



# Middle School

Course Selection Guide  
2019–20



# 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 Fort Bend ISD offers. 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.**

## 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-secondary 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 provides equal educational opportunity without regard for race, color, religion, national origin, sex, gender, disability and/or age.**

**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**

*Fort Bend ISD 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.*

# General Information

## Middle school students take required and elective courses.

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

### 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 two academic options when selecting classes: 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. 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). Classes such as office aide 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-week 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 numeric 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.

# General Information

## The 100-Point GPA Scale

FBISD uses the 100-point GPA scale for high school class rank, which 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, the National Collegiate Athletic Association (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 who 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 national level capabilities may be substituted for physical education (PE) 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 the Health and PE Coordinator, 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. Examples of Category I Off Campus PE options include equestrian, gymnastics, ice skating, and Tae Kwon Do. The Category II classification is only offered to high school students and requires a minimum of 5 hours per week per semester. Category II Off Campus PE options include physical activity programs that teach a curriculum aligned to the Texas Education Knowledge and Skills (TEKS) for physical activity. See the FBISD Off Campus PE webpage to complete the online applications. Applications must be submitted by the first day of school for both the fall and spring semesters. Please Note: Category II is not available to middle school students.



# Specialized Programs

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## 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 the 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.

## 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).

## Gifted and Talented (GT) Program

Students may be nominated and evaluated for GT services on an annual basis. Each year, there are two GT nomination windows (fall and spring).

GT students in grades K–5 are cluster grouped with GT trained teachers. Cluster grouping places a select number of GT students together for instruction. Grouping gifted students together provides opportunities for them to work with cognitive peers. GT students in grades 6–12 are enrolled in Pre-AP and AP English/Language Arts, Mathematics, Science, and/or Social Studies courses. Pre-AP and AP courses provide opportunities for rigorous coursework designed to promote higher order thinking and college preparation. GT teachers in all grade levels differentiate the curriculum to meet the needs of their GT students.

## 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 approval before participation in any enrichment program.

## Enrichment Opportunities

A predictor for academic success in high school is students' participation in enrichment opportunities. Although they may vary from campus to campus, many Fort Bend ISD students may become involved in the following enrichment activities:

- Academic Octathlon (9<sup>th</sup> and 10<sup>th</sup> grade)
- Academic Decathlon (9<sup>th</sup> through 12<sup>th</sup> grade)
- Destination Imagination
- UIL competitions — academics, art, music, dance, speech/debate, theatre, and athletic
- SAT and PSAT preparation seminars
- National Merit Review Program
- Literary contests
- Numerous campus clubs, organizations, and activities
- Career and Technology competitions
- Youth Leadership
- Youth Expanding Service (YES) Program
- Science Fair
- National History Day

## Duke University Talent Identification Program (TIP)

The Duke University Talent Identification Program aims to identify academically talented adolescents in 6<sup>th</sup> and 7<sup>th</sup> grade. Students who obtained a score in the 95<sup>th</sup> 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 6<sup>th</sup> 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 credit.

In middle school, Pre-AP courses are offered in:

- English Language Arts
- Math
- Science
- Social Studies

# Specialized Programs

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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 6<sup>th</sup> and 7<sup>th</sup> 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 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 Pre-AP class 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 course. Actions taken should include tutorials and conferencing with the teacher.
2. Requests to level down will be considered after the first three (3) weeks of school and only if space is available in the new class. Prior to requesting a change in level, the student and parent must have met with the teacher and put in place a plan for success. If the teacher and student feel the plan has been followed, and the student has completed all assignments, a request for a conference to discuss removal may be made.

3. Success in a Pre-AP course is defined as having a grade of 75 or above.
4. Students who earn an F in a Pre-AP course at the end of a grading period may be removed from the class unless otherwise recommended by the teacher and administrator. Students assigned to DAEP may lose their Pre-AP class.

## 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 they have a child who may qualify for accommodations or services should contact their 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 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 through the FBISD website.

# Specialized Programs

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## 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.

## Naviance

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.

# Assessment Programs

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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 the 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.

## 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 6<sup>th</sup> or 9<sup>th</sup> 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.

# Assessment Programs

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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 students 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 students 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, Korean, Vietnamese, 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 the 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 non-accredited 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.

