



FBISD
INSPIRE • EQUIP • IMAGINE

MIDDLE SCHOOL

Course Selection
Guide 2026-27

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, 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!

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.

DISTRICT PRIORITIES



DISTRICT PRIORITY 1

Increase successful student outcomes through enhanced learning opportunities.

Goal 1: By 2028, 80% of all students, at every campus, in grades 3, 5, 8, and 10 will grow at least one year in reading as indicated by NWEA Map Growth Measures.

Goal 2: For the class of 2026, the percentage of graduates that meet the criteria for CCMR will increase from 65% to 90%.



DISTRICT PRIORITY 2

Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (students, parents, and staff) are valued, inspired, and engaged.

Goal 1: By 2027, FBISD will increase overall staff satisfaction with the district from 73% to 85% through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Survey.

Goal 2: By 2027, FBISD will increase overall secondary student engagement in schools from 78% to 85%, as evidenced by students indicating they feel good about being in school on the District Student Engagement Survey.

Goal 3: By 2027, FBISD will increase parent satisfaction with FBISD schools from 80% to 85% evidenced by parents indicating the quality of their child's school as excellent or good through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Survey.



DISTRICT PRIORITY 3

Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Goal 1: By June 2025, FBISD will review 100% of the key revenue drivers with the Board and align all funding with the district strategic plan. (Completed)

Goal 2: By 2027, ensure efficient staffing in all areas of the organization including campuses and departments.



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How to Use the FBISD Course Selection Guide

Planning Your Course of Study

Planning your course of study during middle and high school is an important step in preparing for your future. The decisions you make, along with the courses you take, will affect your success and readiness for college and/or a career.

Please use this guide to plan your coursework and future. You have many important decisions to make. Take them seriously and make them count!

Course Selection Checklist

 What are your passions and interests?

 What are your plans and career goals after high school?

 Use your Career Cluster Finder and Strengths Explorer results in SchooLinks to explore your interests and strengths and how they connect with future careers.

 Which endorsement best matches your interests and goals?

- STEM
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

 Review and select your specific endorsement pathway aligned to your future plans.

 Declare your endorsement and pathway (8th grade) and make your Career Plan (Four-year Plan) in Skyward.

 Track your progress toward graduation by using this guide.

 Challenge yourself with the most rigorous courses you can manage.

General Information

MIDDLE SCHOOL STUDENTS TAKE REQUIRED AND ELECTIVE COURSES

| 6th Grade Course Areas | 7th Grade Course Areas | 8th Grade Course Areas |
|--|---|--|
| <ul style="list-style-type: none"> • English Language Arts • Math • Science • Social Studies • Physical Education • Elective | <ul style="list-style-type: none"> • English Language Arts • Math • Science • Social Studies • Physical Education/Health • Elective | <ul style="list-style-type: none"> • English Language Arts • Math • Science • Social Studies • Physical Education • Elective |

High School Courses

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. 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.

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/UIL

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:

| | |
|---|---------------------------------|
| Advanced Placement (AP) Courses/ Beyond AP, Dual Credit Courses, Onramps | Receives 10 point weight |
| AAC, Honors Courses | Receives 5 point weight |
| On Level Courses | 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, 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 and trunk lift).

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 (OCPE) must receive prior approval from the Specialist Wellness, Health & Prevention, must provide his/her own transportation, must provide a workout schedule and attendance records.

The Category I classification requires a minimum of 15 hours per week per semester. Approved Category I Middle School OCPE Activities are listed on the Off Campus PE website.

Category II classification is only offered to high school students. Therefore, Category II is not available to middle school students. See the FBISD Off Campus PE webpage to complete the online applications. The student application windows open in July and November each year. Applications must be submitted by the first day of school for both the fall and spring semesters.

Schedule Corrections

In the early spring of each school year, students are given the opportunity to choose courses after having met with their counselor for an informational session. In March, students are given an opportunity to verify their course request in Skyward Family Access. After that time the Master Schedule is developed.

The student course requests are used to make decisions about the number of sections of each course. For example, if 60 students request a particular class, two sections will be offered; if only 30 students request the class, only one section will be offered. Therefore, after the Master Schedule has been created, there are very few slots available to accommodate late request for changes.

In order to maintain balance of classroom numbers and to minimize disruptions to the academic process, schedule changes will be made for the following reasons by using the Schedule Change Request Form.

- A student has already taken a class in which they are currently scheduled.
- A male has been scheduled into a female PE/Athletics, or vice versa.
- A student is in a class for which they do not have the appropriate prerequisite (i.e., enrolled in Spanish II and has not taken Spanish I).

A student requiring a schedule correction must complete a Schedule Change Request Form

and submit it to their counselor. The deadline for all schedule corrections is 9 days after the start of each semester.

