

MIDDLE SCHOOL



FORT BEND INDEPENDENT SCHOOL DISTRICT
Course Selection Guide
2022-23

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 institutions 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.

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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<p>FBISD Mission</p> <p><i>Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine.</i></p>	<p>FBISD Vision</p> <p><i>Fort Bend ISD will graduate students who exhibit the attributes of the District’s Profile of a Graduate.</i></p>
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General Information

Middle school students take required and elective courses.

6th Grade Course Areas	7th Grade Course Areas	8th 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
<i>Elective</i>	<i>Elective</i>	<i>Elective</i>

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 AAC 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 UIL 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.

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. The grade weights are reflected in the chart:

Graduating Class of 2020, 2021, and 2022:

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

Graduating Class of 2023 and beyond:

Advanced Placement (AP) Courses/Beyond AP, Dual Credit Courses	AAC, Honors 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 Coordinator of Health, PE and Wellness, 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.

Schedule Changes

Fort Bend ISD offers a wide variety of programs and courses for students. Master Schedules change from year to year and are developed in the spring prior to the upcoming year based on courses requested by students. Selections made during course selection indicate how many teachers and sections will be needed for a course. This process allows administrators to plan and to hire for optimum academic strength. When students are permitted to randomly change schedules, teachers and classrooms are not effectively utilized. As a result, all students are affected. Very seldom does a single course change affect only one course. Careful selections benefit everyone.

Students may submit a request to drop a course or change their scheduled course only during the first nine (9) school days of the semester, both Fall and Spring. Student initiated requests for course changes must be submitted in writing. Approval of schedule changes is contingent upon course availability and alignment with students' personal graduation plan. An administrator, school Counselor, or teacher shall inform students of deadlines and requirements for dropping courses or changing schedules, as well as the ramifications of such a decision. Drops or changes occurring during the semester's nine (9) day grace period will not be shown on the student's record.

Students may drop or change their scheduled course if:

1. There is a data entry error or;
2. The student does not meet prerequisites for the course;
3. The student was not placed in appropriate level;
4. Missing graduation requirement;
5. Change in program (band, orchestra etc.);
6. Previously failed course with the same teacher
7. IEP or 504 was amended;
8. Extenuating circumstances which require administrator approval. This approval must be in writing, submitted to the school Counselor and placed in the student cum folder. An example of an extenuating circumstance would be a medical issue that would necessitate a change to a student's schedule in the interest of their personal health and wellbeing. Documentation from the student's physician would be required prior to adjusting a student's schedule.

A change of mind, failure to obtain outside tutorial support, requests for a different teacher, dropping or changing a course to improve GPA, unsatisfactory academic performance, requests to be scheduled with friends, and stress/anxiety not documented by a physician are not compelling circumstances.

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. Success in an AP or AAC course is defined as having a grade of 75 or above. Students may not request a level change with the intent to improve their GPA. If the student levels down from a weighted class to a non-weighted class, the exact grade from the weighted 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.

Specialized Programs

AVID

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by 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.

Gifted and Talented (GT) Program

Students may be referred 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 AAC and AP English/Language Arts, Mathematics, Science, and/or Social Studies courses. AAC 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 (9th and 10th grade)
- Academic Decathlon (9th through 12th grade)
- Destination Imagination
- UIL competitions — academics, art, music, dance, speech/ debate, theatre, and athletic
- SAT and PSAT preparation seminars
- National Merit Review Program (11th grade)
- 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 6th and 7th grade. Students who obtained a score in the 95th percentile or higher on an approved standardized test may choose to take the SAT in December or January, or the ACT in December or February. Participation in Duke Talent Identification Program does not include course credit. Further information may be obtained on the Duke Talent Identification Program website at www.tip.duke.edu.

AAC/AP Courses

In middle school, AAC courses are offered in:

- English Language Arts
- Math
- Science
- Social Studies

In high school, AAC 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:

- AAC 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.
- AAC/AP is not "all or nothing." Students may enroll in as many or as few AAC/AP courses as they choose.
- It is possible to move from on-level to AAC/AP sections from one year to the next. In math, it is more challenging due to the acceleration of the curriculum in 6th and 7th grades. It is possible that additional support may be needed to support the transition to AAC math in middle school.
- Due to the challenging nature of AAC/AP coursework, students may initially experience a drop in grades. Successful completion of coursework is generally defined as earning a 75 or higher as a semester average.
- Additional support and encouragement is important to help sustain student participation in rigorous classes.

Guidelines for Exiting an AAC 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 AAC 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 AAC 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 AAC course is defined as having a grade of 75 or above.
4. Students who earn an F in a AAC 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 AAC class.

Special Education

The Special Education Department offers identified students with disabilities opportunities to develop abilities in the least restrictive environment. 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 in conjunction with the school counseling team in alignment with general education requirements.

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, <https://www.fortbendisd.com/site/Default.aspx?PageID=555>.

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

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, 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 be required to take the End of Course (EOC) assessment associated with that subject.

Students served by special education 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.