## Preliminary Scholastic Aptitude Test (PSAT)

Fort Bend ISD administers the PSAT 8/9 to all 8<sup>th</sup> and 9<sup>th</sup> grade students and the PSAT/NMSQT to all 10<sup>th</sup> and 11<sup>th</sup> 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.

## Accommodations for the PSAT 8/9

Since the purpose of the PSAT 8/9 is to receive baseline information on college and career readiness, students are encouraged to try the test without accommodations. Accommodations for the PSAT/NMSQT that students take in 11<sup>th</sup> grade for the National Merit Scholarship must be approved by College Board. There is no guarantee that the accommodations your student utilizes now for PSAT 8/9 will be approved for the PSAT/NMSQT. However, if your student currently receives testing accommodations and you would like to request them for the PSAT 8/9, please contact your Campus Assessment Coordinator or counselor. Large print, braille, extended time and small group are eligible accommodations for the PSAT 8/9.

# Courses: English Language Arts

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

**Course Number: SE9169**

**Offered in: 6**

**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**

**Prerequisites: None**

Students will apply earlier strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth to increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive so students think critically and adapt to the ever-evolving nature of language and literacy. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content, student choice, and diverse texts.

## **English Language Arts Pre-AP — Grade 6**

**Course Number: EL6111, EL6175**

**Offered in: 6**

**Prerequisites: None**

This course focuses on the same strands as English Language Arts, Grade 6 (see above), but also emphasizes advanced reading and analytical reasoning skills to prepare students for the Pre-Advanced Placement program in high school. Students may be expected to read during the summer as well as outside of class during the school year.

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

**Course Number: SE9179**

**Offered in: 7**

**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**

**Prerequisites: None**

Students will apply earlier strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth to increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive so students think

critically and adapt to the ever-evolving nature of language and literacy. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content, student choice, and diverse texts.

## **English Language Arts Pre-AP — Grade 7**

**Course Number: EL7111, EL7175**

**Offered in: 7**

**Prerequisites: None**

This course focuses on the same strands as English Language Arts, Grade 7 (see above), but also emphasizes advanced reading and analytical reasoning skills to prepare student for the Pre-Advanced Placement program in high school. Students are expected to read during the summer as well as outside of class during the school year.

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

**Course Number: SE9189**

**Offered in: 8**

**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**

**Prerequisites: None**

Students will apply earlier strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth to increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive so students think critically and adapt to the ever-evolving nature of language and literacy. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content, student choice, and diverse texts.

## **English Language Arts Pre-AP — Grade 8**

**Course Number: EL8011**

**Offered in: 8**

**Prerequisites: None**

This course focuses on the same strands as English Language Arts, Grade 8 (see above), but also emphasizes advanced reading and analytical reasoning skills to prepare students for the Pre-Advanced Placement program in high school. Students may be expected to read during the summer as well as outside of class during the school year.

# Courses: English Language Arts

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## **Literacy**

**Course Number: ER6634, ER7734, ER8834**

**Offered in: 6–8**

**Prerequisites: None**

This course provides additional time and support to strengthen reading skills. Students receive specific, targeted strategies for developing vocabulary, comprehension, and reading fluency, while deepening and extending concepts learned in the ELA classroom.

## **Reading Elective**

**Course Number: ER6234, ER7224, ER8888**

**Offered in: 6–8**

**Prerequisites: None**

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 and print, and connect their knowledge of the world with the text being read.

## **Writing Lab**

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

**Offered in: 6–8**

**Prerequisites: None**

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 in real-world and assessment-style writing tasks. Students will be involved in prewriting activities, drafting, conferring, revising, editing, and publishing as they learn to make decisions as writers based on audience and purpose for writing. Specific support in oral and written conventions is included.

## **ESOL Beginner - English/Reading**

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

**Offered in: 6–8 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 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 6<sup>th</sup> grade ELLA/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 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 7<sup>th</sup> grade ELLA/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 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 8<sup>th</sup> grade ELLA/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.

# Courses: English Language Arts

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## Speech I

**Course Number:** FT7931

**Offered in:** 7–8

**Prerequisites:** None

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

**Prerequisites:** Speech I

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

## Intro to Broadcasting

**Course Number:** FJ7899, FJ8899

**Offered in:** 7–8

**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

**Prerequisites:** None

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.

