

# Middle School Course Catalog

## 2020-2021



### Spring Branch Independent School District

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## **Spring Branch Independent School District Middle Schools**

Academy of Choice MS (AOCMS)

Cornerstone Academy (CSA)

Landrum Middle School (LMS)

Memorial Middle School (MMS)

Northbrook Middle School (NMS)

Spring Branch Academic Institute (SBAI-MS @ SHS)

Spring Branch Middle School (SBMS)

Spring Forest Middle School (SFMS)

Spring Oaks Middle School (SOMS)

Spring Woods Middle School (SWMS)

Westchester Academy  
for International Studies (WAIS)

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# Course Categories

**Spring Branch ISD provides daily instruction for middle school students in these core curriculum areas: Language Arts, Mathematics, Science, and Social Studies. The following information should assist students and parents in making elective choices and in designing the students' academic plan for middle school.**

## English for Speakers of Other Languages

The English for Speakers of Other Languages (ESOL) program is designed to meet the needs of English Learners (ELs). ELs receive intensive instruction in English from dually certified English and English as Second Language (ESL) teachers trained in recognizing and addressing language differences. This program is an integral part of the total school program and is based on the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) as required by the state. Placement in these classes is determined by the Language Proficiency Assessment Committee (LPAC) prior to the beginning of school.

## Sheltered Instruction

Sheltered instruction occurs in general education content-specific classes offered to English Learners (ELs). A content class with ELs incorporates second language acquisition strategies and support systems to communicate meaning in the content area. Content classes are taught by teachers certified in a content area and trained in sheltered instruction. The content classes cover all mandated TEKS, incorporate English Proficiency Standards (ELPS) and focus on modifying the pacing, methods, and accommodating materials for instruction.

## Gifted and Talented

Courses for students identified as intellectually gifted have been designed to meet the characteristics and needs of this population. These courses are not of a higher level, but they approach learning in a different way. Instruction is differentiated and enriched for students with abstract learning skills. Students are expected to have advanced research skills, to be able to work independently, and to be highly self-motivated. **In order to participate in the GT program, the student must be identified as “gifted” by a district screening committee.** For students meeting criteria, individual out-of-class projects may be assigned, and assessments may be adjusted. GT and Pre-AP students may be grouped in the same class.

## Academic Support Classes

Academic Support classes may be offered in Reading and Math at each grade level at the various campuses. Students are placed in these classes based on need. State assessment and benchmark scores, class work and teacher recommendation can be used to determine if a student should be in one or more of these classes. Some classes focus on basic skills, some on state assessment preparation and some are enrichment and support.

## Pre-Advanced Placement (Pre-AP)

Pre-AP courses are offered to prepare students for the rigor of high school Advanced Placement courses. Pre-AP courses often require more time and work, but they give students greater opportunity to master a subject and to explore it in greater depth. A student should realize that taking a Pre-AP class is a serious commitment to studies. Pre-AP is a set of content-specific strategies designed to:

- Build rigorous curricula;
- Promote access to AP for all students;
- Strengthen curriculum and increase the academic challenges for all students.

Participation in these courses is outlined in the Pre-AP/AP Parent/Student Contract. See Appendix.

*Note: Pre-AP Contract and Special Education/504 Accommodations in Pre-AP can be found in Appendix.*

## Special Education

For eligible students, placement is determined by the Admission, Review and Dismissal (ARD) Committee, given consideration of present levels of performance and individual program goals.

## IB MYP—International Baccalaureate Middle Years Programme (WAIS only)

Westchester Academy for International Studies (WAIS) is an authorized school for the International Baccalaureate Middle Years Programme. IB Middle Years Programme schools share a common philosophy—a commitment to high quality, challenging, international education that WAIS believes is important for their students.

For further information about the IB and its programmes, visit <http://www.ibo.org>.

Additional information about SBISD instructional programs can be found at:

*Secondary Grading Expectations* [Grading Expectations - Spring Branch Independent School District](#)  
*Secondary Student/Parent Handbook* [Handbooks - Spring Branch Independent School District](#)

# Core Courses

## Instructions for completing course requests:

1. Make your selections carefully as you are expected to stay with your choices throughout the year.
2. Pre-AP levels of Language Arts, Mathematics, Science, and Social Studies are open to all students, but there are guidelines for entry which include state assessment scores, grades on report cards and teacher recommendation, as well as prerequisite coursework for Math Pre-AP 7<sup>th</sup> and 8<sup>th</sup>. See the Pre-AP/AP Parent/Student Contract in the Appendix.
3. Four semesters of Physical Education (Health Fitness/Athletics) and 1 semester of Fine Arts are required in middle school.
4. Course offerings may change due to number of requests and availability of space.
5. Performance on state assessments may affect your elective choices. Low state assessment scores may cause you to be placed in an academic support class in lieu of one elective course.

## Core Courses by Grade Level

### 6<sup>th</sup> Grade

- Language Arts
- Mathematics
- Science
- Social Studies

### 7<sup>th</sup> Grade

- Language Arts
- Mathematics/Algebra I
- Science
- Texas History

### 8<sup>th</sup> Grade

- Language Arts
- Mathematics/Algebra I/Geometry
- Science
- U.S. History

## Pre-AP Courses in Middle School

### Middle School Pre-AP Course Offerings

	CSA	LMS	MMS	NMS	SBMS	SFMS	SOMS	SWMS	WAIS
LA 6 Pre-AP	X	X	X	X	X	X	X	X	X
LA 7 Pre-AP	X	X	X	X	X	X	X	X	X
LA 8 Pre-AP	X	X	X	X	X	X	X	X	X
Math 6 Pre-AP	X	X	X	X	X	X	X	X	X
Math 7 Pre-AP	X	X	X	X	X	X	X	X	X
Math 8 Pre-AP						X			
Algebra	X	X	X	X	X	X	X	X	X
Geometry	X	X	X		X	X	X	X	X
Sci 6 Pre-AP	X	X		X	X	X	X	X	X
Sci 7 Pre-AP	X	X	X	X	X	X	X	X	X
Sci 8 Pre-AP	X	X	X	X	X	X	X	X	X
SS 6 Pre-AP	X	X		X	X	X	X	X	X
TX History Pre-AP	X	X	X	X	X	X	X	X	X
U.S. History Pre-AP	X	X	X	X	X	X	X	X	X

Language Arts Pre-AP—6, 7, 8  
 Spanish Pre-AP, AP  
 Science Pre-AP—6, 7, 8  
 Mathematics Pre-AP—6  
 Mathematics Pre-AP—7\*

Algebra I Pre-AP—7 or 8\*\*  
 Geometry Pre-AP—8\*\*\*  
 Social Studies Pre-AP—6  
 Texas History Pre-AP—7  
 U.S. History Pre-AP—8

\* Prerequisite: Pre-AP 6<sup>th</sup> or mastery by examination of first semester 7<sup>th</sup> grade

\*\* Prerequisite: Pre-AP 7<sup>th</sup> or mastery by examination of Grade 8 mathematics

\*\*\* Prerequisite: Mastery of Algebra I

# Elective Listing by Campus

Electives	Grade	HS Credit	AOC	CSA	LMS	MMS	NMS	SBMS	SFMS	SOMS	SWMS	WAIS
<b>HEALTH FITNESS</b>												
Athletics	7, 8				yr	sem/yr	yr	sem/yr	sem/yr	sem/yr	yr	
Developmental 6 <sup>th</sup> Grade Athletics	6				yr	sem		yr	yr	yr		
Dance	6, 7, 8			yr		sem/yr			yr			8-sem/yr
Health	8	0.5		sem		sem						
Health Fitness (Required)	6, 7, 8		sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	sem/yr
Health Fitness Swimming	6, 7, 8				sem/yr		yr		sem/yr	sem/yr		
Healthy Living and Fitness	6, 7, 8											8-sem/yr
Off Campus Health Fitness	6, 7, 8		sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	sem/yr
<b>CAREER &amp; TECHNICAL EDUCATION</b>												
Investigating Careers **												
Architecture & Construction	7, 8				sem			sem	sem	sem		
Culinary Arts	7, 8			6 wks				sem	sem	sem	sem	
Manufacturing	7, 8				sem				sem	sem		
College and Career Readiness	7, 8			sem	sem		sem	sem	sem	sem	sem	
Gateway to Technology—PLTW	8	1.0	sem/yr	sem/yr	8-yr		yr	yr			yr	
Principles of Arts, AV Tech & Communication	8	1.0							yr			
Principles of Hospitality & Tourism	8	1.0							yr	yr	yr	
Principles of Information Technology	8	1.0									yr	
Principles of Manufacturing	8	1.0							8-yr	yr		
Business Information Management	8	1.0		yr							yr	yr
<b>FINE ARTS</b>												
Art 6	6			sem	yr	yr	yr	yr	yr	yr	yr	
Beginning Art	7, 8		sem	sem	yr	sem/yr	yr	sem	yr	yr	yr	sem
Intermediate Art	7, 8			6 wks	sem/yr	sem/yr	yr	sem	yr	yr	yr	sem
Advanced Art	7, 8						yr		yr			
Art I Pre-AP	8	1.0		yr	yr	yr	yr	yr	yr	yr	yr	
Art I Photography A/B Pre-AP	8	1.0					yr					
Band—Beginning	6, 7, 8		sem/yr	sem/yr	6,7-yr	yr	yr	yr	yr	yr	yr	yr
Band—Concert	6, 7, 8				7,8-yr	yr	yr	yr	yr	yr	yr	yr
Band—Symphonic	7, 8				yr	yr	yr	yr	yr	yr	yr	yr
Choir—Beginning	6, 7, 8				6,7-yr	sem/yr	yr	yr	yr	yr	yr	8-sem/yr
Choir—Intermediate	7, 8				yr	sem/yr	yr	yr	yr	yr	yr	
Choir—Advanced	7, 8				yr	sem/yr	yr	yr	yr	yr	yr	
Fine Arts Exploration	6											yr
General Music	6, 7, 8											7-yr
Orchestra—Symphonic/Advanced	7, 8				yr	yr	yr	yr	yr	yr	yr	
Orchestra—Beginning Strings	6, 7, 8				6,7-yr	yr	yr	yr	yr	yr	yr	
Orchestra—Philharmonic Intermediate	7, 8				yr	yr	yr	yr	yr	yr	yr	
Theater Arts (Sixth Grade)	6					sem			yr			
Theater Arts A—Beginning	7, 8		sem/yr	sem/yr	7,8-sem	sem		sem	yr			sem/yr
Theater Arts B—Intermediate	7, 8				sem	sem			yr			sem/yr
Theater Arts—Advanced	8				yr	sem		sem/yr	yr			
Dance 1	6,7,8								yr			
Dance 2	7,8								yr			
Dance 3	8								yr			

Note: Not all campuses offer all courses for all grade levels

\* Career Exploration, Special Interests and Talent (CESIT) at Cornerstone Academy includes six-week courses such as, but not limited to, the following areas: Dance, Keyboarding, Tech Ed, Art, Choir, General Music, Theater Arts, Broadcast, Speech, Teen Leadership, Coding, and Multimedia.