Texas English Language Proficiency Assessment System (TELPAS)

Based on the Every Student Succeeds Act (ESSA) mandates, the TELPAS requires teachers of English Learner (EL) 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 EL will take the TELPAS reading test. This includes EL 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. EL students will participate until they meet the English Proficiency exit criteria. EL students with a severe cognitive disability may qualify to take TELPAS Alt

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 score 80 or above on the exam (if administered by semester, average of two exams to meet or exceed 80). Students may use Credit by Exam 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 through Level 4 as tests and are available for multiple languages. Please see the counselor for a full list of language assessments offered. 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 Exam should see their counselor for approval and confirmation or call the State & Federal Programs 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 Exam should see their counselor for approval and confirmation.

Preliminary Scholastic Aptitude Test (PSAT)

Fort Bend ISD administers the PSAT 8/9 to all 8th and 9th grade students and the PSAT/NMSQT to all 10th and 11th graders on National Testing Day (mid-October each year). Both assessments are aligned with the SAT and provide students with critical preparation and practice for the SAT, which is used to determine college readiness and 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) 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 11th 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

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

Course Number: SE9169

Offered in: 6

Prerequisites: ARD committee decision

Description: Instruction is aligned to enrolled grade level ELA TEKS but is adapted/modified based on individual student needs identified in the IEP

English Language Arts — Grade 6

Course Number: EL6211, EL6275

Offered in: 6

Prerequisites: None

Description: Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in 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 as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading on a daily basis with opportunities for cross-curricular content, close reading routines, independent, self-selected reading, and diverse texts.

English Language Arts AAC — Grade 6

(Formerly known as Pre-AP)

Course Number: EL6111, EL6175

Offered in: 6

Prerequisites: None

Description: 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

Description: Instruction is aligned to enrolled grade level ELA TEKS but is adapted/modified based on individual student needs identified in the IEP.

English Language Arts — Grade 7

Course Number: EL7211, EL7275

Offered in: 7

Prerequisites: None

Description: Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in 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 as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading on a daily basis with opportunities for cross-curricular content, close reading routines, independent, self-selected reading, and diverse texts.

English Language Arts AAC — Grade 7

(Formerly known as Pre-AP)

Course Number: EL7111, EL7175

Offered in: 7

Prerequisites: None

Description: 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 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 8

Course Number: SE9189

Offered in: 8

Prerequisites: ARD committee decision

Description: Instruction is aligned to enrolled grade level ELA TEKS but is adapted/modified based on individual student needs identified in the IEP.

English Language Arts — Grade 8

Course Number: EL8211, EL8275

Offered in: 8

Prerequisites: None

Description: Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in 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 as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading on a daily basis with opportunities for cross-curricular content, close reading routines, independent, self-selected reading, and diverse texts.

English Language Arts AAC — Grade 8

(Formerly known as Pre-AP)

Course Number: EL8011

Offered in: 8

Prerequisites: None

Description: 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.

Literacy

Course Number: ER6634, ER7734, ER8834

Offered in: 6–8

Prerequisites: None

Description: 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.

Basic Reading Elective

Course Number: SE9461, SE9471, SE9481

Offered in: 6–8

Prerequisites: None

Description: The basic reading elective offers special education students who are identified as having dyslexia and students who struggle with basic reading and writing skills an opportunity to read and write with competence, confidence, and understanding through instruction using a multi-sensory approach focusing on word recognition, phonemic awareness, fluency and vocabulary. Students are instructed through an Orton-Gillingham approach with teachers specially trained to instruct students with reading and/or writing disorders. Students will apply what they are learning through reading and writing in order to increase their literacy skills. Significant blocks of time are provided for reading both independent and instructional-level material for varied purposes. 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.

***Students receiving special education services with dyslexia or other related reading/writing disorders may receive reading instruction in a Reading Elective or Basic Reading. Final determination of which course will be made by the IEP team.*

Reading Elective

Course Number: ER6234, ER7224, ER8888

Offered in: 6–8

Prerequisites: None

Description: 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

Description: 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.

ESL 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

Description: 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 acquisition methodologies for teaching proficiency in listening, speaking, reading, and writing in English. Instruction is accommodated to meet the varying linguistic needs of the students.

ESL Intermediate — English/Reading

Course Number: ES5268/ES5269

Offered in: 6

Level: Intermediate

Prerequisites: District ESL staff recommendation pending LPAC approval

Description: This course is taught through second language acquisition methodologies for teaching proficiency in listening, speaking, reading, and writing in English as well as content knowledge. The ESL class emphasizes the 6th grade SLAR 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.

ESL Intermediate — English/Reading

Course Number: ES5278/ES5279

Offered in: 7

Level: Intermediate

Prerequisites: District ESL staff recommendation pending LPAC approval

Description: This course is taught through second language acquisition methodologies for teaching proficiency in listening, speaking, reading, and writing in English as well as content knowledge. The ESL class emphasizes the 7th 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.

