Vocational Skills - 6

SE9791 Vocational Skills - 7

SE9891 Vocational Skills - 8

\*The content aligns to the general education curriculum as determined by the IEP. Students receive alternate instruction in SAILS/FLASH/ABC class.

### CLASS RTMS – only at FCMS

**Course Numbers:** Credits: 1 per course

**Prerequisite:** ARD Committee decision

SE7666 CLASS 6 - Social Skills

SE7766 CLASS 7 - Social Skills

SE7866 CLASS 8 - Social Skills

SE7676 CLASS 6 - Study Skills

SE7776 CLASS 7 - Study Skills

SE7876 CLASS 8 - Study Skills

## Foundation Graduation Program Overview

(Required for Classes of 2018 and Beyond. Available for Classes of 2016 and 2017.)

### Foundation-Only– 22 Credits\*

- **4 credits English** – ELA I, II, III, IV one credit in any authorized advanced English course
- **3 credits Mathematics** – Algebra I, Geometry, one credit in any authorized advanced math course
- **3 credits Science** – Biology, IPC/Chemistry/Physics, and one credit in any authorized science course
- **3 credits Social Studies** – US History, Government, Economics, World Geography or World History
- **2 credits World Language or Computer Science**
- **1 credit Physical Education**
- **1 credit Fine Arts**
- **.5 credit Health (FBISD)**
- **.5 credit Speech (FBISD)**
- **4 credits in electives** (may include CTE or certification courses)

\* Students may opt to Foundation-only after completing sophomore year with parent and campus approval.

### Foundation + Endorsements– 26 Credits

- **4 credits English** – ELA I, II, III, IV one credit in any authorized advanced English course
- **4 credits Mathematics** – Algebra I, Geometry, two credits in any authorized advanced math course
- **4 credits Science** – Biology, IPC/Chemistry/Physics, and two credits in any authorized science course
- **3 credits Social Studies** – US History, Government, Economics, World Geography or World History
- **2 credits World Language or Computer Science**
- **1 credit Physical Education**
- **1 credit Fine Arts**
- **.5 credit Health (FBISD)**
- **.5 credit Speech (FBISD)**
- **6 credits in electives** (may include CTE or certification courses)
- **Credit requirements specific to at least one endorsement**

### Distinguished Level of Achievement – 26 Credits

- **4 credits English** – ELA I, II, III, IV, one credit in any authorized advanced English course
- **4 credits Mathematics** – Algebra I, Geometry, Algebra II, one credit in any authorized advanced math course
- **4 credits Science** – Biology, IPC/Chemistry/Physics, and two credits in any authorized science course
- **3 credits Social Studies** – US History, Government, Economics, World Geography or World History
- **2 credits World Language or Computer Science**
- **1 credit Physical Education**
- **1 credit Fine Arts**
- **.5 credit Health (FBISD)**
- **.5 credit Speech (FBISD)**
- **6 credits in electives** (may include CTE or certification courses)
- **Credit requirements specific to a least one endorsement**

## Endorsements and Pathways

STEM	Business/Industry	Public Services	Arts & Humanities	Multidisciplinary Studies
Engineering; Computer Science; Advanced Math; Advanced Science;	Agriculture, Food and Natural Resources; Arts, Audio Video and Communications; Architecture and Construction; Business; Finance; Marketing; Information Technology; Manufacturing; Transportation, Distribution and Logistics; Hospitality and Tourism; English Language Arts	Human Services; Health Science; Law, Public Safety; Corrections and Security; JROTC	Fine Arts – Visual; Fine Arts – Performance; Fine Arts – Instrument; World Language; Social Studies	Four credits in each of the four core subject areas; Select courses from the curriculum of each of the other endorsement areas; Credits in a variety of advanced courses from multiple content areas

### State Assessments Required for Graduation

English I  
English II  
Algebra I

US History  
Biology

### Performance Acknowledgements

- **Outstanding performance:** Dual credit coursework; bilingualism/biliteracy; college AP or IB exam; PSAT, ACT-Plan, SAT or ACT
- **Certification:** nationally or internationally recognized business or industry certificate or license

### Fort Bend ISD Academies

Fort Bend ISD High School Academies exist to provide specialized learning communities with concentrated and robust course pathways comprised of career and academic classes. These specialized academies exist at the high school level to provide focused study and services, launching our students toward careers and college pathways in a number of highly skilled and competitive areas. These programs are offered through an application process during a student's 8th grade year.



#### Requirements of the Academy:

- Be enrolled in the appropriate sequence of academy and academic courses as outlined in the academy program guidelines at all times.
- Maintain a 75 or higher in all academy specific courses each semester.
- Maintain a 70 or higher in all other courses each semester.
- Receive full credit for all courses each academic year.
- Complete a minimum of 25 hours of community service each academic year (12.5 per semester) until a total of 100 is achieved as outlined by the Academy Coordinator.
- Complete a minimum of 4 pre-approved enrichment events (2 per semester) each academic year as outlined by the Academy Coordinator.

#### Academy Application Information:

The application to FBISD Academies is a competitive process. Applications are available for students in the 8th grade who reside within Fort Bend ISD. Applications become available to students in the Fall of their 8th grade year, generally November. Notifications of Academy acceptance are given second semester, generally in January. During the application process, academic performance data, including test scores, is evaluated. Students are also asked to participate in an interview and/or entrance exam depending on the program for which they apply. Students who have not taken the STAAR may have alternative standardized scores used for the application process. Students with IEPs who either did not take or meet minimum standards on the STAAR exam will have their application reviewed by a committee.