In general, elective change requests will not be honored. However, if a student is trying to move from a regular elective into an extracurricular program (i.e., band, choir, and athletics) the request for the change will be considered but must be initiated by the coach/program director.

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 is 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 in February.

For additional information please visit the Fort Bend ISD website in February at 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 referral windows (fall and spring) based on the date of student enrollment. 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

Enrichment opportunities are available to students at all levels, allowing them to extend classroom learning, explore their interests, showcase their knowledge and abilities, and build their skills.

Although opportunities may vary from campus to campus, Fort Bend ISD students may become involved in the following enrichment activities:

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 Pentathlon
- 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

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:

- 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 are 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.

- 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.
- 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 a AAC course is defined as having a grade of 75 or above.
- 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.

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, 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.

School Links

SchooLinks provides students with an improved ability to discover their interests and strengths, explore colleges and careers and create personal graduation plans that reflect their goals.

All features are designed to provide step- by-step assistance as students plan their futures. And a built-in chat feature provides quick responses to questions about how to use SchooLinks.

SchooLinks can be extremely helpful even for students who are not yet sure about their post-high school plans. It allows users to:

- Take easy-access surveys and quizzes to learn more about their interests and possible careers.
- Research careers and watch mentor videos to help navigate the college and career planning process.
- Explore information about colleges to learn about campus culture, student life, etc.
- Learn about financial literacy and how decisions can impact students after graduation, plus scholarship matching, college application tracking, transcript requests and more.

SchooLinks may be accessed by phone, tablet or computer.

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 Language Arts, mathematics

Grade 7 – Reading Language Arts, mathematics

Grade 8 – Reading Language Arts, 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.

Students in grades 3-8 are required by federal and state law to take their grade-level tests.

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 State requires Emergent Bilingual students to be assessed in Grades K-12 in reading, writing, listening, and speaking. TELPAS is administered online for Listening/ Speaking and for Reading/ Writing. Any student classified as Emergent Bilingual, even those whose parents have denied program services, will be administered the TELPAS assessments.

Emergent Bilingual 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 Accountability, Assessment and Compliance 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 AAC 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.

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. 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 scholarships and college admission decisions. The PSAT/NMSQT provides high-scoring juniors National Merit and other scholarship opportunities. College Board has partnered with Khan Academy (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

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.

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 and/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 and/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 and/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 |

*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: fortbendisd.com/Page/984.

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 Find Your Path and Top Skills assessments in School Links 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

- Engineering
- Programming and Software Development
- Math
- Science

Public Service

- Education and Training
- Health Science
- Human Services
- Junior Reserve Officers' Training Corps (JROTC)
- Law and Public Service

Multidisciplinary Studies

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

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

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

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. A student may not change their pathway/option within a declared endorsement after their sophomore year.

How do students know which endorsement is best for them?

There are many inventories available for students to take including the Find Your Path and Top Skills assessments in School Links.. Students may also research career interests in School Links 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 to choose, 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 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 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.

COURSE OFFERINGS

CTE

CTE021 - CAREER AND COLLEGE EXPLORATION

0 credits / Full year course / Grades: 7,8

Students build career awareness and engage in deep exploration and study of the Texas CTE career clusters to create a foundation for success in high school, possible post-secondary studies, and careers. The career development process is unique to every person and evolves throughout one's life. In Career and College Exploration, students use decision-making and problem-solving skills for individual career and academic planning. Students explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigating and developing a college and career readiness plan. Students use aptitude and interest inventory assessments, labor market information, software, or other tools available to explore a variety of career paths, especially those in demand. Students will begin mapping their anticipated secondary coursework and potential postsecondary experiences that are in alignment with their Goals

CST280 - FUNDAMENTALS OF COMPUTER SCIENCE

1 credit / Full year course / Grades: 8

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. This is a prerequisite for AP Computer Science A.***This course counts for high school credit and toward the HS GPA and class rank.**

CHU010 - PRINCIPLES OF HUMAN SERVICES

1 credit / Full year course / Grades: 8

Students will investigate different careers that involve helping and serving people. This course provides hands-on experience in the career fields of counseling and mental health, early childhood development, family and community services, fashion and interior design, and entrepreneurial pathways. Students will also develop strong career traits in management, budgetary, practices, and nutrition.

CBU020 - TOUCH SYSTEM DATA ENTRY (FALL)

0.5 credits / 1 Semester / Grades: 7, 8

Students 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.

***This course counts for high school credit and toward the HS GPA and class rank. It is paired with Dollars and Sense in the Spring semester.**

COURSE OFFERINGS

CHU020 - DOLLARS AND SENSE (SPRING)

0.5 credits / 1 Semester / Grades: 7, 8

Students learn consumer practices and responsibilities, money-management processes, decision-making skills, and the impact of technology. The student demonstrates management of individual and family resources such as finances, food, clothing, housing, health care, recreation, transportation, time, and human capital.