ESL Intermediate — English/Reading

Course Number: ES5388/ES5389

Offered in: 8

Level: Intermediate

Prerequisites: District ESL staff recommendation pending LPAC approval

Description: This course is taught through second language acquisition methodologies for teaching proficiency in listening, speaking, reading, and writing in English as well as content knowledge. The ESL class emphasizes the 8th 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.

Speech I

Course Number: FT7931

Offered in: 7–8

Prerequisites: None

Description: 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

Description: 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.

Description: An introduction to basic graphic design elements for digital media, along with video and audio production techniques will be applied to various project-based learning. 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.

Journalism

Course Number: FJ8877

Offered in: 8

Prerequisites: Teacher recommendation required.

Description: 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/yearbook is produced by students in the class.

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.*

Courses:

Math

Basic Math 6

Course Number: SE9369

Offered in: 6

Prerequisites: ARD committee decision

Description: Instruction is aligned to enrolled grade level Math TEKS but is adapted/modified based on individual student needs identified in the IEP.

Math — Grade 6

Course Number: MA6211, MA6275

Offered in: 6

Prerequisites: None

Description: 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 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 AAC — Grade 6

Course Number: MA6111, MA6175

Offered in: 6

Prerequisites: None

Description: This course is for students who are highly motivated and interested in a rigorous math program. AAC Math 6 covers the Math 6 curriculum and selected TEKS from the Math 7 curriculum. The pacing and organization of this course allows students to use investigations to develop their mathematical thinking skills. Class assignments and activities build on and expand higher level thinking skills of analysis, synthesis 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 AAC Math 7 in 7th grade.

*Basic Math 7

Course Number: SE9379

Offered in: 7

Prerequisites: ARD committee decision

Description: Instruction is aligned to enrolled grade level Math TEKS but is adapted/modified based on individual student needs identified in the IEP.

Math — Grade 7

Course Number: MA7211, MA7275

Offered in: 7

Prerequisites: None

Description: 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 AAC— Grade 7

Course Number: MA7111, MA7175

Offered in: 6–7

Prerequisites: 6th Grade AAC Math or met standard on DAA

Description: This course is for students who are highly motivated and interested in a rigorous math program. AAC Math 7 is an accelerated course that covers a portion of the 7th grade math curriculum and a majority of the 8th grade math curriculum. The pacing and organization of this course allows students to use investigations to develop their mathematical thinking skills. Class assignments and activities build on and expand higher level thinking skills

of analysis, synthesis 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 AAC Algebra I in 8th grade.

***Basic Math 8**

Course Number: SE9389

Offered in: 8

Prerequisites: ARD committee decision

Description: Instruction is aligned to enrolled grade level Math TEKS but is adapted/modified based on individual student needs identified in the IEP.

Math — Grade 8

Course Number: MA8211, MA8275

Offered in: 8

Prerequisites: None

Description: 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 — AAC

Course Number: MA211

Offered in: 7–9

Credits: 1

Level: AAC/GT

Prerequisites: Math AAC Grade 7 or 8th grade math or its equivalent

Description: 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.

AAC Algebra 1 will include a more in-depth study of the topics covered in Algebra I. A strong emphasis is placed on increasing the development of critical thinking and problem-solving skills. The intention of this course is to prepare students for AP level math coursework.

Geometry AAC

Course Number: MA221

Offered in: 8–10

Credits: 1

Level: AAC/GT

Prerequisites: Algebra I

Description: 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

Description: 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

Description: 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

Description: 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

Description: 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

Science — Grade 6

Course Number: SC6211

Offered in: 6

Prerequisites: 5th grade science

Description: 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 AAC — Grade 6

(Formerly known as Pre-AP)

Course Number: SC6111

Offered in: 6

Prerequisites: 5th grade science

Description: This course is for students who are highly motivated and interested in a rigorous science program. Grade 6 AAC 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 AAC science.

Science — Grade 7

Course Number: SC7211

Offered in: 7

Prerequisites: 6th grade science

Description: This course is for students who are highly motivated and interested in a rigorous science program. Grade 7 AAC 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 AAC science.

Science AAC — Grade 7

(Formerly known as Pre-AP)

Course Number: SC7111

Offered in: 7

Prerequisites: 6th grade science

Description: This course is for students who are highly motivated and interested in a rigorous science program. Grade 7 AAC 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 AAC science.



Science — Grade 8

Course Number: SC8211

Offered in: 8

Prerequisites: 7th grade science

Description: 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 AAC — Grade 8

(Formerly known as Pre-AP)

Course Number: SC8111

Offered in: 8

Prerequisites: 6 grade science

Description: 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 — 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

Social Studies — Grade 6

Course Number: SS6211

Offered in: 6

Prerequisites: None

Description: Students will study people and places of the contemporary world, and examine the influence of individuals and groups on historical and contemporary events. In addition, other content focuses will include exploring the history, geography, culture, government, and economic systems of selected regions.