# Courses: Math

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## Basic Math 6

*Course Number: SE9369*

**Offered in:** 6

**\*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

**Prerequisites:** None

The primary focal areas in sixth grade mathematics are numbers and operations; proportionality; expressions and equations; and measurement and data. Students will add, subtract, multiply, and divide positive rational numbers and

## ENGLISH — ADDITIONAL COURSES

**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)**

**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.

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

**Prerequisites:** None

This course is for students who are highly motivated and interested in a rigorous math program. Pre-AP Math 6 covers

# Courses: Math

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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 and 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 7<sup>th</sup> grade.

## **\*Basic Math 7**

**Course Number: SE9379**

**Offered in: 7**

**\*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**

**Prerequisites: None**

The primary focal areas of seventh grade mathematics are numbers 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**

**Prerequisites: 6<sup>th</sup> Grade Pre-AP Math or met standard on DAA**

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 7<sup>th</sup> grade math curriculum and all of the 8<sup>th</sup> 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 and 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 8<sup>th</sup> grade.

## **\*Basic Math 8**

**Course Number: SE9389**

**Offered in: 8**

**\*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**

**Prerequisites: None**

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 8<sup>th</sup> 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 subsequent 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

# Courses: Math

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increasing the development of critical thinking and problem solving skills. The intention of this course is to prepare students for AP level math coursework.

## **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 students' justification of reasoning. This course is intended to prepare students for AP-level coursework. If Geometry is not offered on students' middle school campus, the parents will have to provide transportation to the high school campus.

## **Contest Math**

**Course Number: NC6001, NC7001, NC8004**

**Offered in: 6–8**

**Prerequisites: None**

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**

**Prerequisites: None**

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**

**Prerequisites: None**

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**

**Prerequisites: None**

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**

**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)**

**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.

# Courses: Science

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## **Science — Grade 6**

**Course Number: SC6211**

**Offered in: 6**

**Prerequisites: 5<sup>th</sup> 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 guide 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**

**Prerequisites: 5<sup>th</sup> grade science**

This course is for students who are highly motivated and interested in a rigorous science program. Grade 6 Pre-AP Science incorporates the grade 6 science 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 and 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 and require individual research on the Internet or at a local library. Classroom presentations are expected. This course will help prepare students to take Grade 7 Pre-AP Science.

## **Science — Grade 7**

**Course Number: SC7211**

**Offered in: 7**

**Prerequisites: 6<sup>th</sup> 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 guide 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**

**Prerequisites: 6<sup>th</sup> grade science**

This course is for students who are highly motivated and interested in a rigorous science program. Grade 7 Pre-AP Science incorporates the grade 7 science 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 and 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 and require individual research on the Internet or at a local library. Classroom presentations are expected. This course will help prepare students to take Grade 8 Pre-AP Science.

## **Science — Grade 8**

**Course Number: SC8211**

**Offered in: 8**

**Prerequisites: 7<sup>th</sup> 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 guide 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**

**Prerequisites: 7<sup>th</sup> grade science**

This course is for students who are highly motivated and interested in a rigorous science program. Grade 8 Pre-AP Science covers the grade 8 science 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 and 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 and 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.

# Courses: Science

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## SCIENCE — ADDITIONAL COURSES

### **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)**

#### **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.

# Courses: Social Studies

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## **Social Studies — Grade 6**

**Course Number: SS6211**

**Offered in: 6**

**Prerequisites: None**

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**

**Prerequisites: None**

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. It examines 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 — Grade 7**

**Course Number: SS7211**

**Offered in: 7**

**Prerequisites: None**

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**

**Prerequisites: None**

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**

**Prerequisites: None**

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.