For more information, please visit: <http://www.fortbendisd.com/academies>

#### FBISD Digital Media



##### Hightower High School

Amber Boston, Coordinator  
 amber.boston@fortbendisd.com  
 281-634-3106

#### FBISD Engineering



##### Elkins High School

Brian Tucker, Coordinator  
 brian.tucker@fortbendisd.com  
 281-634-5645

#### FBISD Global Studies



##### Travis High School

Jennifer Chadwick, Coordinator  
 anne.beckman@fortbendisd.com  
 281-634-2230

#### FBISD International Business & Marketing



##### Travis High School

Jennifer Chadwick, Coordinator  
 anne.beckman@fortbendisd.com  
 281-634-2230

#### FBISD Math and Science



##### Dulles High School

Brian Tucker, Coordinator  
 brian.tucker@fortbendisd.com  
 281-634-5645

#### FBISD Medical Science



##### Hightower High School

Amber Boston, Coordinator  
 amber.boston@fortbendisd.com  
 281-634-3106

**UIL Consideration:** Each academy is housed on a FBISD comprehensive high school and offers a full complement of high school activities, such as UIL athletics. Any student attending an academy outside of the attendance zone in which he/she resides, will be ineligible for varsity athletic competition for one calendar year

## NOTES

## NOTES



## DISTRICT LEADERS

### Dr. Charles E. Dupre

*Superintendent of Schools*

### Kristen Tassin

*Board of Trustees, President*

### Jason Burdine

*Board of Trustees, Vice President*

### Addie Heyligger

*Board of Trustees, Secretary*

### KP George

*Board of Trustees, Member*

### Grayle James

*Board of Trustees, Member*

### Jim Rice

*Board of Trustees, Member*

### Dave Rosenthal

*Board of Trustees, Member*

## ACADEMIC AFFAIRS

### Diana Sayavedra ..... 281-634-1025

*Chief Academic Officer*

## ACCOUNTABILITY & ASSESSMENT DIVISION

### Dr. Audra Ude ..... 281-634-0293

*Executive Director*

### Dr. Lisa Coston ..... 281-634-5948

*Director*

### Deirdre Holloway ..... 281-634-0390

*Director, State & Federal Programs*

## TEACHING & LEARNING DIVISION

### Stephanie Williams ..... 281-634-1253

*Executive Director*

### Kristi Durham ..... 281-634-5670

*Director, Literacy  
(ELAR, Social Studies, Health/PE)*

### Elizabeth DiToro ..... 281-634-4944

*Assistant Director, Literacy*

**ELA ..... 281-634-1268**

**Social Studies ..... 281-634-7664**

**Health/PE ..... 281-634-7664**

### Julia Erdie ..... 281-634-1186

*Director, STEM (Science, Technology, Math)*

### Dr. Rhoda Goldberg ..... 281-634-5164

*Assistant Director, STEM*

**Math ..... 281-634-7792**

**Science ..... 281-634-1268**

**Technology ..... 281-634-7792**

### Dr. Tinou Tran ..... 281-634-0480

*Director, Multilingual Programs  
(Bilingual, EL, World Languages)*

### Melissa Hubbard ..... 281-634-1255

*Director, Teacher Development*

### Susan Voradakis ..... 281-634-1267

*Director, Instructional Resources*

### Georgette Bubar ..... 281-634-1120

*Assistant Director, Instructional Resources*

## TRANSFORMATIONAL LEARNING DIVISION

### Troy Byrne ..... 281-634-3560

*Executive Director*

### Meredith Watassek ..... 281-634-5446

*Director, Career and Technical Education*

### Steve Shiels ..... 281-634-3127

*Director, Counseling and Post-Secondary  
Readiness*

### TBA ..... 281-634-1129

*Director, Enriched Learning Opportunities*

### Marybelle Perez ..... 281-634-9811

*Supervisor, Early Childhood Center*

## SPECIAL EDUCATION & LEARNING SUPPORT SERVICES DIVISION

### Dr. Deena Hill ..... 281-634-1133

*Executive Director*

### Sheri Maston ..... 281-634-1146

*Director, Special Education*

### Christina Ritter ..... 281-634-1358

*Assistant Director, Special Education*

### Nicole Roberts ..... 281-634-1148

*Assistant Director, Special Education*

### Michael Ewing ..... 281-634-1130

*Director, Learning Support Services*

## DEPARTMENT OF SCHOOL LEADERSHIP

### Dr. Joe Rodriguez ..... 281-634-0833

*Chief of Schools*

### Mary Ellen Eidson ..... 281-634-1024

*Assistant Superintendent*

### Dr. Anthony Indelicato ..... 281-634-1774

*Assistant Superintendent*

### Carmela Levy-David ..... 281-634-1036

*Assistant Superintendent*

### Dr. Kwabena Mensah ..... 281-634-1294

*Assistant Superintendent*

### Dr. Devin Padavil ..... 281-634-1122

*Assistant Superintendent*

### Dr. Xochitl Rodriguez ..... 281-634-1030

*Assistant Superintendent*

### Dr. Javier Villarreal ..... 281-634-1032

*Assistant Superintendent*

## FBISD ADMINISTRATION

16431 Lexington Blvd.

Sugar Land, Texas 77479

281-634-1000

[www.fortbendisid.com](http://www.fortbendisid.com)

The Fort Bend Independent School District, as an equal opportunity educational provider and employer, does not discriminate on the basis of race, color, religion, gender, sex, national origin, disability and/or age in educational programs or activities that it operates or in employment decisions. The district is required by Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Age Discrimination Act of 1975, as amended, as well as board policy not to discriminate in such a manner. (Not all prohibited bases apply to all programs.)