*This course counts for high school credit and toward the HS GPA and class rank. It is paired with Touch Systems Data Entry in the Fall semester.

CTE111 TECHNOVATION I

0 credits/Full year course/Grade 6

This introductory course ignites a passion for technology and innovation through the exciting worlds of robotics and engineering. Students will learn the fundamental principles in mechanics, electronics, and computer programming by engaging in hands-on projects. Students will design, construct, and program basic robots to tackle challenges, cultivate teamwork, improve problem-solving abilities, and develop a solid understanding of the engineering design process.

CTE112 TECHNOVATION II

1 credit/ Full year course/Grades 7, 8

Building upon the foundational knowledge gained in Technovation I, this course will dive deeper into more complex and practical robotics applications while introducing aviation and more advanced coding. Students will apply their engineering skills to design and program more advanced robots for real-world scenarios. They will explore the core principles of flight, aerodynamics, and elementary drone design.

COURSE OFFERINGS

ENGLISH LANGUAGE ARTS

EL6111 - ELA I 6 AAC

0 credits / Full year course / Grades: 6

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 Advanced Placement courses in high school. Students may be expected to read outside of class during the school year and encouraged to read during the summer.

EL6211 - ELA I 6

0 credits / Full year course / Grades: 6

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.

EL7211 - ELA I 7

0 credits / Full year course / Grades: 7

Prerequisite: ELA 6

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.

EL7111 - ELA I 7 AAC

0 credits / Full year course / Grades: 7

Prerequisite: ELA 6

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 Advanced Placement courses in high school. Students may be expected to read outside of class during the school year and encouraged to read during the summer.

COURSE OFFERINGS

EL8011 - ELA I/II8 AAC

0 credits / Full year course / Grades: 8

Prerequisite: ELA 7

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 Advanced Placement courses in high school. Students may be expected to read outside of class during the school year and encouraged to read during the school year.

EL8211 - ELA I8

0 credits / Full year course / Grades: 8

Prerequisite: ELA 7

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.

COURSE OFFERINGS

ELECTIVE

AV6111 - AVID GD 6

0 credits / Full year course / Grades: 6

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

AV7111 - AVID GRADE 7

0 credits / Full year course / Grades: 7

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

Application and interview with approval by a campus committee

AV8111 - AVID GRADE 8

0 credits / Full year course / Grades: 8

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.

Application and interview with approval by a campus committee

NC8979 - PALS

0 credits / Full year course / Grades: 8

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.

Application and interview with approval by a campus committee

COURSE OFFERINGS

FJ7899 – INTRODUCTION TO BROADCASTING

0 credits / Full year course / Grades: 8, 7

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. Students will be introduced to creating, editing, and directing videos for school-wide communications.

Teacher recommendation required.

FJ8877 - JOURNALISM

0 credits / Full year course / Grades: 8

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.

Teacher recommendation required.

FJ8899 - ADVANCED BROAD 8

0 credits / Full year course / Grades: 8

Prerequisites: Intro to Broadcasting, teacher recommendation required

This course teaches graphic design elements for digital media, along with video and audio production techniques in various project-based learning. This course will produce an in-school video/audio communication program.

LC4431 - GT MS INDEPENDENT STUDY

0 credits / Full year course / Grades: 8, 6, 7

The Innovation Lab independent study elective course is designed for 6-8th grade students identified for GT services. This course offers a nontraditional learning experience in which gifted students can create an innovative product. Using the problem-based learning model, students will expand their knowledge by investigating an area of interest and conducting in-depth research to solve a complex real-world problem.

COURSE OFFERINGS

FINE ARTS

Art

FA6689 - ART I 6

0 credits / Full year course / Grades: 6

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 materials (art kit or supply list). An art fee may be required in some instances. Sketchbooks are required.

FA7869 - ART I 7-8

0 credits / Full year course / Grades: 8, 7

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 materials (art kit or supply list). An art fee may be required in some instances. Sketchbooks are required.

FA7879 - ART II 7-8

0 credits / Full year course / Grades: 8, 7

Prerequisite: MS Art I

Students continue to explore basic elements of art and principles of design using a variety of media and techniques. Art appreciation and art history are basic to the course. Students work on honing their critical analysis skills and recreating traditional, as well as contemporary, works of art. Students will have the opportunity to participate in competitions. Students may be required to purchase materials (art kit or supply list). An art fee may be required in some instances. Sketchbooks are required.

FA8679 - ART III 8

0 credits / Full year course / Grades: 8

Prerequisites: Successful completion of a MS Art II course is required.

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 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 a sketchbook, is required. Students will have the opportunity to participate in competitions. Students may be required to purchase materials (art kit or supply list). An art fee may be required in some instances.

Sketchbooks are required.