Social Studies AAC — Grade 6

(Formerly known as Pre-AP)

Course Number: SS6111

Offered in: 6

Prerequisites: None

Description: This course is for students who are highly motivated and interested in a rigorous social studies program. AAC 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 regions. 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

Description: Students study the history of Texas from Natural Texas and its People through Contemporary Texas. The focus of each era is on key individuals, events, and issues and their impact. Students will study the regions of Texas, the rights and responsibilities of Texas citizens, the rich and diverse cultural background of Texas, and analyze the impact of scientific discoveries and technological innovations on the development of Texas. 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 AAC — Grade 7

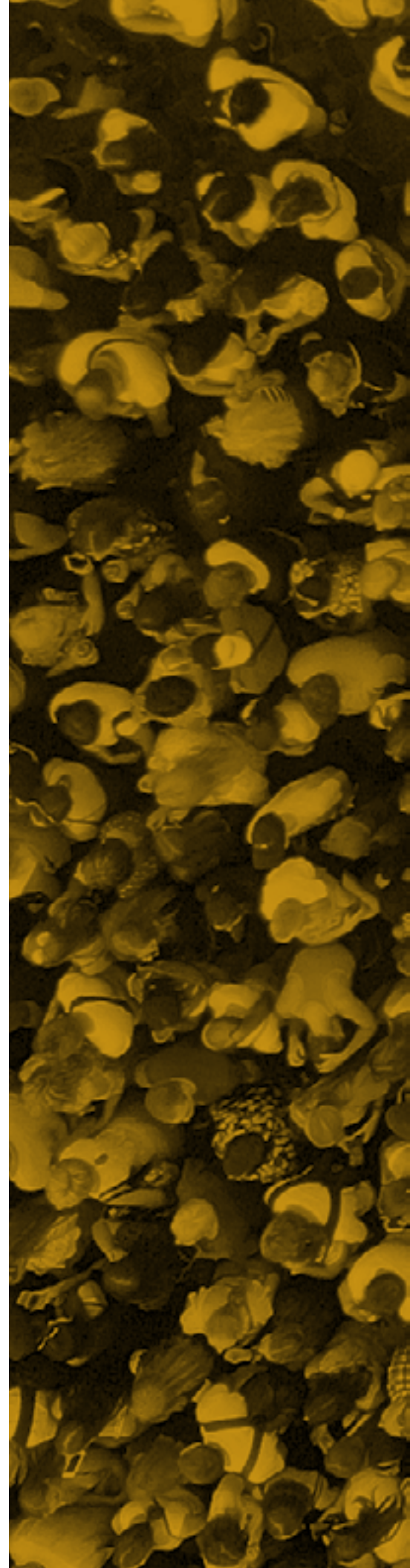
(Formerly known as Pre-AP)

Course Number: SS7111

Offered in: 7

Prerequisites: None

Description: This course is for students who are highly motivated and interested in a rigorous social studies program. AAC 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

Description: 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 AAC — Grade 8

(Formerly known as Pre-AP)

Course Number: SS8111

Offered in: 8

Prerequisites: None

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

SOCIAL STUDIES — ADDITIONAL COURSES

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

Spanish I

Course Number: FL112

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.

Description: 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.

Description: 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. 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.

Description: 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.**

Spanish for Spanish Speakers

Course Number: FL1021/FL1022

Offered in: 8

Credits: 2

Level: On level

Prerequisites: Screened for oral and written proficiency in Spanish.

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

Description: 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

Art I

Course Number: FA6689 (6th);

FA7869 (7th/8th)

Offered in: 6–8

Prerequisites: N/A

Description: 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 with teacher approval and portfolio required

Description: 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 with teacher approval and portfolio required

Description: 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

Description: 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 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.) 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 (Sub-Non-Varsity B);

FB7729 (Sub-Non-Varsity A);

FB7739 (Non-Varsity)

Offered in: 7–8

Prerequisites: By audition only

Description: 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: FB8739

Offered in: 7–8

Prerequisites: By audition only

Description: 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 (6th Grade Boys);

FC6759 (6th Grade Girls);

FC7780 (7th/8th Grade Boys);

FC7781 (7th/8th Grade Girls)

Offered in: 6–8

Prerequisites: N/A

Description: Choral Music I provides students with basic training in vocal production, general musicianship, and choral performance. Music fundamentals are taught to enable the student to recognize and apply musical signs, symbols, and terms. Sight-singing skills are taught using Curwen 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:

FC7759 (Girls Sub-Non-Varsity B);

FC7769 (Girls Sub-Non-Varsity A);

FC7779 (Girls Non-Varsity);

FC7749 (Boys Sub-Non-Varsity)

Offered in: 7–8

Prerequisites: By audition only

Description: 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:

FC8749 (Boys Non-Varsity);

FC8779 (Girls Varsity)

Offered in: 7–8

Prerequisites: By audition only

Description: Emphasis is placed on developing a mature singing voice using three and four-part harmony. Vocal and ensemble techniques are reinforced. Choral singing 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

Description: 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.