\*\* See counselor for details

# Elective Listing by Campus

Electives	Grade	HS Credit	AOC	CSA	LMS	MMS	NMS	SBMS	SFMS	SOMS	SWMS	WAIS
<b>LANGUAGES OTHER THAN ENGLISH</b>												
American Sign Language I A/B	6, 7, 8	1.0										
American Sign Language II A/B	6, 7, 8	1.0										
French I A/B	6, 7, 8	1.0		yr								yr
French II	8	1.0		yr								yr
German I A/B	7, 8	1.0				yr						
German II	8	1.0				yr						yr
Italian I A/B	7, 8	1.0										yr
Italian II A/B	7, 8	1.0										yr
Japanese I	7											yr
Spanish I, II for Spanish Speakers	6, 7, 8				yr		yr	7,8-yr		yr	yr	
Spanish I A/B	6, 7, 8	1.0	yr	yr	yr	7,8-yr		7,8-yr	yr	yr	yr	yr
Spanish II A/B	6, 7, 8	1.0	yr	yr	yr	8-yr		yr	yr	yr	yr	yr
Spanish II Dual Language Program	6, 7, 8	1.0							yr		yr	yr
Spanish III Pre-AP	7, 8	1.0			yr		yr		yr		yr	yr
Spanish IV AP	8	1.0			yr		yr		yr		yr	yr
Exploratory Languages	6											yr
<b>OTHER</b>												
Path-College/Career Prep	7, 8	.5-1.0			sem		sem					
Broadcast	6, 7, 8			6 wks**	yr			sem	yr			
Advanced Broadcast	7, 8								sem			
CESIT *	6, 7, 8			6 wks**								
Communication Applications / Speech	8	0.5		sem		sem		sem				
Study Skills	6, 7, 8					sem		sem				
Academic Lab	6, 7, 8							sem				
Yearbook, Desktop Publishing	7, 8					8-yr		sem	yr		yr	
<b>SERVICE</b>												
Student Assistant	7, 8			sem	8-yr	sem	yr	8-sem	yr	sem	sem	
Student Council	6, 7, 8					sem			yr			
Teacher Aide—Lifeskills	8							sem				
Teen Leadership	7, 8			yr	yr		yr					
<b>TECHNOLOGY APPLICATIONS</b>												
Technology Applications (Computer Literacy)	6, 7, 8				yr	6-sem		sem	sem	sem	sem	6-sem
Intro to Computer Science	6, 7, 8					sem	yr			sem	sem	8-sem
Fundamentals of Computer Science	8	1.0								yr		
Intro to Digital Design & Media Production	6, 7, 8					sem	sem/yr	sem	sem	sem	sem	
Digital Design & Media Production	7, 8	1.0	sem/yr		yr	yr	yr	yr	yr			
Intro to Web Design	6, 7, 8									sem	sem	
Intro to Robotics	7, 8		sem/yr		yr			sem	yr	yr	yr	sem
Competition Robotics	8							yr	yr		yr	yr
Applied Problem Solving	7, 8					sem	yr	sem	yr		yr	7-yr

**Note: Not all campuses offer all courses for all grade levels**

\* Career Exploration, Special Interests and Talent (CESIT) at Cornerstone Academy includes six-week courses such as, but not limited to, the following areas: Dance, Keyboarding, Tech Ed, Art, Choir, General Music, Theater Arts, Broadcast, Speech, Teen Leadership, Coding, and Multimedia.

\*\* See counselor for details

# Core Classes—Sixth Grade

<b>Language Arts</b>	<b>Options:</b> Grade Level Pre-AP Pre-AP/GT LA-SS Pre-AP GT (Cornerstone Academy)
<b>6<sup>th</sup> Grade Language Arts 1631 AA/BB</b> Sixth grade students develop an analytical approach to reading. Students are introduced to a wide array of literary terms in order to begin using the language of the critic. Using a wide variety of texts, both classical and contemporary, students will analyze how the author’s style, choice of words, and selected genre blend to create meaning. In writing, students are expected to use more complex sentence structures and grammatical constructions. Additionally, students learn to organize ideas in convincing and sophisticated ways for a variety of purposes and audiences. Evaluations stress higher level thinking skills and creativity in performance and products.	
<b>6<sup>th</sup> Grade Language Arts Pre-A 1621 AA/BB</b> Sixth grade Pre-AP students continue to develop an analytical approach to reading in increasingly difficult texts. New literary terms are introduced so students can continue their development of the language of the critic. Using a wide variety of texts, both classical and contemporary, students analyze how the author’s style, choice of words and selected genre blend to create meaning. In writing, students are expected to use more complex sentence structures and grammatical constructions. Additionally, students learn to organize ideas in convincing and sophisticated ways for a variety of purposes and audiences.	
<b>6<sup>th</sup> Grade Language Arts GT 1611 AA/BB</b> In the language arts Gifted and Talented courses, students with advanced learning abilities are provided with an enriched academic environment using a variety of instructional methods and materials. Students will engage in self-initiated and self-directed learning. Students read widely in classic and contemporary selections and informational texts, as well as develop and express ideas through sophisticated and well-constructed compositions and presentations. Evaluations stress higher-level thinking skills, creativity and excellence in performance and products.	
<b>6<sup>th</sup> Grade Language Arts/Social Studies Pre-AP GT (LA-SS Pre-AP GT) 1602I A/B</b> The sixth grade language arts TEKS are integrated into the study of world cultures.	

Information for WAIS core classes can be found on p. 14.



# Core Classes—Sixth Grade

<b>Mathematics</b>	Options: Grade Level Pre-AP Pre-AP/GT
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## Traditional Course Sequence

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>6<sup>th</sup> Grade Level Math</b>	<b>7<sup>th</sup> Grade Level Math</b>	<b>8<sup>th</sup> Grade Level Math</b>

**Note:** Students who successfully complete this course sequence will be prepared for Algebra I in the 9<sup>th</sup> grade.

### 6<sup>th</sup> Grade Level Math 3631 AA/BB

The primary focal points of 6<sup>th</sup> grade math include using operations with integers and positive rational numbers to solve problems, understanding and applying ratios and rates and using equivalent ratios to represent proportional relationships, using expressions and equations to represent relationships, and understanding data representation.

## One-Year Accelerated Course Sequence

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>6<sup>th</sup> Grade Pre-AP Math</b>	<b>7<sup>th</sup> Grade Pre-AP Math</b>	<b>Algebra I (for high school credit)</b>

**Note:** Students in this course sequence will take Algebra I for high school credit while in middle school. The state of Texas requires that all Algebra I students take a state-designed End-of-Course (EOC) exam. Students in this sequence will be prepared for Geometry in the 9<sup>th</sup> grade.

### 6<sup>th</sup> Grade Pre-AP Math 3621 AA/BB

Sixth grade Pre-AP Math is an accelerated curriculum that combines the 6<sup>th</sup> grade curriculum with additional concepts from the 7<sup>th</sup> grade curriculum. The primary focal points for 6<sup>th</sup> grade Pre-AP math include developing fluency with rational numbers and operations to solve problems, representing and applying proportional relationships, using expressions and equations to represent relationships, and understanding data representation.

## Two-Year Accelerated Course Sequence

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>7<sup>th</sup> Grade Pre-AP Math</b>	<b>Algebra I (for high school credit)</b>	<b>Geometry (for high school credit)</b>

**Note:** Participation in this course sequence is available only to students who scored 80% or higher on Grade 6 Mathematics Credit by Examination at the end of 5<sup>th</sup> grade.

Students in this course sequence will take Algebra I and Geometry for high school credit while in middle school. The state of Texas requires that all Algebra I students take a state-designed End-of-Course (EOC) exam. Students will be prepared for Algebra II in the 9<sup>th</sup> grade.

# Core Classes—Sixth Grade

<b>Science</b>	<b>Options:</b> Grade Level Dual Language** (SFMS, SWMS, & Westchester Academy) Pre-AP Pre-AP/GT
<b>6<sup>th</sup> Grade Science 4631 AA/BB</b> The sixth grade science curriculum framework has four strands: Matter and Energy; Force, Motion, and Energy; Earth and Space; and Organisms and Environments. The two strands that are a major focus of study are Matter and Energy and Force, Motion, and Energy. The course has been designed to be a foundation that each student can build on through hands-on activities, lab investigations, and projects. Students understand science through a balance of content, process skills, problem-solving, and practical application and are encouraged to maintain their natural curiosity and love of learning. The student knows that science has a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models. The sixth grade science student develops skills in the areas of investigation, use of scientific equipment, and technology.	
<b>6<sup>th</sup> Grade Science Pre-AP/GT 4611 AA/BB</b> The sixth grade Pre-AP/GT curriculum encompasses the same topics as the grade level class. The student will be challenged with a more in-depth study of each discipline at home and in class projects. The high expectations of this course will allow students to work at a faster pace. *At WAIS, technology TEKS are integrated into this course.	
**Only students who have gone through the Dual Language program in elementary and/or meet language and academic proficiency would be able to take Spanish/Dual Language Science which is offered at SFMS, SWMS, and Westchester Academy. Secondary Dual Language Science classes follow the same curriculum as outlined above but are instructed primarily in Spanish with assessment given in both languages.	

<b>Social Studies</b>	<b>Options:</b> Grade Level Pre-AP Pre-AP/GT LA-SS Pre-AP/GT (Cornerstone Academy)
<b>6<sup>th</sup> Grade Social Studies/Contemporary World Cultures 5631 AA/BB</b> Students study people and places of the contemporary world. During this journey through various parts of the world, students learn the physical and human characteristics of locations; examine human relationships within places and with the environment, and how regions form and change. Students explore the cultures of people and compare and contrast nations within a region and to the U.S. They learn to recognize where they are, both physically and culturally, in relation to other people of the world. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions.	
<b>6<sup>th</sup> Grade Social Studies/Language Arts Pre-AP GT (LA-SS Pre-AP GT) 1621 A/B</b> The sixth grade language arts TEKS are integrated into the study of world cultures.	
<b>Pre-Advanced Placement (Pre-AP) 5621 AA/BB</b> The purpose of Pre-AP is to equip the middle and high school students with a powerful opportunity to help acquire the knowledge, concepts, skills, and habits of mind needed to engage in a higher level of learning. Students who are enrolled in Pre-AP Social Studies classes engage in active, high-level learning strategies which reflect topics, concepts, and skills found in AP courses. These strategies include the use of document-based writing assessments which develop habits of thinking and writing mandatory for success in high school, AP testing, and post-secondary challenges.	

# Core Classes—Seventh Grade

<b>Language Arts</b>	<b>Options:</b> Grade Level Pre-AP Pre-AP/GT LA-SS Pre-AP/GT
<b>7<sup>th</sup> Grade Language Arts 1731 AA/BB</b> <p>Seventh grade students continue to develop an analytical approach to reading in increasingly difficult texts. New literary terms are introduced so students can continue their development of the language of the critic. Using a wide variety of texts, both classical and contemporary, students analyze how the author’s style, choice of words and selected genre blend to create meaning. In writing, students are expected to use more complex sentence structures and grammatical constructions. Additionally, students learn to organize ideas in convincing and sophisticated ways for a variety of purposes and audiences. Evaluations stress higher level thinking skills and creativity in performance and products.</p>	
<b>7<sup>th</sup> Grade Language Arts Pre-AP 1721 AA/BB</b> <p>Seventh grade Pre-AP students continue to develop an analytical approach to reading in increasingly difficult texts. New literary terms are introduced so students can continue their development of the language of the critic. Using a wide variety of texts, both classical and contemporary, students analyze how the author’s style, choice of words and selected genre blend to create meaning. In writing, students are expected to use more complex sentence structures and grammatical constructions. Additionally, students learn to organize ideas in convincing and sophisticated ways for a variety of purposes and audiences.</p>	
<b>7<sup>th</sup> Grade Language Arts Pre-AP GT 1711 AA/BB</b> <p>In the language arts Gifted and Talented courses, students with advanced learning abilities are provided with an enriched academic environment using a variety of instructional methods and materials. Students will engage in self-initiated and self-directed learning. Students read widely in classic and contemporary selections and informational texts, as well as develop and express ideas through sophisticated and well-constructed compositions and presentations. Evaluations stress higher-level thinking skills, creativity and excellence in performance and products.</p>	
<b>7<sup>th</sup> Grade Language Arts and U.S. History (LA-SS Pre-AP/GT) 1721 AA/BB—Cornerstone Academy Pre-AP</b> <p>An integrated course which teaches U.S. History from the Exploration Era through (and including) (**Reconstruction after the Civil War) while emphasizing the composing process utilizing narrative, descriptive and comparative essay writing skills. Sentence structure, grammar, mechanics and usage will be included. Exposure to multiple genres through reading will provide models and topics for writing.</p>	

Information for WAIS core classes can be found on p. 14.