COURSE OFFERINGS

BAND/ORCHESTRA

FB6799 - BAND I

0 credits / Full year course / Grades: 8, 6, 7

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 band's performance requirements. 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 \$100 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.

FB7739 - BAND II-NON-VARSITY

0 credits / Full year course / Grades: 8, 7

Prerequisite: Successful completion of a MS Band I course, and an audition are required.

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 some instruments such as oboes, bassoons, horns, tubas, and percussion equipment for classroom use. An annual \$100 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.

FB8739 - BAND III -- VARSITY

0 credits / Full year course / Grades: 8, 7

Prerequisites: Successful completion of a MS Band II course and an audition are required.

Band III 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 some instruments, such as oboes, bassoons, horns, tubas, and percussion equipment for classroom use. An annual \$100 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.

COURSE OFFERINGS

FM6511 - MS MARIACHI I

0 credits / Full year course / Grades: 8, 7,6

This course allows students the opportunity to learn Mariachi technique, style, and interpretation primarily on the guitar, vihuela, guitarrón, violin, and trumpet. Students will perform traditional, progressive, and contemporary Mariachi music. Participants are involved in many performances and competitions throughout the year. Students will attend ensemble rehearsals and performances outside of the school day. Fundraising and fees may be required for uniforms and activities.

FM7512 - MS MARIACHI II

0 credits / Full year course / Grades: 8, 7

Prerequisite: MS Mariachi I

This course allows students the opportunity to learn Mariachi technique, style, and interpretation primarily on the guitar, vihuela, guitarrón, violin, and trumpet. Students will perform traditional, progressive, and contemporary Mariachi music. Participants are involved in many performances and competitions throughout the year. Students will attend ensemble rehearsals and performances outside of the school day. Fundraising and fees may be required for uniforms and activities.

FM8513 - MS MARIACHI III

0 credits / Full year course / Grades: 8, 7

Prerequisite: MS Mariachi I or Mariachi II

This course allows students the opportunity to learn Mariachi technique, style, and interpretation primarily on the guitar, vihuela, guitarrón, violin, and trumpet. Students will perform traditional, progressive, and contemporary Mariachi music. Participants are involved in many performances and competitions throughout the year. Students will attend ensemble rehearsals and performances outside of the school day. Fundraising and fees may be required for uniforms and activities.

FO6809 - BEGINNING ORCH 1

0 credits / Full year course / Grades: 8, 6, 7

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 this orchestra's performance requirements. 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.) Some instruments such as cellos, double basses, and harps are provided for classroom use. An annual \$100 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.

COURSE OFFERINGS

FO7849 - ORCHESTRA II -- NON-VARSITY

0 credits / Full year course / Grades: 8, 7

Prerequisites: Successful completion of a MS Orchestra I course and an audition are required.

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 some instruments, such as cellos, double basses, and harps for classroom use. An annual \$100 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.

FO8849 - ORCHESTRA III – VARSITY

0 credits / Full year course / Grades: 8, 6, 7

Orchestra III 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 some instruments, such as cellos, double basses, and harps for classroom use. An annual \$100 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.

COURSE OFFERINGS

CHOIR

FC6749 - BEGINNING BOYS CHOIR I 6

0 credits / Full year course / Grades: 6

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.

FC7780 - BEGINNING BOYS CHOIR I 7-8

0 credits / Full year course / Grades: 8, 7

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.

FC7749 - BOYS CHOIR II-SUB-NON-VARSITY

0 credits / Full year course / Grades: 8, 7

Prerequisites: Successful completion of a MS Choir I course, and an audition are required.

Choral Music II expands fundamentals 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.

FC8749 - BOYS CHOIR II-NON-VARSITY

0 credits / Full year course / Grades: 8, 7

Prerequisites: Successful completion of a MS Choir I course, and an audition are required.

Choral Music II expands fundamentals 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.

FC8789 - BOYS CHOIR III -- VARSITY

0 credits / Full year course / Grades: 8, 7

Prerequisites: Successful completion of a MS Choir II course and an audition are required.

Choral Music III 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.

COURSE OFFERINGS

FC6759 - BEGINNING GIRLS CHOIR I 6

0 credits / Full year course / Grades: 6

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.

FC7781 - BEGINNING GIRLS CHOIR I 7-8

0 credits / Full year course / Grades: 8, 7

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.

FC7779 - GIRLS CHOIR II - NON-VARSITY

0 credits / Full year course / Grades: 8, 7

Prerequisites: Successful completion of a MS Choir I course and an audition are required.

Choral Music II expands fundamentals 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.

FC8779 - GIRLS CHOIR III -- VARSITY

0 credits / Full year course / Grades: 8, 7

Prerequisites: Successful completion of a MS Choir II course and an audition are required.

Choral Music III 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.

COURSE OFFERINGS

DANCE

PH8671 - INTRO TO DANCE FOR PE CREDIT

0 credits / Full year course / Grades: 8

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.