Orchestra II

Course Number:

FO7819 (Sub-Non-Varsity C);

FO7829 (Sub-Non-Varsity B);

FO7839 (Sub-Non-Varsity A);

FO7849 (Non-Varsity)

Offered in: 7–8

Prerequisites: By audition only

Description: 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: FO8849

Offered in: 7–8

Prerequisites: By audition only

Description: 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 — 6th Grade

Course Number: FT6959

Offered in: 6

Prerequisites: N/A

Description: Students are introduced to a variety of performance opportunities 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 — 7th/8th Grade

Course Number: FT7939

Offered in: 7–8

Prerequisites: N/A

Description: Students are introduced to a variety of performance opportunities 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 — 7th/8th Grade

Course Number: FT7999

Offered in: 7–8

Prerequisites: Theatre Arts I

Description: 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 — 7th/8th Grade

Course Number: FT8809 (Production Class)

Offered in: 7–8

Prerequisites: Teacher Approval Required

Description: 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

Physical Education

Course Number: PH6639, PH7639, PH8669

Offered in: 6–8

Prerequisites: None

Description: 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.

6th grade – 1 year of PE

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

8th grade – 1 year of PE

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

Off Campus PE

(formerly Olympic Sanctioned Sports)

Course Number:

PP6639(6th Grade),

PP7639 (7th Grade),

PP8669 (8th Grade)

Offered in: 6–8

Prerequisites: District Approval

Description: 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 apply online to receive prior approval from the Coordinator of Health, PE and Wellness and must provide their own transportation and a workout schedule that includes at least 15 hours of training and attendance rosters. Students must leave campus during OCPE period. Seventh grade-students must take ½ year of Health. More information can be found at the following link: <https://www.fortbendisd.com/Page/96272>

Health Education

Course Number: PH7638

Offered in: 7 (½ year)

Prerequisites: None

Description: 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 teach adolescents health knowledge, attitudes, and decision making skills to make informed decisions about their health.. Topics include alcohol/drug abuse prevention, safety, cardiopulmonary resuscitation (CPR), human growth and development, personal and social development, nutrition and fitness, mental health, and communicable and noncommunicable diseases.

Kickstart Kids Karate Program

Course Number:

PH6640 (6th),

PH7640 (7th),

PH8670 (8th)

Offered in: 6–8

Prerequisites: None

Description: 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. Seventh grade-students must take ½ year of Health.

Introduction to Dance

Course Number:

Offered in: 8

Prerequisites: None

Description: The purpose of this course is to explore the fundamentals of movement. Aerobic fitness dance, recreational dance, and dance forms including ballet, folk/ethnic, jazz, tap, precision, hip hop, lyrical, and modern that will challenge the students to employ both fine and gross motor skills. Students receive a brief historical overview of dance.



HEALTH & PHYSICAL EDUCATION – ADDITIONAL COURSES

Prerequisite: ARD Committee decision

SE8661 BSS PE 6

SE8764 BSS PE 7

SE8861 BSS PE 8

SE8763 BSS HEALTH 7

**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

SE9764 PE 7 ALT

SE9861 PE 8 ALT

SE 9763 HEALTH 7 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)

Dollars and Sense

(Spring Semester Only)

Course Number: CHU020

Offered in: 7–8

Credits: 0.5

Level: On Level

Prerequisites: None

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

Description: Dollars and Sense focuses on consumer practices and responsibilities, money-management processes, decision-making skills, and impact of technology. The student demonstrates management of individual and family resources such as finances, food, clothing, shelter, health care, recreation, transportation, time, and human capital.

Lifetime Nutrition and Wellness

(Fall Semester Only)

Course Number: CHU040

Offered in: 8

Credits: 0.5

Level: On Level

Prerequisites: None

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

Description: Learn how to stay healthy for the rest of your life. This course explores the role of nutrients in the body and examines the long-term effects of food choices. Students will analyze current lifestyle habits that increase health risks, important food buying strategies, and investigate careers in nutrition. This technical laboratory course concentrates on nutrition, food choices, and food management skills for individuals and the family throughout the life cycle. Students will engage in a hands-on experience that will not only teach the fundamentals of food preparation, but also the fundamentals of good nutrition.

Interpersonal Studies

(Spring Semester Only)

Course Number: CHU030

Offered in: 8

Credits: 0.5

Level: On Level

Prerequisites: None

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

Description: This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students will learn essential principles of personal development, decision-making, family life cycle, and stress management through hands-on projects. Students will investigate the roles and the influences of families, peers, and technology on relationships. They will explore adulthood, including marriage and family roles, friendship development and influences of peers, values, and cultural awareness. Course content includes career preparation and planning, consumer roles, decision-making, rights and responsibilities, and personal hygiene.

Investigating Careers

Course Number: CTE020

Offered in: 7–8

Credits: No HS Credit

Prerequisites: None

Description: This course gives students an overview of many career options, and the education, training, and skills required for each career. 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. Information gained in this course will help students identify CTE course pathways for high school.