# Core Classes—Seventh Grade

<b>Mathematics</b>	<b>Options:</b> Grade Level Pre-AP Pre-AP/GT Algebra I Pre-AP
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## Traditional Course Sequence

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>6<sup>th</sup> Grade Level Math</b>	<b>7<sup>th</sup> Grade Level Math</b>	<b>8<sup>th</sup> Grade Level Math</b>

**Reminder:** Students who successfully complete this course sequence will be prepared for Algebra I in the 9<sup>th</sup> grade.

### 7<sup>th</sup> Grade Level Math 3731 AA/BB

The primary focal points for 7<sup>th</sup> grade math include developing fluency with rational numbers and operations to solve problems, representing and applying proportional relationships, using expressions and equations to describe relationships in a variety of contexts, and comparing sets of data. Students will also be asked to use verbal and written explanations to communicate thinking.

## One-Year Accelerated Course Sequence

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>6<sup>th</sup> Grade Pre-AP Math</b>	<b>7<sup>th</sup> Grade Pre-AP Math</b>	<b>Algebra I (for high school credit)</b>

**Note:** Students in this course sequence will take Algebra I for high school credit while in middle school. The state of Texas requires that all Algebra I students take a state-designed End-of-Course (EOC) exam. Students in this sequence will be prepared for Geometry in the 9<sup>th</sup> grade.

### 7<sup>th</sup> Grade Pre-AP Math 3721 AA/BB

Seventh grade Pre-AP Math is an accelerated curriculum that combines 7<sup>th</sup> grade curriculum concepts not included in 6 Pre-AP and the 8th grade curriculum. The primary focal points for 7<sup>th</sup> grade Pre-AP math include using expressions and equations to describe relationships in a variety of contexts, comparing sets of data, representing, applying, and analyzing proportional relationships, using expressions and equations to describe relationships—including the Pythagorean Theorem, and making inferences from data.

**Prerequisite:** Successful completion of 6<sup>th</sup> Grade Pre-AP Math.

## Two-Year Accelerated Course Sequence

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>7<sup>th</sup> Grade Pre-AP Math</b>	<b>Algebra I (for high school credit)</b>	<b>Geometry (for high school credit)</b>

**Note:** Participation in this course sequence is available only to students who scored 80% or higher on Grade 6 Mathematics Credit by Examination at the end of 5<sup>th</sup> grade.

Students in this course sequence will take Algebra I and Geometry for high school credit while in middle school. The state of Texas requires that all Algebra I students take a state-designed End-of-Course (EOC) exam. Students will be prepared for Algebra II in the 9<sup>th</sup> grade.

### Algebra I (Pre-AP) MT201 A/B

Algebra I is the study of algebraic expressions, equations, inequalities, systems of equations and linear, quadratic, and exponential functions along with their graphs and applications. A strong background in Algebra I is essential for success in higher level math classes.

**Prerequisite:** Successful completion of 7<sup>th</sup> Grade Pre-AP Math.

## Core Classes—Seventh Grade

<b>Science</b>	<b>Options:</b> Grade Level Dual Language** (SFMS, SWMS, Westchester Academy) Pre-AP Pre-AP/GT
<b>7<sup>th</sup> Grade Science 4731 AA/BB</b> <p>The seventh grade science curriculum framework has four strands: Matter and Energy; Force, Motion and Energy; Earth and Space; and Organisms and Environments. Organisms and Environments are the major focus of study. Within the framework of this science content, students develop the process skills needed to investigate any topic. These skills include problem solving, investigative procedures, use of scientific tools, data collecting, and technology. By merging these skills with content topics, students experience science rather than just read about it.</p>	
<b>7<sup>th</sup> Grade Science Pre-AP/GT PAP 4821 AA/BB; GT 4811 AA/BB</b> <p>The Pre-Advanced Placement (Pre-AP) seventh grader utilizes the same process skills and explores the same content topics as the grade level student. The Pre-AP student experiences a rigorous program of hands-on learning. The high expectations as well as the faster pace of this class allow for more in-depth investigation of topics.</p>	
<p>**Only students who have gone through the Dual Language program in elementary and/or meet language and academic proficiency would be able to take Spanish/Dual Language Science which is offered at SFMS, SWMS, and Westchester Academy. Secondary Dual Language Science classes follow the same curriculum as outlined above but are instructed primarily in Spanish with assessment given in both languages.</p>	

<b>Social Studies</b>	<b>Options:</b> Grade Level Pre-AP Pre-AP/GT LA-SS Pre-AP/GT
<b>7<sup>th</sup> Grade Texas History 5731 AA/BB</b> <p>Texas History includes a comprehensive study of the history and geography of Texas. The course content shows the interaction of the forces of land, people, politics, economics and government that have shaped Texas. Students examine the full scope of Texas history, including a brief review of the cultures of Native Americans living in Texas prior to European exploration and the eras of mission-building, colonization, revolution, republic, and statehood including Texas in the 21<sup>st</sup> century. The focus in each era is on key individuals, events, and issues and their impact. The use of primary and secondary sources, analysis of cause and effect relationships and introduction of basic economic and political concepts are all critical for the understanding of Texas history.</p>	
<b>7<sup>th</sup> Grade U.S. History/Language Arts Pre-AP GT (LA-SS Pre-AP) 5721 AA/BB—Cornerstone Academy Pre-AP</b> <p>The seventh grade language arts TEKS are woven into the study of U.S. History from the Exploration Era through (and including) Reconstruction after the Civil War. Language Arts is studied in conjunction with U.S. History.</p>	

# Core Classes—Eighth Grade

<b>Language Arts</b>	<b>Options:</b> Grade Level Pre-AP Pre-AP/GT LA-SS Pre-AP/GT
<b>8<sup>th</sup> Grade Language Arts 1831 AA/BB</b> Eighth grade students continue to develop an analytical approach to reading in increasingly difficult texts. Students will continue to expand their use of literary terms as they develop and refine the language of the critic. Using a wide variety of texts, both classical and contemporary, students analyze how the author’s style, choice of words and selected genre blend to create meaning. In writing, students are expected to use more complex sentence structures and grammatical constructions. Additionally, students will be organizing their ideas in convincing and sophisticated ways for a variety of purposes and audiences. Evaluations stress higher level thinking skills and creativity in performance and products.	
<b>8<sup>th</sup> Grade Language Arts Pre-AP 1821 AA/BB</b> Eighth grade Pre-AP students continue to develop an analytical approach to reading in increasingly difficult texts. Students will continue to expand their use of literary terms as they develop and refine the language of the critic. Using a wide variety of texts, both classical and contemporary, students analyze how the author’s style, choice of words and selected genre blend to create meaning. In writing, students are expected to use more complex sentence structures and grammatical constructions. Additionally, students will be organizing their ideas in convincing and sophisticated ways for a variety of purposes and audiences.	
<b>8<sup>th</sup> Grade Language Arts Pre-AP GT 1811 AA/BB</b> In the Language Arts Gifted and Talented courses, students with advanced learning abilities are provided with an enriched academic environment using a variety of instructional methods and materials. Students will engage in self-initiated and self-directed learning. Students read widely in classic and contemporary selections and informational texts, as well as develop and express ideas through sophisticated and well constructed compositions and presentations. Evaluations stress higher-level thinking skills, creativity and excellence in performance and products.	
<b>8<sup>th</sup> Grade Language Arts/Social Studies Pre-AP GT (LA-SS 8 Pre-AP GT) 1821 AA/BB—Cornerstone Academy Pre-AP</b> In 8 <sup>th</sup> grade LA/SS, students not only study Texas History from colonization through the creation of the Constitution, but also read a wide variety of genres of self-selected texts encompassing an analytical approach to reading and writing at a more rigorous level of study. Technology is woven into each discipline for a more in-depth study of history and literature. Emphasis is on speaking and writing as a writer, using academic language in both conversations and writing. Texas history will introduce map skills, contrast and comparisons, use of primary sources and research skills through its study of land forms, history, and pioneer life in Texas.	

Information for WAIS core classes can be found on p. 14.

# Core Classes—Eighth Grade

<b>Mathematics</b>	<b>Options:</b> Grade Level Pre-AP Pre-AP/GT
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## Traditional Course Sequence

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>6<sup>th</sup> Grade Level Math</b>	<b>7<sup>th</sup> Grade Level Math</b>	<b>8<sup>th</sup> Grade Level Math</b>

**Reminder:** Students who successfully complete this course sequence will be prepared for Algebra I in the 9<sup>th</sup> grade.

### 8<sup>th</sup> Grade Level Math 3831 AA/BB

The primary focal points for 8<sup>th</sup> grade math include representing, applying, and analyzing proportional relationships, using expressions and equations to describe relationships—including the Pythagorean Theorem, and making inferences from data. Problem solving will be incorporated throughout all concepts.

## One-Year Accelerated Course Sequence

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>6<sup>th</sup> Grade Pre-AP Math</b>	<b>7<sup>th</sup> Grade Pre-AP Math</b>	<b>Algebra I (for high school credit)</b>

**Note:** Students in this course sequence will take Algebra I for high school credit while in middle school. The state of Texas requires that all Algebra I students take a state-designed End-of-Course (EOC) exam. Students in this sequence will be prepared for Geometry in the 9<sup>th</sup> grade.

### Algebra I (Pre-AP) MT201 A/B

Algebra I is the study of algebraic expressions, equations, inequalities, systems of equations and linear, quadratic, and other non-linear functions along with their graphs and applications. A strong background in Algebra I is essential for success in higher level math classes.

**Prerequisite:** Successful completion of 7<sup>th</sup> Grade Pre-AP Math. (Not required at WAIS.)

**Options:** ALG I Pre-AP  
ALG I Pre-AP/GT

## Two-Year Accelerated Course Sequence

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>7<sup>th</sup> Grade Pre-AP Math</b>	<b>Algebra I (for high school credit)</b>	<b>Geometry (for high school credit)</b>

**Note:** Participation in this course sequence is available only to students who scored 80% or higher on Grade 6 Mathematics Credit by Examination at the end of 5<sup>th</sup> grade.

Students in this course sequence will take Algebra I and Geometry for high school credit while in middle school. The state of Texas requires that all Algebra I students take a state-designed End-of-Course (EOC) exam. Students will be prepared for Algebra II in the 9<sup>th</sup> grade.

### Geometry (Pre-AP) MT300 A/B

Geometry includes the Euclidean study of geometric figures and their relationships, and the study of measurement, area, volume, and similarity.