COURSE OFFERINGS

THEATRE

FT6959 - THEATRE I 6

0 credits / Full year course / Grades: 6

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.

FT7939 - THEATRE I 7-8

0 credits / Full year course / Grades: 8, 7

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.

FT7999 - THEATRE II 7-8

0 credits / Full year course / Grades: 8, 7

Prerequisites: Successful completion of a MS Theatre I course is required.

Students are introduced to a variety of theatre performances 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.

FT8809 - THEATRE III PRODUCTION 7-8

0 credits / Full year course / Grades: 8, 7

Prerequisites: Successful completion of a MS Theatre II course and teacher approval required

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.

COURSE OFFERINGS

MATHEMATICS

MA6111 - MATH 6 AAC

0 credit / Full year course / Grades: 6

Students scoring in the top 40% on Grade 5 STAAR will be automatically enrolled in Grade 6 AAC. Math 6 AAC covers the Math 6 curriculum and selected TEKS from the Math 7 curriculum. This course will prepare students to take Math 7 AAC in 7th grade. The goal of enrolling in 6 AAC is to complete Algebra I in the 8th grade year. 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.

MA6211 - MATH 6

0 credit / Full year course / Grades: 6

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 integers 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.

MA7111 - MATH 7 AAC

0 credit / Full year course / Grades: 7

AAC Math 7 AAC is an accelerated course that covers a portion of the 7th grade math curriculum and all of the 8th grade math curriculum. This course will prepare students to take Algebra I in 8th grade. 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.

MA7211 - MATH 7

0 credit / Full year course / Grades: 7

The primary focal areas of seventh grade mathematics are numbers and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students will solve mathematical and real-world problems involving operations with rational numbers 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.

COURSE OFFERINGS

MA8211 - MATH 8

0 credit/ Full year course / Grades: 8

The primary focal areas in eighth grade mathematics are proportionality; expressions, equations, relationships, foundations of functions; and measurement and data. Students will extend the concepts of proportionality to analyze geometric relationships and determine proportional and nonproportional 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 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 knowledgeable consumers and Investors.

MA211 - ALGEBRA I AAC

1 credit / Full year course / Grades: 7-12

Pre-requisite: 8th grade math or its equivalent

This course serves as the foundation for all subsequent math 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. Algebra 1 AAC will include a more in-depth study of the topics covered in Algebra 1 by extending learning on all readiness standards and completing a project. A strong emphasis is placed on increasing the development of critical thinking and problem-solving skills.

8th grade math or its equivalent must be completed prior to enrollment (equivalent can be FBISD Credit by Exam, or Gr 7 Math AAC). This course counts for high school credit and toward the HS GPA and class rank.

Due to 8th grade math being a pre-requisite for this course, students enrolled in Algebra I AAC do not have the option of getting a schedule change to 8th grade math. Students do have the option of leveling down to On Level Algebra 1 within the district allotted timeframe. Please reach out to your campus counselor for additional information.

COURSE OFFERINGS

MA212 - ALGEBRA I

1 credit / Full year course / Grades: 7-12

Pre-requisite: 8th grade math or its equivalent

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.

8th grade math or its equivalent must be completed prior to enrollment (equivalent can be FBISD Credit by Exam, or Gr 7 Math AAC). This course counts for high school credit and toward the HS GPA and class rank.

Due to 8th grade math being a pre-requisite for this course, students enrolled in Algebra I On Level do not have the option of getting a schedule change to 8th grade math. Please reach out to your campus counselor for additional information.

MA221 - GEOMETRY AAC

1 credit/ Full year course / Grades: 8-12

Pre-requisite: Algebra I

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 straightedge 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. In AAC Geometry, students will extend their work with proofs to include additional theorems and alternative proof approaches.

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) if the course is not offered at the middle school campus. This course counts for high school credit and toward the HS GPA and class rank.

COURSE OFFERINGS

MA222 - GEOMETRY

1 credit / Full year course / Grades: 8-12

Pre-requisite: Algebra I

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. 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) if the course is not offered at the middle school campus.. This course counts for high school credit and toward the HS GPA and class rank.

COURSE OFFERINGS

PHYSICAL EDUCATION

PH8671 - INTRO TO DANCE FOR PE CREDIT

0 credits / Full year course / Grades: 8

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.

PH6640 - PE 6 KICKSTART

0 credits / Full year course / Grades: 6

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 $\frac{1}{2}$ year of Health.

PH6639 - PE 6

0 credits / Full year course / Grades: 6

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 – $\frac{1}{2}$ year of PE ($\frac{1}{2}$ year of Health) 8th grade – 1 year of PE To participate in organized athletics (including athletic periods), the UIL requires students to have a physical examination by a physician each year and maintain passing grades in their classes.