Gateway to Technology 1–2

Course Number: CTE030, CTE040

Offered in: 8

Credits: 1

Level: On Level

Prerequisites: None

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

Description: Students acquire knowledge and skills in problem solving, teamwork, and innovation as well as explore STEM careers. 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.

Principles of Applied Engineering

Course Number: CST010

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.

Description: Students will learn to draft and model engineering solutions through a study of emerging engineering technologies. By utilizing engineering communication skills, students will present conclusions, findings, and designs using a variety of media. Students will work on collaborative design teams to develop, test, and communicate solutions to address various real-world problems. Upon completing this course, students will understand various fields of engineering and be able to make informed career decisions.

Touch System Data Entry

(Fall Semester Only)

Course Number: CBU020

Offered in: 7–8

Credits: 0.5

Level: On Level

Prerequisites: None

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

Description: This course will allow students to develop keyboarding skills and techniques. Students will use software applications to develop and format basic business documents as well as enhance reading, writing, computing, and communication skills applicable to a variety of industries.

Fundamentals of Computer Science

Course Number: CST280

Offered in: 8

Credits: 1

Level: On level

Corequisite: Algebra I

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

Description: Fundamentals of Computer Science will foster student creativity and innovation by presenting opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will work with HTML, Scratch, Python, or JavaScript programming languages. Participation in this course satisfies the level one course requirement of the Programming and Software Development Pathway in the STEM program area.

Courses:

Technology Applications

Robotics & Engineering I

Course Number: LC7011

Offered in: 6–8

Description: Robotics & Engineering I offers students the opportunity to study concepts in a problem-based, hands-on environment, utilizing an engineering design process. Unit studies may include the following concepts: computational thinking, machines, force and motion, basic circuitry, electricity, energy transformations, and rocketry.

Robotics & Engineering II

Course Number: LC8012

Offered in: 7–8

Prerequisite: Robotics & Engineering I course

Description: Robotics & Engineering II offers students the opportunity to study concepts in a problem-based, hands-on environment, utilizing an engineering design process. Unit studies may include the following concepts: robotics careers, advanced robotics, sensors and circuits, gaming peripherals, turbine design, physics concepts, space exploration, advanced coding, mechanical and electrical engineering, and human flight.





Courses:

Specialized Middle School Programs

AVID — 6th Grade

Course Number: AV6111

Offered in: 6

Prerequisites: Application and interview with approval by a campus committee

Description: 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 notetaking. The students will increase college and career awareness through guest speaker presentations, field trip opportunities, and research.

AVID — 7th Grade

Course Number: AV7111

Offered in: 7

Prerequisites: Application and interview with approval by a campus committee

Description: 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 notetaking, in relation to studying and test preparation. Students will be exposed to different field trips, guest speakers, and research, to increase their knowledge of college and career options.

AVID — 8th Grade

Course Number: AV8111

Offered in: 8

Prerequisites: Application and interview with approval by a campus committee

Description: 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/LeadWorthy

Course Number: LS1433

Offered in: 7–8

Prerequisites: None

Description: This course is a leadership class based on The Flippen Group “Capturing Kids’ Hearts” training and the online LeadWorthy curriculum. 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

Description: Students learn and develop 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

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

Description: 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.*

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*	Foundation + Endorsements – 26 Credits	Distinguished Level of Achievement – 26 Credits
<ul style="list-style-type: none"> • 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 (level I and level II) • 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) <p>*Students may opt to Foundation-only after completing sophomore year with parent and campus approval.</p>	<ul style="list-style-type: none"> • 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 (level I and level II) • 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 	<ul style="list-style-type: none"> • 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 (level I and level II) • 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

**While a student is not required by state law (Texas Education Code, Section 28.025) to successfully complete Algebra II as a requirement for high school graduation, a student may not earn the distinguished level of achievement or be eligible for automatic admission to a Texas public college or university if the student does not successfully complete high school Algebra II. In addition, many colleges and universities require Algebra II as an admission requirement even if the student is not in the top 10% of their class. For more information, please visit the FBISD website: <https://www.fortbendisd.com/Page/984>.

Endorsements, Programs and Pathways

STEM	Business and Industry	Public Service	Arts and Humanities	Multidisciplinary-Studies
<ul style="list-style-type: none"> • Math • Science • STEM 	<ul style="list-style-type: none"> • Agriculture, Food, and Natural Resources • Architecture and Construction • Arts, Audio/Video Technology, and Communications • Business, Marketing, and Finance • Hospitality and Tourism • Information Technology • Manufacturing • Transportation, Distribution, and Logistics • English — Journalism and Debate 	<ul style="list-style-type: none"> • Education and Training • Health Science • Human Services • Junior Reserve Officers' Training Corps (JROTC) • Law and Public Service 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 4x4 • Advanced Courses • AP/IB/Dual Credit

State Assessments Required for Graduation

English I English II Algebra I	US History Biology
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Performance Acknowledgments

<ul style="list-style-type: none"> • Outstanding performance: Dual credit coursework; bilingualism/biliteracy; college AP or IB exam; PSAT, ACT-Plan, SAT or ACT 	<ul style="list-style-type: none"> • Certification: nationally or internationally recognized business or industry certificate or license
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About Endorsements and Pathways

All Texas students who entered high school in the 2014–2015 school year or after 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 8th grade year during the career planning/course selection process. In middle school, 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. Program options in FBISD include:

STEM

- STEM
- Math
- Science

Business and Industry

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology, 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 and Public Service

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

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 credits 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 8th 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 opportunity 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.