**Prerequisite:** Successful completion of Algebra I.

**Options:** Geometry Pre-AP  
Geometry Pre-AP/GT

# Core Classes—Eighth Grade

<b>Science</b>	<b>Options:</b> Grade Level Dual Language** (SFMS, SWMS, Westchester Academy) Pre-AP Pre-AP/GT
<p><b>8<sup>th</sup> Grade Science 4831 AA/BB</b></p> <p>The eighth grade curriculum framework has four strands: Matter and Energy; Force, Motion, and Energy; Earth and Space; and Organisms and Environments. The two strands that are a major focus are Earth and Space and Matter and Energy. Students will build on scientific processes and concepts that have been learned in sixth and seventh grade science. A variety of activities including hands-on lab investigations and technology based research units will be incorporated.</p>	
<p><b>8<sup>th</sup> Grade Science Pre-AP/GT PAP: 4821 AA/BB; GT: 4811 AA/BB</b></p> <p>The eighth grade Pre-AP/GT course is a fast paced rigorous program. Major units include: Force and Motion, Waves, Properties and Changes in Matter, Solution Chemistry, Energy in the Earth’s System, Astronomy, Environment and Ecology, and Electricity. At least one major project each semester will be assigned.</p> <p><b>Students must have successfully completed or be currently enrolled in Algebra I. Dismissal from Algebra I will result in dismissal from 8<sup>th</sup> Grade Pre-AP/GT Science.</b></p>	
<p>**Only students who have gone through the Dual Language program in elementary and/or meet language and academic proficiency would be able to take Spanish/Dual Language Science which is offered at SFMS, SWMS, and Westchester Academy. Secondary Dual Language Science classes follow the same curriculum as outlined above but are instructed primarily in Spanish with assessment given in both languages.</p>	

<b>Social Studies</b>	<b>Options:</b> Grade Level U.S. History Pre-AP U.S. History Pre-AP/GT LA-SS Pre-AP/GT
<p><b>8<sup>th</sup> Grade U.S. History—Colonial History through Reconstruction 5831 AA/BB</b></p> <p>Students study the history of the United States from the early colonial period to the Reconstruction period following the Civil War. This year lays the foundation for deep understanding of early American and U.S. history through examination of primary sources with emphasis on foundational documents and significant leaders. Historical content focuses on the political, economic, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early Republic, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the Republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents.</p>	
<p><b>8<sup>th</sup> Grade U.S. History Pre-AP GT5811 AA/BB</b></p> <p>The eighth grade Pre-AP course is a fast-paced rigorous program that follows the same course chronology as the regular 8<sup>th</sup> grade U.S. History—Colonial History through Reconstruction course but provides more opportunities for enrichment, the writing of DBQ (Document-Based Questions), and higher levels of reading. The course is designed to prepare students for the habits of mind necessary for students to be successful in Advanced Placement Studies courses in high school.</p>	
<p><b>8<sup>th</sup> Grade Texas History/Language Arts Pre-AP GT (LA-SS Pre-AP GT) 5821 AA/BB—Cornerstone Academy</b></p> <p>In 8<sup>th</sup> grade LA/SS, students study Texas History from colonization through the creation of the Constitution. Students’ use of technology for a virtual experience is often used in addition to History Alive! Lessons for a more hands-on recreation of the experience. Language Arts is woven throughout, including the study of primary documents, biography/autobiography and other genres that support the reading and writing as a historian using academic language in both speaking and writing. Texas history will introduce map skills, contrast and comparisons, use of primary sources and research skills through its study of land forms, history, and pioneer life in Texas.</p>	



# **International Baccalaureate Middle Years Programme (MYP)** ***available at Westchester Academy for International Studies***

## **Sixth Grade**

### **6<sup>th</sup> Grade Language Arts/Social Studies Pre-AP 1602I A/B**

Our focus is on Language Arts and Writing with an integration of World Culture. We cover all genres in reading and writing. In World Cultures we will learn how people, historical events, and environments have shaped cultures. We will also examine different types of governments, economies, and religious practices by people around the world.

### **6<sup>th</sup> Grade Pre-AP Math 3625I A/B**

Sixth grade Pre-AP Math/Tech is an accelerated curriculum that combines the 6<sup>th</sup> grade curriculum with additional concepts from the 7<sup>th</sup> grade curriculum. These concepts include multiplication and division of decimals and fractions, percent proportions, squares and square roots, geometric concepts, and operations with integers.

### **6<sup>th</sup> Grade Science Pre-AP 4625 I A/B**

The sixth grade Pre-AP/GT curriculum encompasses the same topics as the grade level class. The student will be challenged with a more in-depth study of each discipline at home and in class projects. The high expectations of this course will allow students to work at a faster pace.

## **Seventh Grade**

### **7<sup>th</sup> Grade Language Arts/Texas History Pre-AP 1702 I A/B**

An integrated course which teaches Texas History emphasizing the composing process utilizing narrative, descriptive, expository and research writing skills. Sentence structure, grammar, mechanics and usage are included. Exposure to multiple genres through reading will provide models and topics for writing. In addition, all curriculum is presented through an international lens.

### **7<sup>th</sup> Grade Pre-AP Math 3725 I A/B**

Seventh grade Pre-AP Math is an accelerated curriculum that combines 7<sup>th</sup> grade curriculum concepts not included in 6 Pre-AP and the 8<sup>th</sup> grade curriculum. These concepts include number operations, proportionality, geometry, measurement, statistics, spatial visualization, as well as quantitative and algebraic reasoning.

### **7<sup>th</sup> Grade Science Pre-AP 4725 I A/B**

The Pre-Advanced Placement (Pre-AP) seventh grader utilizes the same process skills and explores the same content topics as the grade level student. The Pre-AP student experiences a rigorous program of hands-on learning. The high expectations, faster pace, and projects integrated in this class allow for more in-depth investigations of the topics.

## **Eighth Grade**

### **8<sup>th</sup> Grade Language and Literature/Humanities–Individuals and Societies/U.S. History Pre-AP 1801 I A/B**

This is an integrated course where students study U.S. History from the Exploration Era through reconstruction after the Civil War. Students also read a wide variety of genres of texts encompassing an analytical approach to reading and writing at a more rigorous level of study. Technology is woven into each discipline for a more in-depth study of history and literature. Language Arts is integrated throughout the curriculum including the study of primary documents, biography/autobiography, and other genres that support the reading as a historian as well as a writer using academic language in both speaking and writing.

### **8<sup>th</sup> Grade Science Pre-AP 4825 I A/B**

The eighth grade Pre-AP course is a fast paced rigorous program. Major units include: Matter and Energy (Chemistry); Force, Motion and Energy (Physics); Earth and Space; and Organisms and Environments. Students will build on scientific processes and concepts that have been learned in sixth and seventh grade science. A variety of activities including hands-on and online lab investigations will be included.

# Electives—Health Fitness

Four (4) semesters of Health Fitness or equivalent are required while in middle school.

<p><b>Health Fitness</b></p> <p>In Health Fitness, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the life span, Content focus is on wellness, exposure to various skills in team, individual and recreational sports/activities and establishing an individual wellness routine.</p>	<p><b>9113 AA/BB</b> <b>Grades:</b> 6, 7, 8</p>
<p><b>Healthy Living and Fitness (PE alternate)</b></p> <p>Healthy Living and Fitness is the integration of body, mind, emotions, and behaviors to help students make a conscious decision toward a lifetime of health and wellness. It provides students with essential knowledge and skills to improve attitudes, beliefs, and behaviors for optimal physical and emotional health.</p>	<p><b>9116 AA/BB</b> <b>Grades:</b> 6, 7, 8</p>
<p><b>Athletic Program</b></p> <p>Students may obtain their Health Fitness credit for 7<sup>th</sup> and 8<sup>th</sup> grade through participation in the Athletic Course. All athletics are governed and regulated by the University Interscholastic League guidelines. This course includes required practice times before and/or after school as well as attendance at games and meets. Students must have permission from parents and coach to enroll in any athletic program. Physical examinations are also required to enter this course. Students who do not have time to include athletics in their schedule may request to participate in the selected program after school. Sports programs included in the Athletic Course are:</p> <p style="padding-left: 40px;">Boys: Football, Cross Country, Basketball, Track and Soccer Girls: Volleyball, Cross Country, Basketball, Track and Soccer</p>	<p><b>9223 AA/BB (Boys)</b> <b>9213 AA/BB (Girls)</b> <b>Prerequisite:</b> Coach's approval <b>Grades:</b> 7, 8</p>
<p><b>Developmental Sixth Grade Athletics</b></p> <p>Moves beyond the traditional middle school Health Fitness curriculum and is designed for students interested in becoming future athletes. The course will focus on fundamental skill development, fitness, and character development along with leadership skill building. Students will participate at a high energy level each day to place the students at their next level of athletic ability.</p>	<p><b>9125 AA/BB</b> <b>Grade:</b> 6</p>
<p><b>Off Campus Health Fitness Waiver Program</b> (semester/full year)</p> <p>Students may obtain their Health Fitness credit through approval of private or commercially sponsored physical activities under a Category 1 or Category 2 request. This program is designed for the highly elite and intense training athlete. Documentation of practice times and qualifications of facility and coach are to be submitted for <b>prior approval</b>. For outside activities an alternative activity must be in place for practice times and activities due to inclement weather.</p> <p><a href="https://www.springbranchisd.com/studentsfamilies/support-services/healthfitness/off-campus-health-fitness">https://www.springbranchisd.com/studentsfamilies/support-services/healthfitness/off-campus-health-fitness</a></p> <p><b>Category 1:</b> (Waivers in Category 1 must be approved by the local board and submitted to the Texas Education Agency.) These programs typically involve a minimum of 15 hours per school week of highly intense, professionally supervised training. Students qualifying and participating at this level may be dismissed from school one period per day for such participation.</p> <p><b>Category 2:</b> (Waivers in Category 2 must be approved by the local board but <u>do not</u> require submission or approval to the Texas Education Agency.) Requests considered under this category are for private or commercially sponsored physical activity programs as certified by the superintendent or his/her designee to be of high quality, well supervised by appropriately trained instructors, and consisting of a minimum of five (5) hours per school week (school week is Monday-Friday). Students qualifying and participating at this level <u>are not</u> dismissed from any part of the regular school day.</p>	<p><b>9133 AA/BB</b> <b>Prerequisite:</b> Principal/District approval <b>Grades:</b> 6, 7, 8</p> <p><i>Applications must be submitted to the campus counselor by May 1<sup>st</sup>. Facility must be on approved SBISD OCHF Facility List prior to May 1<sup>st</sup>. See counselor for Student Application Packet</i></p> <p>*Apply each year for program</p>
<p><b>Health</b> (semester) (High school credit received upon successful completion of course)</p> <p>This course is designed for the mature student due to content material relevant for that of a high school student. In health education, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.</p>	<p><b>HPE102 A/B</b> <b>Grade:</b> 8 <b>Type:</b> HS Elective Credit (.5)</p>