PH7638 - HEALTH 7

0 credits / 1 Semester / Grades: 7

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. All 7th graders should take – $\frac{1}{2}$ year of PE and $\frac{1}{2}$ year of Health.

PH7639 - PE 7

0 credits / 1 Semester / Grades: 7

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. To participate in organized athletics (including athletic periods), the UIL requires students to have a physical examination by a physician each year and maintain passing grades in their classes. All 7th graders will take $\frac{1}{2}$ year of PE and $\frac{1}{2}$ year of Health.

C O U R S E O F F E R I N G S

PH7640 - PE 7 KICKSTART

0 credits / 1 Semester / Grades: 7

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 $\frac{1}{2}$ year of Health.

PH8670 - PE 8 KICKSTART

0 credits / Full year course / Grades: 8

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.

PH8669 - PE FULL YR 8

0 credits / Full year course / Grades: 8

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. A student 8th grade will need to take 1 full year of PE. To participate in organized athletics (including athletic periods), the UIL requires students to have a physical examination by a physician each year and maintain passing grades in their classes.

PH6641 – PRE-ATHLETICS HEALTH & FITNESS – 6

0 credits / Full year course / Grades: 6

This course is a variation of Girls/Boys Health Fitness: Grade 6 which will prepare students for successful participation in the middle school athletic program. The focus of the program would be to provide students with a preview of upcoming UIL sports in which they will be eligible to participate as 7th graders and to prepare them for the behavioral and academic expectations associated with being a participating member of the FBISD athletics program. FBISD Pre-Athletic curriculum will also include health standards and character education program. Each week students will have an opportunity to work through and improve themselves through interaction with the character education curriculum and learning about healthy habits.

PE1000 – BOYS ATHLETICS – 8

0 credits / Full year course / Grades: 8

The middle school athletic program will involve students in organized athletic competitions in various sports. The program functions under the established guidelines of the University of Interscholastic League (UIL). Participation in athletics along with representing the school on athletics teams is a privilege. Students must accept and commit to a high degree of responsibility when joining athletics teams. Campus coach approval needed. To participate in organized athletics (including the athletic period), the UIL requires students to have a physical examination by a physician each year and maintain passing grades in the classes.

COURSE OFFERINGS

PE1003 – BOYS ATHLETICS – 7

0 credits / 1 Semester / Grades: 7

The middle school athletic program will involve students in organized athletic competitions in various sports. The program functions under the established guidelines of the University of Interscholastic League (UIL). Participation in athletics along with representing the school on athletics teams is a privilege. Students must accept and commit to a high degree of responsibility when joining athletics teams. Campus coach approval needed. To participate in organized athletics (including the athletic period), the UIL requires students to have a physical examination by a physician each year and maintain passing grades in the classes.

PE1001 – GIRLS ATHLETICS – 8

0 credits / Full year course / Grades: 6

The middle school athletic program will involve students in organized athletic competitions in various sports. The program functions under the established guidelines of the University of Interscholastic League (UIL). Participation in athletics along with representing the school on athletics teams is a privilege. Students must accept and commit to a high degree of responsibility when joining athletics teams. Campus coach approval needed. To participate in organized athletics (including the athletic period), the UIL requires students to have a physical examination by a physician each year and maintain passing grades in the classes.

PE1002 – GIRLS ATHLETICS - 7

0 credits / 1 Semester / Grades: 7

The middle school athletic program will involve students in organized athletic competitions in various sports. The program functions under the established guidelines of the University of Interscholastic League (UIL). Participation in athletics along with representing the school on athletics teams is a privilege. Students must accept and commit to a high degree of responsibility when joining athletics teams. Campus coach approval needed. To participate in organized athletics (including the athletic period), the UIL requires students to have a physical examination by a physician each year and maintain passing grades in the classes.

COURSE OFFERINGS

SCIENCE

SC6111 - SCIENCE 6 AAC

0 credits / Full year course / Grades: 6

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.

SC6211 - SCIENCE 6

0 credits / Full year course / Grades: 6

Science is an inquiry-based course of study coordinating 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.

SC7211 - SCIENCE 7

0 credits / Full year course / Grades: 7

Science is an inquiry-based course of study coordinating 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.

SC7111 - SCIENCE 7 AAC

0 credits / Full year course / Grades: 7

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.

COURSE OFFERINGS

SC8111 - SCIENCE 8 AAC

0 credits / Full year course / Grades: 8

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

SC8211 - SCIENCE 8

0 credits / Full year course / Grades: 8

Science is a course of study coordinating 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.