## **Social Studies Pre-AP — Grade 8**

**Course Number: SS8111**

**Offered in: 8**

**Prerequisites: None**

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

# Courses: Social Studies

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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**

### **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)**

#### **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.

# Courses: World Languages

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## **Spanish I**

**Course Number: FL112**

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

**Prerequisites: None**

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

The goal of the study of the beginning levels of modern languages is communicative competence in authentic, real-world situations. Students in this course will develop novice-mid to novice-high proficiency in speaking, listening, reading, and writing on topics dealing with people, places, and events they are likely to encounter in everyday life. The cultural products, practices, and perspectives of the target culture(s) are integrated into all aspects of the course. **This course is conducted in the target language as much as possible.**

## **Spanish IA**

**Course Number: FL1171**

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

**Prerequisites: None**

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

The goal of the study of the beginning levels of modern languages is communicative competence in authentic, real-world situations. Students in this course will develop novice-mid to novice-high proficiency in speaking, listening, reading, and writing on topics dealing with people, places, and events they are likely to encounter in everyday life. The cultural products, practices, and perspectives of the target culture(s) are integrated into all aspects of the course. This course is conducted in the target language as much as possible. Students will receive one high school graduation credit and

grade point for Spanish I upon successful completion 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.**

## **Spanish IB**

**Course Number: FL1181**

**Offered in: 8      Credits: .5      Level: On level**

**Prerequisites: Completion of Spanish IA**

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

The goal of the study of the beginning levels of modern languages is communicative competence in authentic, real-world situations. Students in this course will develop novice-mid to novice-high proficiency in speaking, listening, reading, and writing on topics dealing with people, places, and events they are likely to encounter in everyday life. The cultural products, practices, and perspectives of the target culture(s) are integrated into all aspects of the course. This course is conducted in the target language as much as possible. Students will receive one high school graduation credit and grade point for Spanish I upon successful completion of the two-year program (IA and IB). This course is the second half of the program. **\*\*Availability of the IA/IB format is subject to teacher availability and campus discretion.**

# Courses: World Languages

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## **Spanish for Spanish Speakers**

**Course Number: FL1021/FL1022**

**Offered in: 9–12 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 and II upon successful completion of this course in one year. The main objective of this course is to help heritage or native speakers of Spanish become fully bilingual and biliterate so that they can benefit from this skill in the workforce in the future. The focus of this course is to increase students' proficiency level in all three modes of communication, 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-mid proficiency level by the end of this course, depending upon their beginning level.

# Courses: Fine Arts

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## **Art I**

**Course Number: FA6689, FA7869, FA8689**

**Offered in: 6–8**

**Prerequisites: N/A**

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 artwork 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 concentrating on both traditional and contemporary. Students may be required to purchase some materials (art kit or supply list). An art fee may be required in some instances. Sketchbooks are required.

## **Art II**

**Course Number: FA7879, FA8691**

**Offered in: 7–8**

**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 traditional, as well as contemporary, works of art. Students will have the opportunity to participate in competitions. Students may be required to purchase some materials (art kit or supply list). An art fee may be required in some instances. Sketchbooks are required.

## **Art III**

**Course Number: FA8679**

**Offered in: 8**

**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, both traditional and contemporary, 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. Creating a portfolio of works, including the sketchbook is required. Students will have the opportunity to participate in competitions. Students may be required to purchase some materials (art kit or supply list). An art fee may be required in some instances. Sketchbooks are required.

## **Band I**

**Course Number: FB6799**

**Offered in: 6–8**

**Prerequisites: N/A**

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 band. Students are required

# Courses: Fine Arts

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to purchase or rent their own instruments, as well as purchase some instructional materials. (Instruments may be obtained through a rental/purchase agreement.) An annual \$80 fee is charged to students selected by the program director to use 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**

**Prerequisites: By audition only**

Band II continues the development of instrumental musicianship. Leadership, responsibility, cooperation, self-discipline, and concentration are stressed. Band students will be involved in various performances and competitions throughout the year. Placement is by audition only. Students may be required to purchase or rent their own instruments, as well as purchase some instructional materials. (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 to students selected by the program director to use 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**

**Prerequisites: By audition only**

This band stresses instrumental musicianship through performance and competition. Students continue to refine and develop skills of leadership, responsibility, cooperation, self-discipline, and concentration, as well as artistic expression. Band students will be involved in numerous performances and competitions throughout the year. Placement is by audition only. Students may be required to purchase or rent their own instruments, as well as purchase some instructional materials. (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 to students selected by the program director to use 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**

**Prerequisites: N/A**

Choral Music I provides students 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.