Programs of Choice

A Program of Choice is defined as a program with specialized offerings for which students must apply and be accepted. Fort Bend ISD offers nine high school programs of choice: six academies, one Early College High School (ECHS), and two Pathways in Technology (P-TECH) programs.

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 eighth grade year.

Requirements of the Academies:

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

For more information, please visit www.fortbendisd.com/academies.

Early College High School

The Early College High School (ECHS) model is a blend of high school and college coursework that gives students the opportunity to earn up to 60 hours, or two years, of tuition-free college credit while earning a high school diploma. This model



increases college readiness, providing rigorous instruction and coursework, as well as academic and social support. Early College High School aims to:

- engage first-generation college students
- provide up to 60 dual credit hours toward an associate degree at no cost to students
- offer courses that mirror a college setting, with academic counseling to help students develop skills needed for post-high school success
- increase college enrollment and success rates for all students
- strengthen connections between middle schools, high schools and higher education institutions to promote a culture of college readiness

For more information, please visit www.fortbendisd.com/echs.

Pathways In Technology

The Pathways in Technology Early College High School (P-TECH) model is designed to ensure that high school curriculum focuses on workforce needs and partnerships that support students in obtaining credentials, degrees and certificates. With the support of Educate Texas and the Texas Education Agency (TEA), participating schools target thriving industries in their region to address

key workforce Pathways in high-demand fields. The P-TECH model course of study gives students an opportunity to:

- earn an associate degree while earning their high school diploma
- earn a two-year postsecondary certificate or industry certification
- complete work-based training
- gain work experience through internships, apprenticeships, or other job training programs

For more information, please visit www.fortbendisd.com/p-tech.

FBISD Strategic Framework

CORE BELIEFS AND COMMITMENTS

Core Belief 1: All students can reach their full potential.

Commitment: Fort Bend ISD will provide an educational system that will enable all students to reach their full potential.

Core Belief 2: We believe student success is best achieved...

...through effective teachers that inspire learning.

Commitment: Fort Bend ISD will recruit, develop and retain effective teachers.

...in a supportive climate and safe environment.

Commitment: Fort Bend ISD will provide a supportive climate and a safe learning/working environment.

...by empowered and effective leaders throughout the system.

Commitment: Fort Bend ISD will provide and promote leadership development at all levels.

...in a well-functioning, high-performing community of learners.

Commitment: Fort Bend ISD will be a collaborative, efficient and effective learning community.

MISSION AND VISION

MISSION

Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

VISION

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

PROFILE OF A GRADUATE

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 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 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.



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.



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 life-long learner.

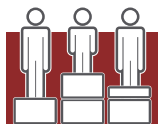
Fort Bend ISD graduates approach life with wonder and curiosity; seek opportunities to be creative; possess a thirst for knowledge and the ability to adapt to change; and are academically prepared to pursue and attain futures beyond what they can imagine!



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.

DISTRICT GOALS



District Goal 1

Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.



District Goal 2

Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.



District Goal 3

Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.