SC321 - BIOLOGY AAC

1 credit / Full year course / Grades: 8-12

Prerequisite: 8th Grade Science and passed the 8th grade STAAR

This course is for students who are highly motivated and interested in a rigorous science program. AAC Biology covers the biology curriculum and allows students to construct their own understanding through an inquiry-based approach while encouraging advanced skills, in-depth discussion, more comprehensive lab work and increased independent study. Class assignments and activities build on and expand higher-level thinking skills of analysis, synthesis, evaluation, and integrate units that promote scientific connections and connections with other disciplines. Students are provided opportunities for extension and application of content and processes. Special projects are assigned during the year, which require individual research on the Internet or at a local library. Classroom presentations are expected. AAC Biology will include content and skill developed to prepare students to take AP Biology. Not offered at all middle schools. 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) if the course is not offered at the middle school campus. This course counts for high school credit and toward the HS GPA and class rank

C O U R S E O F F E R I N G S

SC322 - BIOLOGY

1 credit / Full year course / Grades: 8-12

Prerequisite: 8th Grade Science and passed the 8th grade STAAR

Biology is the study of life. This course includes the study of the structures and functions of cells and viruses, metabolism and energy transformations in living organisms, comparative survey of life processes, diversity of life, nucleic acids and genetics, and the interdependence of organisms and their environment. This course allows students to construct their own understanding through an inquiry-based approach. Investigations emphasize process skill development and safe manipulation of laboratory apparatus and materials in the field and laboratory. Not offered at all middle schools. 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) if the course is not offered at the middle school campus.. This course counts for high school credit and toward the HS GPA and class rank.

COURSE OFFERINGS

SOCIAL STUDIES

SS6111 - SOCIAL STUDY 6 AAC

0 credits / Full year course / Grades: 6

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.

SS6211 - SOCIAL STUDY 6

0 credits / Full year course / Grades: 6

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.

SS7111 - TX HISTORY 7 AAC

0 credits / Full year course / Grades: 7

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.

SS7211 - TX HISTORY 7

0 credits / Full year course / Grades: 7

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.

COURSE OFFERINGS

SS8111 - US HIST 8 AAC

0 credits / Full year course / Grades: 8

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.

SS8211 - US HISTORY 8

0 credits / Full year course / Grades: 8

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

WORLD LANGUAGE

FL1021 - SPANISH 1 SPANISH SPEAKERS

1 credits / 1 Semester / Grades: 9, 10, 11, 12, 8

The main objective of this course is to help heritage or native speakers of Spanish to 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.

Candidates will need to be screened for oral and written proficiency in Spanish. This course counts for high school credit and toward the HS GPA and class rank.

FL1022 - SPANISH 2 FOR SPANISH SPEAKERS

1 credits / 1 Semester / Grades: 9, 10, 11, 12, 8

The main objective of this course is to help heritage or native speakers of Spanish to 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.

C O U R S E O F F E R I N G S

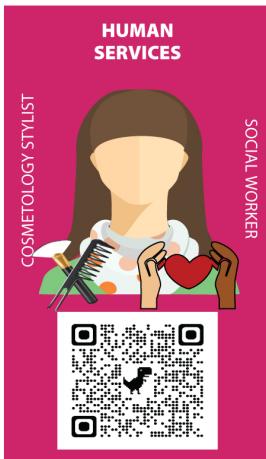
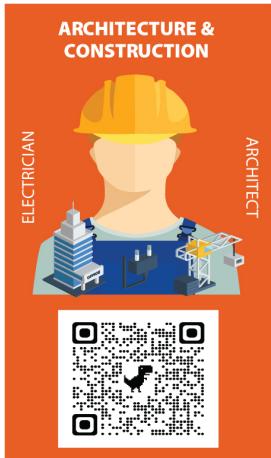
FL112 - SPANISH I