# Electives—Health Fitness

<p><b>Health Fitness Swimming</b> (year)</p> <p>Moves beyond the traditional middle school Health Fitness curriculum. The course will be held at the W.W. Emmons Natatorium. Students will acquire a foundation of fundamental knowledge, skill development and fitness in swimming and diving. Students must have permission from parents and the Health Fitness teacher. Note: W.W. Emmons Natatorium water depth is 6 feet.</p>	<p><b>9126 AA/BB</b>  <b>Grade:</b> 7, 8  <b>Prerequisite:</b> Students must have ability to put face in water and front float.</p>
<p><b>Human Sexuality Instruction</b></p> <p>In response to <i>Senate Bill 283</i>, SBISD is providing written notice of our intent to provide human sexuality instruction to students.</p> <p><i>Senate Bill 283</i> specifies:</p> <p><i>Before each school year, a school district shall provide written notice to a parent of each student enrolled in the district of the board of trustees' decision regarding whether the district will provide human sexuality instruction to district students. If instruction will be provided, the notice must include:</i></p> <ol style="list-style-type: none"> <li>(1) <i>a summary of the basic content of the district's human sexuality instruction to be provided to the student, including a statement informing the parent of the instructional requirements under state law;</i></li> <li>(2) <i>a statement of the parent's right to:</i> <ol style="list-style-type: none"> <li>a. <i>review curriculum materials as provided by Subsection (j); and</i></li> <li>b. <i>remove the student from any part of the district's human sexuality instruction without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the district or the student's school; and</i></li> </ol> </li> <li>(3) <i>information describing the opportunities for parental involvement in the development of the curriculum to be used in human sexuality instruction, including information regarding the local school health advisory council established under Subsection (a).</i></li> </ol> <p>A parent may use the grievance procedure adopted procedure set forth in <b>Board Policy FNG (LOCAL)</b> concerning a complaint of a violation of <i>Subsection (i)</i>.</p> <p>SBISD Board of Trustees approved the following curriculums to be used as a supplemental program to our state adopted text in the middle school and high school classes:</p> <p style="padding-left: 20px;">Middle School – It's Your Game, Keep It Real: <a href="http://www.itsyourgame.org">www.itsyourgame.org</a></p> <p style="padding-left: 20px;">High School – Reducing the Risk: <a href="http://www.etr.org">www.etr.org</a></p> <p>Each of these programs provides detailed information on motivating students to set goals, make good decisions, develop healthy relationships, and choose abstinence.</p> <p>A Human Growth and Development curriculum is offered in grade 5. This program addresses the challenges resulting from the physical, emotional and social changes experienced by the child approaching puberty. The program covers the structure and function of the human body, general health, and general hygiene.</p> <p>Letters will be sent home prior to the presentation of curriculum materials informing parents of program details.</p> <p>Parents are encouraged to participate in the District School Health Advisory Council (SHAC). Meeting information can be found on the District website at <a href="#">DSHAC</a>.</p>	

# Electives—Fine Arts

One (1) semester of Fine Arts is required while in middle school.

<p><b>Art 6—grade 6 Only (semester/year)</b> This course is recommended for students who want to take 3 years of art in middle school to earn Art I high school credit in grade 8. Art 6 is a full-year course that provides students with introductory experiences in problem-solving and expression of personal ideas through a variety of art experiences, media and techniques. Emphasis is placed on art production, incorporating the study of artists and styles, as well as the Elements and Principles of Art and Design. Each student is expected to maintain a portfolio.</p>	<p><b>7113 AA/BB</b> <b>Type:</b> Fine Arts credit <b>Grade:</b> 6 only</p>
<p><b>Beginning Art 7-8—1<sup>st</sup> year art course for 7th or 8th grade only (semester/year)</b> This is a beginning art course which will be an introductory art class for 7th and 8th grade students only. Art study will connect the study of world cultures through an exploration of universal themes such as Symbolism, Identity, Telling Stories and observation of environment. The course explores the elements and principles of design through a variety of media such as painting, drawing, printmaking, ceramics, sculpture, and electronic media.</p>	<p><b>7113 CC/DD</b> <b>Type:</b> Fine Arts credit <b>Grade:</b> 7, 8 only</p>
<p><b>Intermediate Art 7-8—2<sup>nd</sup> year art course for 7th and 8th grade (semester/year)</b> This course must have Beginning Art 7-8 A/B as a prerequisite. It is a more advanced art course using visual language to solve a variety of visual problems. The course expands on student knowledge of the elements and principles of design through exploration in a variety of media such as painting, drawing, printmaking, ceramics, sculpture, and electronic media. Students will study art works of diverse styles, cultures, and historic periods.</p>	<p><b>7123 AA/BB</b> <b>Prerequisite:</b> Art 6 or Beginning Art 7-8 <b>Type:</b> Fine Arts credit <b>Grade:</b> 7, 8</p>
<p><b>Advanced Art 7-8—2<sup>nd</sup> year art course for 7th and 8th grade (semester/year)</b> This advanced course is for experienced 7th or 8th grade students. The students will have the choice to specialize in 2-D, 3-D or Digital Media/ Photo medias. 2-D will be an in depth exploration in painting, drawing, printmaking and mixed media. 3-D will be an in depth exploration in ceramics, sculpture, jewelry, fibers experimental media and installation art. Digital and photo will also include animation, short film and other experimental digital media.</p>	<p><b>7133 AA/BB</b> <b>Prerequisite:</b> Art 6 A/B, or Intermediate Art 7-8 A/B <b>Type:</b> Fine Arts credit <b>Grade:</b> 8</p>
<p><b>Art I A/B Pre-AP (HS) (year)</b> This is a rigorous art course for students seeking a high school credit in art. The student will use the elements and principles of design to develop works in painting, drawing, printmaking, ceramics, sculpture, and electronic media. It requires the development of a portfolio. <i>Provides one high school credit upon successful completion of Art I A and B Pre-AP. Students are required to participate in the district 8<sup>th</sup> grade portfolio review at the end of the year. At MMS, Art I A/B is also offered with an emphasis on photography.</i></p>	<p><b>FA102 A/B</b> <b>Prerequisite:</b> Art 6 or Beginning Art 7-8; teacher approval and portfolio review <b>Type:</b> Fine Arts credit (1.0) <b>Fee:</b> \$10 <b>Grade:</b> 8</p>
<p><b>Fine Arts Exploration—WAIS grade 6 only (year)</b> Sixth graders at WAIS take a year-long course which includes twelve weeks each of art, theater arts, and choir. Each twelve-week session is a mini version of the following semester courses: Art I A/B (grade 6 only), Choir—Beginning, and Theater Arts (6<sup>th</sup> Grade).</p>	<p><b>7122 CC</b> <b>Grade:</b> 6 only WAIS</p>
<p><b>Band—Beginning (year)</b> Students may enter beginning band with no previous experience and are taught the basic skills of playing an instrument and music reading. Through an interview process, the band director will guide students to the instrument where they have the highest likelihood of individual success and to balance the instrumentation of the band program. Participation in a performing group offers the student the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills. School instruments are available for a minimal fee for students who need financial assistance. <i>It is strongly recommended that students interested in learning an instrument begin in the 6<sup>th</sup> grade.</i></p>	<p>Percussion      <b>7356 AA/BB</b> Trumpet          <b>7386 AA/BB</b> Clarinet         <b>7326 AA/BB</b> Flute             <b>7336 AA/BB</b> Saxophone      <b>7366 AA/BB</b> French Horn    <b>7346 AA/BB</b> Low Brass       <b>7376 AA/BB</b> Oboe/Bassoon <b>7316 AA/BB</b> <b>Prerequisite:</b> Teacher approval <b>Grade:</b> 6, 7, 8</p>

## Electives—Fine Arts

<p><b>Concert Band (year)</b> Development and refinement of basic individual and ensemble skills are the priority of this class and as a result students will experience more performance opportunities. Students also participate in solo and ensemble contests, festivals, and concert contests. Participation in outside-of-the-school-day rehearsals, sectionals and performances is a requirement. Participation in a performing group offers the student the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills. Only through an audition process established by the director may students advance to higher levels of band.</p>	<p><b>7227 AA/BB</b> <b>Prerequisite:</b> Teacher approval <b>Grade:</b> 6, 7, 8</p>
<p><b>Symphonic Band (year)</b> Members in this ensemble have the highest skill level in the band program. Performances take place throughout the year and include concerts, pre-UIL festival, UIL concert and sight-reading contest, solo and ensemble contest, and may include All-Region band auditions and performances. Symphonic Band is strictly regulated for instrumentation and balance. Only through an audition process established by the director may students advance to higher levels of band. Participation in outside-of-the-school-day rehearsals, sectionals and performances is a requirement. Participation in a performing group offers the student the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills.</p>	<p><b>7248 AA/BB</b> <b>Prerequisite:</b> Teacher approval <b>Grade:</b> 7, 8</p>
<p><b>Choir—Beginning; 6<sup>th</sup> Grade Mixed</b> No previous musical knowledge is needed to be a member of beginning choir. Students will learn to read music with the Kodaly solfeggio system. Students will participate in concerts and will learn to appreciate music of all types including Pop, Contemporary, and Classic styles.</p>	<p><b>7526 AA/BB</b> <b>Prerequisite:</b> Teacher approval <b>Grade:</b> 6, 7, 8</p>
<p><b>Choir—Intermediate</b> This choir is not auditioned and is open to any 7<sup>th</sup> or 8<sup>th</sup> grader. Students learn to apply critical thinking and problem solving in many ways. Students also participate in solo and ensemble contests, festivals, and concert contests. Participation in a performing group offers the student the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills.</p>	<p><b>7537 AA/BB</b> <b>Prerequisite:</b> Teacher approval <b>Grade:</b> 7, 8</p>
<p><b>Advanced Choir (Boys, Girls, Mixed)</b> Students may enter this choir upon audition and placement by the director. This choir is ability grouped and may be taught in formats that are mixed or as a Boys Ensemble or Girls Ensemble. Choir develops strong skills in analysis and interpretation as well as details. These elements are then unified into cohesive works. Students learn to apply critical thinking and problem solving in many ways. Students also participate in solo and ensemble contests, festivals, and concert contests. Participation in outside-of-the-school-day rehearsals, sectionals and performances is a requirement. Participation in a performing group offers the student the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills.</p>	<p><b>7529 AA/BB (Boys)</b> <b>7530 AA/BB (Girls)</b> <b>Prerequisite:</b> Teacher approval <b>Grade:</b> 7, 8</p>
<p><b>Beginning Strings/Orchestra</b> Students may enter beginning strings with no previous experience and are taught the basic skills of playing an instrument and music reading. Students are placed on instruments by recommendation of the director. Every effort is made to honor the instrument request of the student. Directors will try to place a student on an instrument where they have the highest likelihood of individual success and to balance the instrumentation of the orchestra program. School instruments are available for a minimal fee. <i>It is strongly recommended that students interested in learning an instrument begin in the 6<sup>th</sup> grade.</i></p>	<p>Cello <b>7456 AA/BB</b> String Bass <b>7446 AA/BB</b> Viola <b>7466 AA/BB</b> Violin Beginning <b>7476 AA/BB</b> <b>Grade:</b> 6, 7, 8</p>
<p><b>Philharmonic/Intermediate</b> There are two levels of orchestra—Advanced Symphony and Intermediate Philharmonic. Placement is generally based on a combination of instrumentation and performance ability. Both orchestras will perform several times during the year. The Symphonic Orchestra will participate in the UIL concern and sight-reading contest. This class is for the serious music student and placement is determined by audition. Students will have additional rehearsals before or after school, usually once a week. Performances may be scheduled in the evening and on weekends. <u>Attendance at all performances and rehearsals is required.</u></p>	<p><b>7443 AA/BB</b> <b>Grade:</b> 7, 8</p>