## **Choral Music II**

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

**Offered in: 7–8**

**Prerequisites: By audition only**

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**

**Prerequisites: By audition only**

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**

**Prerequisites: N/A**

Beginning string orchestra provides students with basic training in the proper care and handling of stringed instruments, as well as the fundamentals of tone production. Music fundamentals are taught to enable students to recognize and apply musical symbols and terms. Attitudes of cooperation and self-discipline are stressed. Winter and/or spring concerts constitute the performance requirements of this orchestra. Students may be required to purchase or rent the appropriate instrument, as well as purchase some instructional materials. (Instruments may be obtained through a rental/purchase agreement.) Larger instruments such as cellos, basses, and harps, are provided, for classroom use. An annual \$80 fee is charged to students selected by the program director to use school-owned instruments. It may be necessary to purchase some materials for uniformity of dress for performance purposes.

# Courses: Fine Arts

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## **Orchestra II**

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

**Offered in: 7–8**

**Prerequisites: By audition only**

Orchestra II continues the development of instrumental musicianship. Leadership, responsibility, cooperation, self-discipline, and concentration are stressed. Orchestra students will be involved in various performances and competitions throughout the year. Placement is by audition only. Students may be required to purchase or rent their own instruments, as well as purchase some instructional materials. (Instruments may be obtained through a rental/purchase agreement.) The school furnishes larger instruments such as cellos, basses, and harps for classroom use. An annual \$80 fee is charged to students selected by the program director to use 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**

**Prerequisites: By audition only**

This orchestra stresses instrumental musicianship through performance and competition. Students continue to refine and develop skills of leadership, responsibility, cooperation, self-discipline, and concentration, as well as artistic expression. Orchestra students will be involved in numerous performances and competitions throughout the year. Placement is by audition only. Students may be required to purchase or rent their own instruments, as well as purchase some instructional materials. (Instruments may be obtained through a rental/purchase agreement.) The school furnishes larger instruments such as cellos, basses, and harps for classroom use. An annual \$80 fee is charged to students selected by the program director to use school-owned instruments. It may be necessary to purchase some materials for uniformity of dress for performance purposes.

## **Theatre Arts I — 6<sup>th</sup> Grade**

**Course Number: FT6959**

**Offered in: 6**

**Prerequisites: N/A**

Students are introduced to a variety of speaking situations and a 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 — 7<sup>th</sup>/8<sup>th</sup> Grade**

**Course Number: FT7939, FT8939**

**Offered in: 7–8**

**Prerequisites: N/A**

Students are introduced to a variety of speaking situations and a 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 — 7<sup>th</sup>/8<sup>th</sup> Grade**

**Course Number: FT7999, FT8999**

**Offered in: 7–8**

**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 — 8<sup>th</sup> Grade**

**Course Number: FT7809, FT8809**

**Offered in: 8**

**Prerequisites: Theatre Arts II**

Students will participate in 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**

**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)**

**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.

# Courses: Physical Education/Health

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## **Physical Education**

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

**Offered in: 6–8**

**Prerequisites: None**

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, team sports, individual sports, and lifetime activities.

6<sup>th</sup> grade – 1 year of PE

7<sup>th</sup> grade – ½ year of PE (½ year of Health)

8<sup>th</sup> 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: PP6639(6<sup>th</sup> Grade), PP7639 (7<sup>th</sup> Grade), PP8669 (8<sup>th</sup> Grade)**

**Offered in: 6–8**

**Prerequisites: None**

The purpose of this course is to accommodate 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 the Health and PE Coordinator and must provide their own transportation and a workout schedule that includes at least 15 hours of training and attendance rosters. Seventh grade-students must take ½ year of Health.

## **Health Education**

**Course Number: PH7638**

**Offered in: 7**

**Prerequisites: None**

The goal of health education is to equip students with the skills to demonstrate healthy life decisions to promote personal wellness. The health education curriculum is designed to help adolescents develop decision-making skills, build health 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, cardiopulmonary resuscitation (CPR), human growth and development, personal and social development, nutrition and diet control, fitness and mental health, and communicable and noncommunicable diseases.

## **Kickstart**

**Course Number: PH6640 (6<sup>th</sup>), PH7640 (7<sup>th</sup>), PH8670 (8<sup>th</sup>)**

**Offered in: 6–8**

**Prerequisites: None**

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 along with a participation fee.