1 credits / 1 Semester / Grades: 9, 10, 11, 12, 8

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

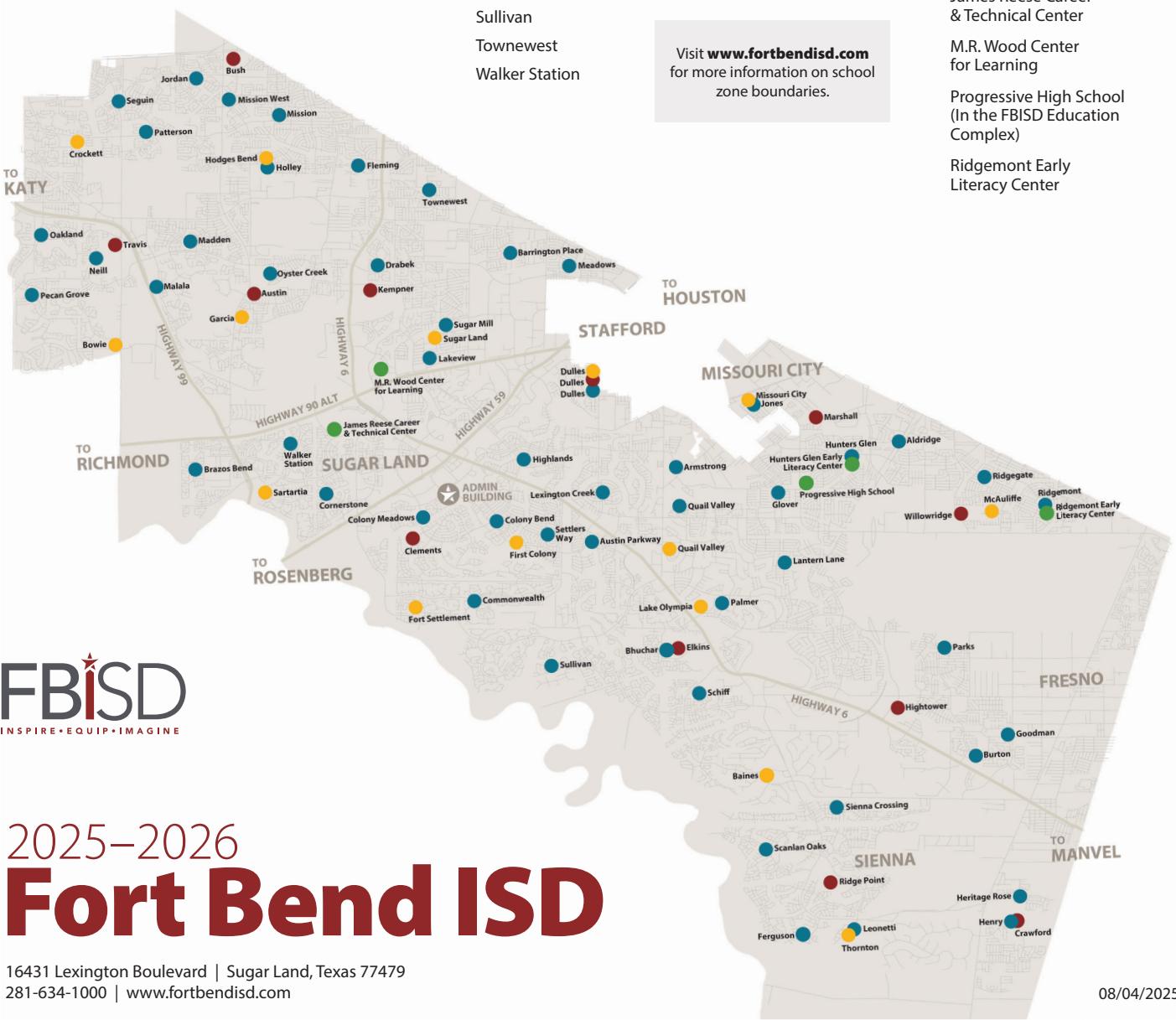


Programs of Study



Elementary Schools

| | | |
|------------------|-----------------|-----------------|
| Aldridge | Glover | Mission West |
| Armstrong | Goodman | Neill |
| Austin Parkway | Henry | Oakland |
| Barrington Place | Heritage Rose | Oyster Creek |
| Bhuchar | Highlands | Palmer |
| Brazos Bend | Holley | Parks |
| Burton | Hunters Glen | Patterson |
| Colony Bend | Jones | Pecan Grove |
| Colony Meadows | Jordan | Quail Valley |
| Commonwealth | Lakeview | Ridgegate |
| Cornerstone | Lantern Lane | Ridgemont |
| Drabek | Leonetti | Scanlan Oaks |
| Dulles | Lexington Creek | Schiff |
| Ferguson | Madden | Seguin |
| Fleming | Malala | Settlers Way |
| | Meadows | Sienna Crossing |
| | Mission | Sugar Mill |



Middle Schools

| | |
|-----------------|-------------|
| Baines | Austin |
| Bowie | Bush |
| Crockett | Clements |
| Dulles | Crawford |
| First Colony | Dulles |
| Fort Settlement | Elkins |
| Garcia | Hightower |
| Hodges Bend | Kempner |
| Lake Olympia | Marshall |
| McAuliffe | Ridge Point |
| Missouri City | Travis |
| Quail Valley | Willowridge |

High Schools

| |
|--|
| Hunters Glen Early Literacy Center |
| James Reese Career & Technical Center |
| M.R. Wood Center for Learning |
| Progressive High School (In the FBISD Education Complex) |
| Ridgemont Early Literacy Center |

2025-2026
Fort Bend ISD



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FORT BEND INDEPENDENT SCHOOL DISTRICT
16431 Lexington Blvd. Sugar Land, Texas 77479 | (281) 634-1000 | fortbendisd.com

The Fort Bend Independent School District, as an equal opportunity educational provider and employer, does not discriminate on the basis of race, color, religion, gender, sex, national origin, disability and/or age in educational programs or activities that it operates or in employment decisions.

The district is required by Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Age Discrimination Act of 1975, as amended, as well as board policy not to discriminate in such a manner. (Not all prohibited bases apply to all programs.)