## Electives—Fine Arts

<p><b>Symphonic/Advanced</b>            There are two levels of orchestra—Advanced Symphonic and Intermediate Philharmonic. Placement is generally based on a combination of instrumentation and performance ability. Both orchestras will perform several times during the year. The Symphonic Orchestra will participate in the UIL concern and sight-reading contest. This class is for the serious music student and placement is determined by audition. Students will have additional rehearsals before or after school, usually once a week. Performances may be scheduled in the evening and on weekends. <u>Attendance at all performances and rehearsals is required.</u></p>	<p><b>7427 AA/BB</b>  <b>Grade: 7, 8</b></p>
<p><b>Theater Arts (6<sup>th</sup> Grade)</b>            This is a beginning course (first semester) that covers the fundamentals of theater production and develops into more opportunities (second semester). Students will be introduced to beginning acting techniques and expressive use of body and voice through a variety of experiences. Students will develop characters as well as create skits and short plays and will learn proper audience etiquette. Students will have opportunities to relate theater to history, society, and culture. Students will rehearse and perform scenes from published plays.</p>	<p><b>7806 AA/BB</b>  <b>Grade: 6</b></p>
<p><b>Theater Arts A / Beginning Theater Arts (semester/year)</b>            This is a beginning course (first semester) that covers the fundamentals of theater production and develops into more opportunities (second semester). Students will be introduced to beginning acting techniques and expressive use of body and voice through a variety of experiences. Students will develop characters as well as create skits and short plays and will learn proper audience etiquette. Students will have opportunities to relate theater to history, society, and culture. Students will rehearse and perform scenes from published plays.</p>	<p><b>7818 AA/BB/CC</b>  <b>Grade: 7, 8</b></p>
<p><b>Theater Arts B / Intermediate Theater Arts (semester/year)</b>            This course is a continuation and progression of the Beginning Theater Arts course. Students will be given higher-level activities involving technical aspects of staging performances, oral interpretation, and audience etiquette. This course is designed for students who will participate in all aspects of play production including after-school rehearsals.</p>	<p><b>7828 AA/BB/CC</b>  <b>Prerequisite:</b> Completion of Beginning Theater Arts  <b>Grade: 7, 8</b></p>
<p><b>Advanced Theater Arts (semester/year)</b>            This advanced course is for eighth-grade students who have a desire to be involved with play productions. This course is a continuation and progression of the theater arts curriculum. This course will require full participation, including after-school rehearsals and performances.</p>	<p><b>7863 AA/BB</b>  <b>7838 CC / 7848 CC</b>  <b>Prerequisite:</b> Intermediate Theater Arts and teacher recommendation  <b>Grade: 8</b></p>
<p><b>Dance (semester/year)</b>            Multi level dance class from (beginner to advanced). Students learn technique as well as choreography basics. All students are expected to participate in either the fall or spring dance concert, and be a part of a student choreographed piece as well as teacher-choreographed pieces. Dance uniforms will need to be purchased at beginning of the semester.</p>	<p><b>7716 AA/BB</b>  <b>7717 AA/BB</b>  <b>7718 AA/BB</b>  <b>Grades: 6, 7, 8</b></p>

## Electives—Career & Technical Education

<p><b>Path-College Career Prep I</b> (semester)</p> <p>Path, College Career helps students develop a plan for achieving their goals once they graduate. It includes several post-secondary planning components, such as; personal strengths and interest analysis, career pathways investigation, developing a personal graduation plan, college/career planning, developing a Naviance portfolio, and soft skills development. Students will complete the course prepared to make effective decisions in making plans for their futures.</p>	<p><b>PATHCC1</b>  <b>Grade:</b> 7, 8  <b>Type:</b> HS Elective Credit (.5-1.0)</p>
<p><b>Investigating Careers in Architecture &amp; Construction</b> (semester)</p> <p>This exciting hands-on class will teach you about the different careers and skills needed in the Architecture &amp; Construction cluster. While learning about the careers, you will also get to safely operate several different portable and stationary power tools and use proper measuring techniques in creating a variety of woodworking projects. Some of the major concepts that will be learned are lab safety, exploring specific careers in Architecture &amp; Construction, basic drafting techniques, CO2 car design, and model rocket design.</p>	<p><b>CTMS22</b>  <b>Grade:</b> 7, 8</p>
<p><b>Investigating Careers in Culinary Arts</b> (semester)</p> <p>Interested in learning about the great jobs that are offered in the Culinary Arts field? If so, take this fun and exciting hands-on class. In this class you will learn about the various exciting careers in Culinary Arts and you will also gain some hands-on experience in the cooking labs.</p>	<p><b>CTMS28</b>  <b>Grade:</b> 7, 8</p>
<p><b>Investigating Careers in Manufacturing</b> (semester)</p> <p>After taking Career Portals in Architecture &amp; Construction you will be ready to take on this exciting and fun class where you will focus on building a variety of woodworking products using the manufacturing approach. Key concepts you will learn during the semester are: lab safety, careers related to manufacturing, drafting techniques, and skills related to mass production.</p>	<p><b>CTMS33</b>  <b>Grade:</b> 7, 8</p>
<p><b>College &amp; Career Readiness</b></p> <p>This course is designed to guide students through the process of investigation and in the development of a college and career readiness achievement plan. Students will use interest inventory software or other tools available to explore college and career areas of personal interest. Students will use this information to explore educational requirements for various colleges and a variety of chosen career paths.</p>	<p><b>CTMS10 A/B</b>  <b>Grade:</b> 7, 8</p>
<p><b>Gateway to Technology—Project-Lead-The-Way (HS)</b></p> <p>If you are interested in engineering, this class is what you are looking for. This is an activity-oriented class built around five exciting independent units: Design and Modeling, The Magic of Electrons, The Science of Technology, Automation &amp; Robotics, and Flight &amp; Space. These units are designed to motivate you to use your imagination while it teaches you to be creative and innovative, while gaining the necessary skills to develop, produce, and use a variety of products and services.</p>	<p><b>CST00 A/B</b>  <b>Grade:</b> 7, 8  <b>Type:</b> HS Elective credit (.5/semester)</p>
<p><b>Principles of Arts, AV Tech &amp; Communication (HS)</b></p> <p>Are you interested in the Arts, Audio Visual Technology and Communication industry, then come take this exciting course, You will have the opportunity to learn about different skills and careers in the following fields: 3D Animation, Film and Video Production, Commercial Photography, Graphic Design and Fashion Design.</p>	<p><b>CAV10 A/B</b>  <b>Grade:</b> 8  <b>Type:</b> HS Elective credit (1.0)</p>
<p><b>Principles of Hospitality &amp; Tourism (HS)</b></p> <p>This course will introduce you to careers in the hospitality industry, with hands-on cooking experiences. We provide individual and group work activities as we research each area of the industry. You will investigate fast food and full service restaurants, hotels, cruise lines, catering, and gourmet take home. You will also be provided the opportunity to gain valuable cooking techniques involving vegetables, egg preparation, meats, and starches.</p>	<p><b>CHT00 A/B</b>  <b>Grade:</b> 8  <b>Type:</b> HS Elective credit (1.0)</p>
<p><b>Principles of Information Technology (HS)</b></p> <p>This high-school level course will give you a clear picture of the skills needed and options available in the Information Technology sector of industry. Almost every company either has their own department or outsources their IT needs, including computer repair, local area networks, basic programming, and digital workplace software and tools like word processing, databases, spreadsheets, and imaging.</p>	<p><b>CIT10 A/B</b>  <b>Grade:</b> 8  <b>Type:</b> HS Elective credit (1.0)</p>

## Electives—Career & Technical Education

<p><b>Principles of Manufacturing (HS)</b>          You will design, manufacture, and market a product in either a metal lab or wood lab, in this student-directed, product-driven manufacturing class. You will gain knowledge and skills offered in the manufacturing related fields as well as a basic understanding of employment opportunities. Other corporate issues and manufacturing topics that will be covered are stock sales, management teams, quality control, employee relations, job satisfaction, and benefit allotment.</p>	<p><b>CMF0 A/B</b>  <b>Grade: 8</b>  <b>Type: HS Elective credit (1.0)</b></p>
<p><b>Business Information Management (HS)</b>          In today's tech-savvy world, technology skills are a must! Develop the computer skills you need to succeed from high school to college and career. This course includes applications for both personal and business situations, with particular focus on the Microsoft Office Suite.</p>	<p><b>CBM10 A/B</b>  <b>Grade: 8</b>  <b>Type: HS Elective credit (1.0)</b></p>



# Electives—Technology Applications

<p><b>Technology Applications (Computer Literacy)</b> (semester)</p> <p>Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.</p>	<p><b>TA104C</b> (Grade 6)  <b>TA105C</b> (Grade 7)  <b>TA106C</b> (Grade 8)</p>
<p><b>Intro to Computer Science</b> (semester)</p> <p>In this semester survey course, students will be introduced to the core concepts and core practices as developed in the K12 Computer Science Framework. Students will be actively engaged in using technology as a tool for problem-solving and reasoning, developing algorithms and digging into how programming languages use variables. Students will explore the impact of technology on citizenship examining not only individual practices, but also existing laws, jobs and technology's impact on all segments of society.</p>	<p><b>TA110C</b>  <b>Grade:</b> 6, 7, 8</p>
<p><b>Fundamentals of Computer Science (HS)</b> (year)</p> <p>Intended as a first course designed for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts.</p>	<p><b>TA103 A/B</b>  <b>Type:</b> HS Elective credit  <b>Grade:</b> 8  <b>HS credit:</b> 1.0</p>
<p><b>Intro to Digital Design &amp; Media Production</b> (semester)</p> <p>Learn to use sounds, images, graphics, and video to create your own digital products. This is a survey course where you will be introduced to multimedia technology via digital presentations, animation, and web design.</p>	<p><b>TA107C</b>  <b>Prerequisite:</b> Technology Applications  <b>Grade:</b> 6, 7, 8</p>
<p><b>Digital Design &amp; Media Production (HS)</b> (year)</p> <p>Will allow students to demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically, which will allow for problem solving and making informed decisions regarding media projects. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines.</p>	<p><b>TA506 A/B</b>  <b>Prerequisite:</b> Technology Applications  <b>Grade:</b> 7, 8  <b>Type:</b> HS Elective credit (1.0)</p>
<p><b>Intro to Web Design</b> (semester)</p> <p>In this semester course, students will learn the basics of web page design and develop several web projects from basic HTML coding with the use of an HTML editor such as Dreamweaver, while incorporating images they produce, process, and transform for their websites using various image editing software. Simple yet basic web features will be explored while incorporating the design principles, ethics, and acceptable use procedures throughout. You will work with top-of-the-line technologies such as Photoshop and Flash as well as learning HTML and other exciting web applications and languages.</p>	<p><b>TA201C</b>  <b>Prerequisite:</b> Technology Applications  <b>Grade:</b> 6, 7, 8</p>
<p><b>Intro to Robotics</b> (semester)</p> <p>This is your dream class! Learn construction of functioning robots using LEGO Mindstorms challenge kits. Develop your programming skills, experiment with various sensors, and conquer competition-level challenges. Students will work in small groups to develop their robots and obtain hands-on skills to prepare for future science and engineering pursuits.</p>	<p><b>TA301C</b>  <b>Prerequisite:</b> Technology Applications  <b>Grade:</b> 8</p>

## Electives—Technology Applications

<p><b>Competition Robotics</b> (semester)</p> <p>Learn how robots use sensors just like you use senses to be successful with tasks and then put what you learn to the test! Using LEGO Mindstorms challenge kits, students will work in teams to develop their programming and construction skills ultimately competing in the HCDE Ecobot Challenge each spring. Students are expected to attend mini challenges as a team throughout the course of the year on Saturdays (1-2) and will learn the basics of competitive robotics.</p>	<p><b>3830 AA/BB</b> <b>Grade: 7, 8</b></p>
<p><b>Applied Problem Solving</b></p> <p>This course provides an overview of the various fields of science, technology, engineering, and math and their interrelationships. Students will prepare and present assignments using software applications and hands-on projects.</p>	<p><b>4931 AA/BB</b> <b>Grade: 7, 8</b></p>
<p><b>3D Models for the Real World</b></p> <p>The possibilities for creation are endless with 3D printing today as 3D printing has applications in many careers including: criminal justice, construction &amp; architecture, engineering &amp; design, and the health care industry just to name a few. Students in this course will design and produce various 3D models of real-world objects. Additionally, students will engage in real-world problem-solving to create unique 3D models in response to challenges and needs-based requests (from teachers, students and community).</p>	<p><b>7753 AA/BB</b> <b>Grade: 7, 8</b></p>