## **HEALTH & PHYSICAL EDUCATION – ADDITIONAL COURSES**

**Prerequisite: ARD Committee decision**

SE8661 BSS PE 6

SE8761 BSS PE/Health 7

SE8861 BSS PE 8

\*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)**

**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.

# Courses: Career and Technical Education (CTE)

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## **Principles of Human Services**

**Course Number: CHU01M**

**Offered In: 8**

**Credits: 1**

**Level: On Level**

**Prerequisites: None**

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

Students investigate human services careers, including counseling and mental health, early childhood development, family and community, 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: CAC02M**

**Offered In: 8**

**Credits: 1**

**Level: On Level**

**Prerequisites: None**

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

Learn the fundamentals of the construction and skilled craft 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 understanding of construction drawings. This course aligns to an industry certification available to all students.

# Courses: Career and Technical Education (CTE)

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## **Investigating Careers**

**Course Number:** CTE02M

**Offered in:** 7–8

**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:** CTE03M, CTE04M

**Offered in:** 8

**Prerequisites:** None

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

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:** CTE55M

**Offered in:** 7–8

**Prerequisites:** None

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

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.

# Courses: Technology Applications

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## **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.***

Come and enjoy an introduction to computer programming. Students will work with HTML, Scratch and Python or Javascript programming languages.

## **Robotics & Engineering I**

**Course Number:** LC7011 (6<sup>th</sup> or 7<sup>th</sup>)

**Offered in:** 6–7

Robotics & Engineering I offers students the opportunity to study concepts in a problem-based, hands-on environment. Utilizing engineering design, students will study the following concepts: engineering, physics, introductory robotics, coding, animation, green energy, gearing, electricity, and flight and space exploration.

## **Robotics & Engineering II**

**Course Number:** LC8012 (7<sup>th</sup> or 8<sup>th</sup>)

**Offered in:** 7–8

**Prerequisite:** Robotics & Engineering I course

Robotics & Engineering II offers students the opportunity to study concepts in a problem-based, hands-on environment. Utilizing Engineering Design, 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.

# Courses: Specialized Middle School Programs

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## **AVID — 6<sup>th</sup> Grade**

**Course Number: AV6111**

**Offered in: 6**

**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 — 7<sup>th</sup> Grade**

**Course Number: AV7111**

**Offered in: 7**

**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 — 8<sup>th</sup> Grade**

**Course Number: AV8111**

**Offered in: 8**

**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**

**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**

**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. Students also investigate techniques and skills needed to provide programs to their peers that increase motivation, self-esteem and student involvement.

## **Office Work**

**Course Number: NC8969**

**Offered in: 8**

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**

**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)**

**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.

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## **CLASS RTMS — only at FCMS and SMS**

**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

## Foundation-Only 22 Credits\*

- 4 credits English – ELA I, II, III, IV or 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 or 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 or 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 and Industry	Public Service	Arts and Humanities	Multidisciplinary Studies
<ul style="list-style-type: none"> <li>• Engineering</li> <li>• Computer Science</li> <li>• Math</li> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Agriculture, Food, and Natural Resources</li> <li>• Architecture and Construction</li> <li>• Arts, Audio/Video, and Communications</li> <li>• Business, Marketing, and Finance</li> <li>• Hospitality and Tourism</li> <li>• Information Technology</li> <li>• Manufacturing</li> <li>• Transportation, Distribution, and Logistics</li> <li>• English — Journalism and Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Education and Training</li> <li>• Health Science</li> <li>• Human Services</li> <li>• Junior Reserve Officers' Training Corps (JROTC)</li> <li>• Law, Public Safety, Corrections, and Security</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Art (drawing, painting, sculpture, ceramics, and digital art)</li> <li>• Music (band, orchestra, choir)</li> <li>• Theatre (theatre, technical theatre, and theatre production)</li> <li>• Dance</li> <li>• World Languages</li> <li>• Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• 4x4</li> <li>• Advanced Courses</li> <li>• AP/IB/Dual Credit</li> </ul>

## State Assessments Required for Graduation

English I	US History
English II	Biology
Algebra I	

## Performance Acknowledgments

- 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

# About Endorsements and Pathways

All Texas students who entered high school in the 2014–2015 school year graduate under the Foundation High School Program. This graduation plan consists of 22 credits plus the addition of one Endorsement for a total of 26 credits.