District Goal 4

Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

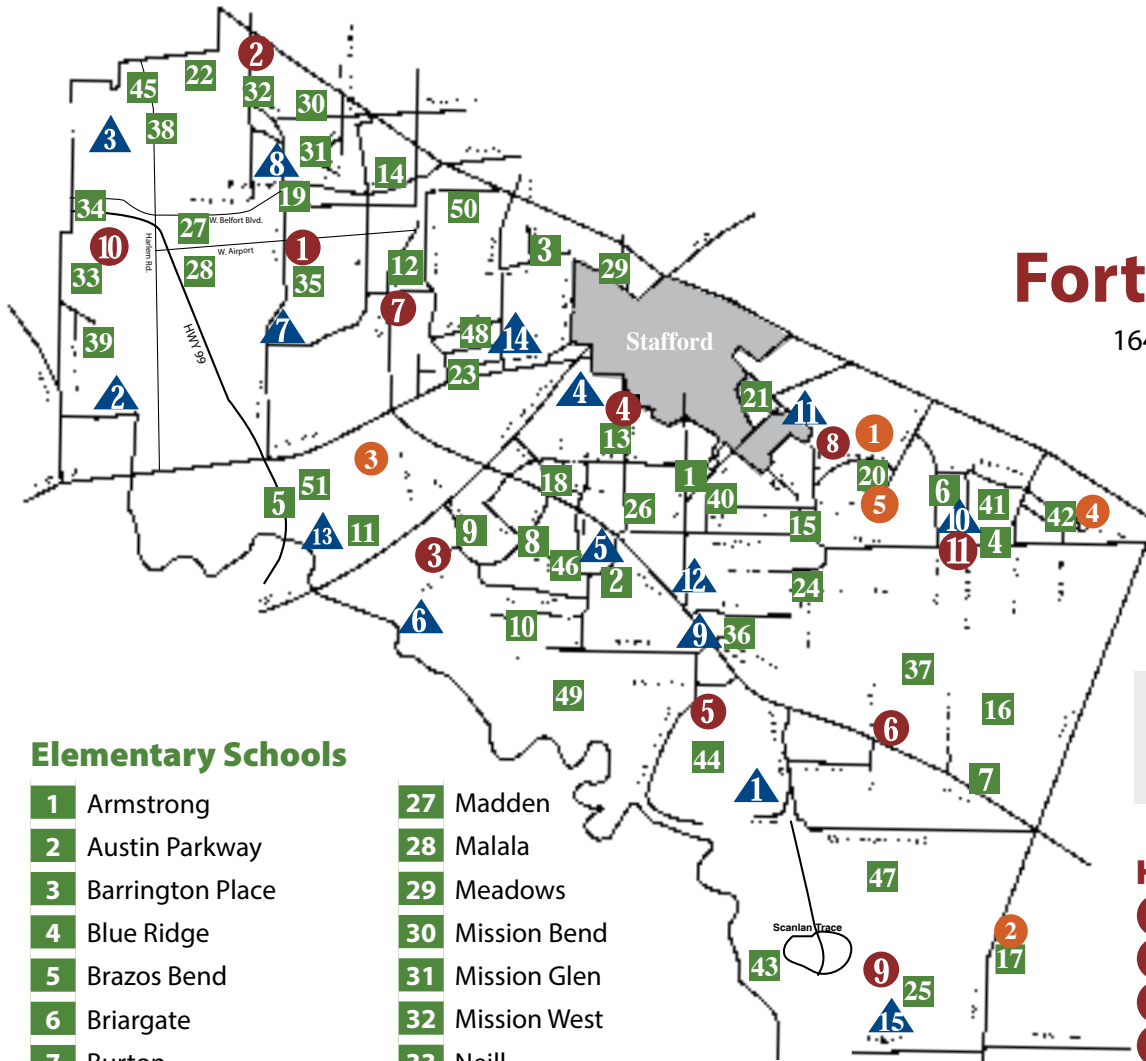


District Goal 5

Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

2021-2022 Fort Bend ISD

16431 Lexington Boulevard
Sugar Land, Texas 77479
(281) 634-1000
www.fortbendisd.com



Visit www.fortbendisd.com for more information on school zone boundaries.

Elementary Schools

- | | |
|---------------------------|---------------------------|
| 1 Armstrong | 27 Madden |
| 2 Austin Parkway | 28 Malala |
| 3 Barrington Place | 29 Meadows |
| 4 Blue Ridge | 30 Mission Bend |
| 5 Brazos Bend | 31 Mission Glen |
| 6 Briargate | 32 Mission West |
| 7 Burton | 33 Neill |
| 8 Colony Bend | 34 Oakland |
| 9 Colony Meadows | 35 Oyster Creek |
| 10 Commonwealth | 36 Palmer |
| 11 Cornerstone | 37 Parks |
| 12 Drabek | 38 Patterson |
| 13 Dulles | 39 Pecan Grove |
| 14 Fleming | 40 Quail Valley |
| 15 Glover | 41 Ridgeway |
| 16 Goodman | 42 Ridgemont |
| 17 Heritage Rose | 43 Scanlan Oaks |
| 18 Highlands | 44 Schiff |
| 19 Holley | 45 Seguin |
| 20 Hunters Glen | 46 Settlers Way |
| 21 Jones | 47 Sienna Crossing |
| 22 Jordan | 48 Sugar Mill |
| 23 Lakeview | 49 Sullivan |
| 24 Lantern Lane | 50 Townwest |
| 25 Leonetti | 51 Walker Station |
| 26 Lexington Creek | |

Middle Schools

- 1** Baines
- 2** Bowie
- 3** Crockett
- 4** Dulles
- 5** First Colony
- 6** Fort Settlement
- 7** Garcia
- 8** Hodges Bend
- 9** Lake Olympia
- 10** McAuliffe
- 11** Missouri City
- 12** Quail Valley
- 13** Sartartia
- 14** Sugar Land
- 15** Thornton

High Schools

- 1** Austin
- 2** Bush
- 3** Clements
- 4** Dulles
- 5** Elkins
- 6** Hightower
- 7** Kempner
- 8** Marshall
- 9** Ridge Point
- 10** Travis
- 11** Willowridge

Specialty Schools

- 1** Progressive HS
(In the FBISD Education Complex)
- 2** Ferndell Henry Center for Learning
- 3** James Reese Career and Technical Center
- 4** Early Literacy Center at Ridgemont
- 5** Hunters Glen Early Literacy Center



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 Vacant..... Chief Human Resources Officer
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 Oscar Perez Chief Operations Officer
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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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