## Electives—Languages Other Than English

<p><b>American Sign Language I A/B (HS)</b> (Summer School) The course is offered in Summer School and provides basic instruction in sign language and culture.</p>	<p><b>FL001 A/B</b> <b>Grade:</b> 6, 7, 8 <b>HS credit:</b> 1.0</p>
<p><b>American Sign Language II A/B (HS)</b> (Summer School) The second level course is offered in Summer School and expands instruction in sign language and culture.</p>	<p><b>FL002 A/B</b> <b>Grade:</b> 6, 7, 8 <b>HS credit:</b> 1.0</p>
<p><b>French I A/B (HS)</b> (year) The French I curriculum offers accelerated instruction in listening, speaking, reading, writing, oral proficiency, increased vocabulary, and understanding the French culture. Provides one high school credit on successful completion.</p>	<p><b>FL201 A/B</b> <b>Grade:</b> 6, 7, 8 <b>HS credit:</b> 1.0</p>
<p><b>French II (HS)</b> (year) The second level expands beginning curriculum with an emphasis on oral proficiency, reading, writing and increased vocabulary, grammatical structures and understanding of culture. <i>Provides one high school credit on successful completion.</i></p>	<p><b>FL202 A/B</b> <b>Grade:</b> 8 <b>HS credit:</b> 1.0</p>
<p><b>German I A/B (HS)</b> (year) The course offers accelerated instruction in listening, speaking, reading, writing, culture, and language related to German. <i>Provides one high school credit on successful completion.</i></p>	<p><b>FL301 A/B</b> <b>Grade:</b> 7, 8 <b>HS credit:</b> 1.0</p>
<p><b>German II (HS)</b> (year) The second level expands beginning curriculum with an emphasis on oral proficiency, reading, writing and increased vocabulary, grammatical structures and understanding of culture. <i>Provides one high school credit on successful completion.</i></p>	<p><b>FL302 A/B</b> <b>Grade:</b> 8 <b>HS credit:</b> 1.0</p>
<p><b>Italian I A/B (HS)</b> (year) The course offers accelerated instruction in listening, speaking, reading, writing, culture, and language related to Italian. <i>Provides one high school credit on successful completion.</i></p>	<p><b>FL501 A/B</b> <b>Grade:</b> 7, 8 <b>HS credit:</b> 1.0</p>
<p><b>Italian II A/B (HS)</b> (year) The second level expands beginning curriculum with an emphasis on oral proficiency, reading, writing and increased vocabulary, grammatical structures and understanding of culture. <i>Provides one high school credit on successful completion.</i></p>	<p><b>FL502 A/B</b> <b>Grade:</b> 7, 8 <b>HS credit:</b> 1.0</p>
<p><b>Spanish I, II for Spanish Speakers (HS)</b> (year) This course is designed for native speakers of Spanish who listen, read, write, and speak in Spanish. These basics skills will be strengthened with an emphasis on language structure and vocabulary. See counselor for details.</p>	<p><b>FLA101; FLA102</b> <b>Grade:</b> 6, 7, 8 <b>HS credit:</b> 1.0</p>
<p><b>Spanish I A/B (HS)</b> (year) This course offers accelerated instruction in listening, speaking, reading, writing, culture and language related to Spanish. <i>Provides one high school credit on successful completion.</i></p>	<p><b>FL101 A/B</b> <b>Grade:</b> 6, 7, 8 <b>HS credit:</b> 1.0</p>
<p><b>Spanish II A/B (HS)</b> (year) The second level expands beginning curriculum with an emphasis on oral proficiency, reading, writing and increased vocabulary, grammatical structures and understanding of culture. <i>Provides one high school credit after successful completion.</i></p>	<p><b>FL102 A/B</b> <b>Grade:</b> 6, 7, 8 <b>HS credit:</b> 1.0</p>
<p><b>Spanish—Dual Language Program (HS)</b> (offered at Spring Forest MS, Spring Woods MS, and Westchester Academy) The Dual Language (DL) Program is a two-way immersion (TWI) program that integrates instruction for native English speakers and native speakers of Spanish. The objective is to promote high academic achievement, first and second language development, and cross-cultural understanding for all students. Some of the most relevant goals and characteristics of the DL program consist of having balanced student populations, with both native English speakers and native speakers of Spanish. Students entering middle school will be expected to take Spanish Science (SFMS, SWMS, Westchester Academy), Spanish Social Studies (SFMS, SWMS) and Spanish Language Arts and the rest of the content area subjects are in English. As a general rule, only students who have gone through the Dual Language program in elementary would be able to take Spanish Science at SFMS, SWMS, and Westchester Academy; however, students who are Spanish native speakers could take advantage of the Dual Language Spanish Language Arts as long as they meet the requirements for each specific level in middle school.</p>	<p><b>FL6DL A/B</b> <b>FL7DL A/B</b> <b>FL8DL A/B</b> <b>Grade:</b> 6, 7, 8 <b>HS credit:</b> 1.0</p>

# Electives—Languages Other Than English

<p><b>Spanish III Pre-AP (HS) (year)</b>  <b>Requirements:</b> <i>Must have passed the Credit by Examination and/or have earned credit for Spanish Levels I and II. Tests may be taken during the school year at any of the SBISD high schools. Students will take Spanish Credit by Examination as their final exam in May and must earn credit for Level III in order to continue with Spanish AP.</i></p> <p>This course offers students the opportunity to read widely and deeply, appreciate the writer's craft, study a variety of genres and texts with authentic Spanish Literature, gain an understanding of the literary elements, and act as literary critics. In writing, students are offered opportunities to write to demonstrate their understanding of their reading and thinking; to respond to works of literature in a variety of ways; to make judgments about and analyze an author's craft; to learn to organize ideas in a clear, coherent, and persuasive manner; and to use the elements of style to convey a message. Students are also offered opportunities to understand how the structure of a sentence, a paragraph, or an essay alters meaning; use language to accomplish many purposes; and appreciate the power and potential of the Spanish language.</p>	<p><b>FL103 A/B</b>  <b>Grade: 7, 8</b>  <b>HS credit: 1.0</b></p>
<p><b>Spanish IV AP (HS) (year)</b>  <b>Requirements:</b> <i>Must have passed the Credit by Examination and/or have earned credit for Spanish Levels I, II, and III. Tests may be taken during the school year at any of the SBISD high schools. Students will take Advanced Placement Spanish test in May. Students earning from 3 to 5 points on the AP examination can obtain some college credits for Spanish at many institutions across the state and the nation.</i></p> <p>This course offers opportunities for student involvement of careful readings from different periods, disciplines, and rhetoric purposes. Students will develop writing strategies for a variety of purposes and audiences; respond to works of literature in a variety of ways; make judgments about and analyze an author's craft; learn to organize ideas in clear, coherent, and persuasive language; and use the elements of style to convey a message. Reading and writing will focus on how the author's purpose, theme, and style interact to convey meaning. The study of grammar is incorporated into the student's reading and writings, giving careful attention as to how the authors construct sentences to attain specific purposes; how the structure of a sentence, a paragraph, or an essay alters meaning; and how to appreciate the power and potential of the Spanish language. Students at this level should expect rigorous time requirement outside the school schedule for reading, research, and completion of assignments.</p>	<p><b>FL141 A/B</b>  <b>Grade: 8</b>  <b>HS credit: 1.0</b></p>
<p><b>Japanese I (year)</b>  This course offers basic instruction in listening, speaking, reading, writing, and culture, with emphasis on active use of these language skills.</p>	<p><b>FL___A/B</b>  <b>Grade: 7</b>  <b>HS credit: 1.0</b></p>
<p><b>Exploratory Languages (year)</b>  This course is designed for the study of selective aspects of multiple languages and cultures to develop basic sociolinguistic and communicative skills.</p>	<p><b>FL010 A/B</b>  <b>Grade: 6</b></p>

## CREDIT BY EXAMINATION (CBE)

If you are fluent in a language other than English, you may earn high school credit by taking an exam (CBE). The exam tests skills in reading, writing, speaking, and understanding the spoken word. **You may be able to earn up to four high school credits.** All tests are given each semester. To take CBE for a foreign language not taught in the District, prior approval from the building principal and the Office of Assessment & Compliance is required. See your counselor for more details about taking the SAT Subject tests for foreign language credit.

It is highly recommended that students with oral skills in Spanish take the Credit by Examination test prior to enrolling in a Spanish class.

**Listen for announcements and take advantage of this opportunity.** Check with your counselor for more details.

## Electives—Service

<p><b>Student Council</b> (year)</p> <p>Student Council is a service-based organization. Students use their class time to complete projects that benefit others at the school, community, city, state and national levels, which include projects as needed by staff members. We are dedicated to educating people about issues such as drugs, health, safety, the environment and patriotism. We hold fundraisers in order to finance our projects. During the school year, we attend meetings at the district and state levels. Student members will also be asked to give up some of their own time after school hours to complete projects as needed. Members are elected by the student body in the spring (for 7<sup>th</sup> and 8<sup>th</sup> grade) and the fall (for 6<sup>th</sup> grade) to serve on the Council for the following school year. Student Council members must maintain an acceptable academic standard as well as an outstanding behavioral record according to the constitution.</p>	<p><b>0518 AA/BB</b> <b>Grade:</b> 6, 7, 8</p>
<p><b>Student Assistant</b></p> <p>This course is available to selected 7<sup>th</sup> and 8<sup>th</sup> grade students with the approval of the principal. Students may work in the office, library, or classroom. Students requesting office assistant must have an A/B average, good conduct and good attendance. No disciplinary referrals are allowed.</p>	<p><b>0358 AA/BB/CC</b> <b>Grade:</b> 7, 8</p>
<p><b>Teen Leadership</b></p> <p>This course provides opportunities to enhance a positive self-image through developing a stronger sense of self-esteem and self-confidence. In addition, emphasis will be placed throughout the course on identifying community needs and ways to meet those needs utilizing reading, math, and science skills.</p>	<p><b>0546 AA/BB/CC</b> <b>Grade:</b> 7, 8</p>
<p><b>Life Skills Aide</b></p> <p>A reverse-inclusion experience geared at increasing student empathy and respect for diversity as typically developing students engage and interact with their peers in the Life Skills program. General education students will do activities, such as reading books, playing educational games, doing crafts, etc. in an effort to enhance the communication and socialization skills of the Life Skills students. A certified teacher will be in the room at all times.</p>	<p><b>0388 BB</b> <b>Grade:</b> 8</p>