An endorsement is a set of courses that allows students to explore an area of interest and learn more about a particular subject or career area.

Students in the Fort Bend Independent School District select their endorsement in their 8<sup>th</sup> grade year during the career planning/course selection process. In 7<sup>th</sup> grade, students complete the Career Cluster Inventory in Naviance to narrow their career interests, which in turn helps them select an endorsement. There are five endorsements from which to choose:

- **Science, Technology, Engineering, and Math (STEM)**
- **Business and Industry**
- **Public Service**
- **Arts and Humanities**
- **Multidisciplinary Studies**

Each endorsement has a variety of pathways students may take to earn the endorsement. Pathway options in FBISD include:

## **STEM**

- Engineering
- Computer Science
- Math
- Science

## **BUSINESS AND INDUSTRY**

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Video, and Communications
- Business, Marketing, and Finance
- Hospitality and Tourism
- Information Technology
- Manufacturing
- Transportation, Distribution, and Logistics
- English — Journalism and Debate



## **PUBLIC SERVICE**

- Education and Training
- Health Science
- Human Services
- Junior Reserve Officers' Training Corps (JROTC)
- Law, Public Safety, Corrections, and Security

## **ARTS AND HUMANITIES**

- Visual Art (drawing, painting, sculpture, ceramics, and digital art)
- Music (band, orchestra, choir)
- Theatre (theatre, technical theatre, and theatre production)
- Dance
- World Languages
- Social Studies

## **MULTIDISCIPLINARY STUDIES**

- 4x4
- AP/IB/Dual Credit
- Advanced Courses

# Endorsements: Frequently Asked Questions

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## **What is an endorsement?**

An endorsement is a set of courses that allows students to learn more about a particular subject or career area. When a student selects an endorsement, he/she will be required to complete a coherent sequence of four courses to earn credit toward graduation. Many endorsement pathways provide students the opportunity to earn industry certifications or licenses that will allow them to enter the workforce directly, as well as help prepare them for college level work.

## **Does a student have to select an endorsement?**

Yes. Students must select an endorsement, in writing, upon entering their freshman year. Students in FBISD select their endorsement in 8<sup>th</sup> grade during the annual course selection period.

## **Is there a way for students to opt out of choosing an endorsement?**

A student, with written approval of a parent or guardian, may elect to graduate without an endorsement after their sophomore year. Before taking this route, it is very important that the student and parents discuss the benefits of earning an endorsement with their counselor and the potential consequences of graduating without one. Graduating without an endorsement may limit the student's ability to continue their education after high school.

## **Can a student earn more than one endorsement?**

Yes. A student may earn multiple endorsements.

## **Can a student change their declared endorsement?**

Yes. A student may elect to change their endorsement at any time. It is important to keep in mind that as students progress through high school, it may become more difficult to earn a different endorsement due to the limited amount of time that remains and the fact that classes often have prerequisites.

## **How do students know which endorsement is best for them?**

There are many inventories available for students to take including the Career Cluster Finder and Strengths Explorer in Naviance. Students may also research career interests in Naviance to learn more about their areas of interest or strength. It is always best for students to discuss their options with their parents, teachers, and counselor. Remember, students may earn more than one endorsement.

Things to consider: What are the student's interests and goals? What job does he/she want to start preparing for? Does the student want to go to college? Does the student want to take advantage of the Texas Top Ten Automatic Admission policy? (Students must earn an endorsement and the Distinguished Level of Achievement to qualify for the top 10% auto-admission program.)

## **What if my student does not know which endorsement he/she wants?**

If a student is undecided or unsure of which endorsement he/she wants, the Multidisciplinary Studies endorsement may be the best option. This endorsement allows flexibility with courses while still preparing them for college and the workforce.

Keep in mind it is also possible for students to earn more than one endorsement if they have multiple interests.



# 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 8<sup>th</sup> 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 four pre-approved enrichment events (two 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 8<sup>th</sup> grade who reside within Fort Bend ISD. Applications become available to students in the fall of their 8<sup>th</sup> 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.

**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

**For more information, please [www.fortbendisd.com/academies](http://www.fortbendisd.com/academies).**



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*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.)*

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