## Electives—Other

<p><b>Broadcast</b></p> <p>The purpose of this course is to provide opportunities for students to develop introductory skills in television production. They will be taught media skills, verbal skills, and teamwork.</p>	<p><b>7743 AA/BB/CC</b> <b>Grade:</b> 7, 8</p>															
<p><b>Advanced Broadcast</b></p> <p>This course is for students who have already taken Beginning Broadcast. The course will provide students opportunities to develop advanced skills in television production. They will learn media skills, verbal skills, and teamwork.</p>	<p><b>Grade:</b> 8</p>															
<p><b>CESIT (Career Exploration, Special Interests and Talent) at Cornerstone Academy</b></p> <p>Students select from a variety of classes each six weeks. These classes may be career, art or athletic related and vary depending on the types of volunteers available to teach the classes. Classes that have been offered in the past:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Architecture</td> <td style="width: 33%;">Engineering</td> <td style="width: 33%;">Culinary Arts</td> </tr> <tr> <td>Medicine</td> <td>Criminal Investigations</td> <td>Glass Fusion</td> </tr> <tr> <td>Pottery</td> <td>Dance</td> <td>Theater</td> </tr> <tr> <td>Photography</td> <td>Scrapbooking</td> <td>Flag Football</td> </tr> <tr> <td>Rock Climbing</td> <td>Soccer</td> <td>Basketball</td> </tr> </table>	Architecture	Engineering	Culinary Arts	Medicine	Criminal Investigations	Glass Fusion	Pottery	Dance	Theater	Photography	Scrapbooking	Flag Football	Rock Climbing	Soccer	Basketball	<p><b>0418 A/B</b> <b>0419 A/B</b> <b>0420 A/B</b> <b>0422 A/B</b> <b>0424 A/B</b> <b>0426 A/B</b> <b>0428 A/B</b> <b>Grade:</b> 6, 7, 8</p>
Architecture	Engineering	Culinary Arts														
Medicine	Criminal Investigations	Glass Fusion														
Pottery	Dance	Theater														
Photography	Scrapbooking	Flag Football														
Rock Climbing	Soccer	Basketball														
<p><b>Communication Applications/Speech (HS)</b> (semester)</p> <p>Students will understand and employ concepts and processes in sending and receiving oral messages, evaluating, recognizing using nonverbal communication, listening, and speaking for a variety of purposes. They will develop communication competence in interpersonal, group, and public interaction to establish and maintain productive relationships and function effectively in social, academic, professional, and citizenship roles. Students must research, outline, write, prepare, and deliver a minimum of five oral presentations to the class, including informative speaking, persuasive speaking, cross-examination style debate, extemporaneous, and impromptu presentations. Students will prepare a resume and participate in the formal interview process.</p>	<p><b>ELA502</b> <b>Grade:</b> 8</p>															

## Electives—Other

<b>Yearbook, Desktop Publishing</b> (semester) Provides the student with the background and fundamentals of layout and design, desktop publishing, and skills for successful publication of the yearbook.	<b>0411 AA/BB</b> <b>Grade: 7, 8</b>
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### Academic Intervention and Support

<b>Reading Lab</b> Provides additional instruction and individualized support for students in the study of reading. Intense preparation to meet the state assessment standards is an integral part of this course. This course is for students who have low scores in the Reading section or low grades.	<b>2671 AA/BB</b> <b>2771 AA/BB</b> <b>2871 AA/BB</b> <b>Grade: 6, 7, 8</b>
<b>Math Lab</b> Provides additional instruction and individualized support for students in the study of mathematics. Intense preparation to meet the state assessment standards is an integral part of this course. This course is for students who have low scores in the Mathematics section or low grades.	<b>3671 AA/BB</b> <b>3771 AA/BB</b> <b>3871 AA/BB</b> <b>Grade: 6, 7, 8</b>
<b>English Learners (EL) Support</b> This class is designed to increase the listening, speaking, reading, and writing skills in English for English Learners. The course utilizes a variety of techniques including listening, reading, and writing centers; software programs; and literacy groups. Students are selected for this class based on state assessment, TELPAS, and other academic data.	<b>6526 AA/BB – Beginner</b> <b>6536 AA/BB – Intermediate</b> <b>6586 AA/BB</b> <b>Grade: 6</b>

### *High School State Credit for Middle School Coursework*

Students who successfully complete high school coursework in middle school will receive credit toward high school graduation. Current courses offered are: Algebra I, Geometry, Languages Other Than English, and some elective courses. Credit may be applied to a Foundation, Foundation with Endorsements, or Distinguished Achievement transcript. The awarding of these credits may allow students greater flexibility in course selection. **However, no courses taken during middle school will count toward class rank or GPA in high school.**

- Algebra I Pre-AP (Year)
- Art I Pre-AP (Year)
- Art I Photography Pre-AP (Year)
- Business Information Management (Year)
- Communication Applications/Speech A (Semester)
- Digital Design and Media Production (Year)
- Fundamentals of Computer Science (Year)
- Gateway to Technology (Year)
- Geometry Pre-AP (Year)
- Health (Semester)
- Principles of Arts, AV Tech & Communication (Year)
- Principles of Hospitality & Tourism (Year)
- Principles of Information Technology (Year)
- Principles of Manufacturing (Year)
- Languages Other Than English (Year)

# ***Appendix***

# Preparing for Your Future

**Preparation for a college education is called college-readiness.**

It requires planning in a number of areas and is essential in order for your success.

## **6<sup>th</sup> Grade Activities:**

- Take challenging courses in Math, English, Social Studies, Science and Languages Other Than English.
- Practice good study habits.
- Attend tutorials and ask for help when you need it.
- Talk with your parents, teachers, and counselors about possible post-secondary options and careers.
- Be an active learner—take good notes, ask questions, participate in class discussions, complete homework assignments, and stay motivated.
- Set realistic goals for yourself and keep track of meeting those goals.
- Complete grade level tasks in Naviance.

## **7<sup>th</sup> or 8<sup>th</sup> Grade Activities:**

- Talk to your counselor about classes that meet the Foundation plan and your Endorsement pathway.
- Take challenging courses in Math, English, Social Studies, Science, and Languages Other Than English.
- Practice good study habits.
- Talk with your parents, teachers, and counselors about possible post-secondary options.
- Be an active learner—take good notes, ask questions, participate in class discussions, complete homework assignments, and stay motivated.
- Set realistic goals for yourself and keep track of meeting those goals.
- Consider summer academics, enrichment camps, and other learning opportunities that will increase your skill and content knowledge.
- Start taking high school level courses in middle school.
- Start researching career options and plan high school courses accordingly.
- Work on your personal graduation plan that will prepare you for your goals.
- Take College Board College Pathway Assessments in 8<sup>th</sup> grade and review your results with the counselor and parents to plan for your high school courses, select an Endorsement, and to explore career options.
- Complete grade level tasks in Naviance



## Four-Year Course Plan Foundation Graduation Plan with Endorsements (26 Credits)

STUDENT NAME \_\_\_\_\_ I.D. \_\_\_\_\_ GRADUATION YEAR \_\_\_\_\_

My career goal: \_\_\_\_\_

ENDORSEMENT: [ ] Arts & Humanities [ ] Business & Industry [ ] Multidisciplinary [ ] Public Service [ ] STEM

PATHWAY: \_\_\_\_\_

Students should consult their counselor and refer to the Course Catalog for help in planning their schedules.

**High School Credit earned prior to 9<sup>th</sup> Grade:**

Course (Credit): \_\_\_\_\_ ( ), Course (Credit): \_\_\_\_\_ ( )

Course (Credit): \_\_\_\_\_ ( ), Course (Credit): \_\_\_\_\_ ( )

**\*REQUIRED COURSEWORK: Fine Arts (1.0), Physical Education (1.0) and Endorsement Electives (4.0) 26 TOTAL CREDITS\***

**FRESHMAN**

1. English I \_\_\_\_\_
2. Math \_\_\_\_\_
3. Biology \_\_\_\_\_
4. World History or World Geography \_\_\_\_\_
5. LOTE 1 or Substitute \_\_\_\_\_
6. Elective \_\_\_\_\_
7. Elective \_\_\_\_\_
8. Elective \_\_\_\_\_

**Total Credits** \_\_\_\_\_

**SOPHOMORE**

1. English II \_\_\_\_\_
2. Math \_\_\_\_\_
3. IPC or Adv. Science \_\_\_\_\_
4. Social Studies/Elective \_\_\_\_\_
5. LOTE 2 or Substitute \_\_\_\_\_
6. Elective \_\_\_\_\_
7. Elective \_\_\_\_\_
8. Elective \_\_\_\_\_

**Total Credits** \_\_\_\_\_

**JUNIOR**

1. English III \_\_\_\_\_
2. 3<sup>rd</sup> Math/Advanced \_\_\_\_\_
3. 3<sup>rd</sup> Science/Advanced \_\_\_\_\_
4. U.S. History \_\_\_\_\_
5. Elective \_\_\_\_\_
6. Elective \_\_\_\_\_
7. Elective \_\_\_\_\_
8. Elective \_\_\_\_\_

**Total Credits** \_\_\_\_\_

**SENIOR**

1. Adv. English \_\_\_\_\_
2. 4<sup>th</sup> Math/Advanced \_\_\_\_\_
3. 4<sup>th</sup> Science/Advanced \_\_\_\_\_
4. Government/Economics \_\_\_\_\_
5. Elective \_\_\_\_\_
6. Elective \_\_\_\_\_
7. Elective \_\_\_\_\_
8. Elective \_\_\_\_\_

**Total Credits** \_\_\_\_\_

**LOCAL ELECTIVES (Do not count toward the 26 state credits for graduation, but grades are averaged into GPA.)**

Elective 1 \_\_\_\_\_, Elective 2 \_\_\_\_\_, Elective 3 \_\_\_\_\_

**SUMMER COURSES**

Course 1 \_\_\_\_\_, Course 2 \_\_\_\_\_, Course 3 \_\_\_\_\_

STAAR/EOC EXAMS	English I	English II	Algebra I	Biology I	U.S. History
Score/Pass					

# Graduation Program – Overview

## Foundation High School Program

A new, more flexible graduation program that allows students to pursue their interests is in place for all students who entered high school beginning in the 2014-2015 school year.

### The program contains:

- A 22-credit Foundation Plan which is the core of the new Texas high school diploma
- Five endorsement options that allow students to focus on a related series of courses

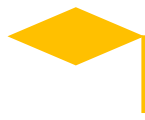
### Foundation Plan (22 credits)

<b>English (4 credits)</b>	English I	English II	English III	An advanced English course
<b>Mathematics (3 credits)</b>	Algebra I	Geometry	An advanced math course	
<b>Science (3 credits)</b>	Biology	Integrated Physics & Chemistry or an advanced science	An advanced science course	
<b>Social Studies (3 credits)</b>	W. History or W. Geography	U.S. History	U.S. Government (.5 credit)	Economics (.5 credit)
<b>Languages other than English (2 credits)</b>	2 credits in the same language	or 2 credits Computer Science I, II, or III		
<b>Physical Education (1 credit)</b>	<b>Fine Arts (1 credit)</b>	<b>Electives (5 credits)</b>		

### Foundation Plan with Endorsements (26 credits)

Spring Branch ISD encourages every student to graduate with at least one endorsement.\*

Select an endorsement below to view specific graduation requirements:



[STEM](#)



[Business/Industry](#)



[Public Services](#)



[Arts/Humanities](#)



[Multidisciplinary](#)

### Enhancements

Additionally, a student may earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law.

Distinguished Level of Achievement	Performance Acknowledgments
<ul style="list-style-type: none"> <li>• Foundation Program requirements</li> </ul>	<ul style="list-style-type: none"> <li>• dual credit course</li> </ul>
<ul style="list-style-type: none"> <li>• 4 credits in mathematics including Algebra II</li> </ul>	<ul style="list-style-type: none"> <li>• bilingualism and biliteracy</li> </ul>
<ul style="list-style-type: none"> <li>• 4 credits in science</li> </ul>	<ul style="list-style-type: none"> <li>• PSAT, ACT's PLAN, SAT, or ACT</li> </ul>
<ul style="list-style-type: none"> <li>• at least 1 endorsement</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Placement or International Baccalaureate exam</li> </ul>
	<ul style="list-style-type: none"> <li>• earning a nationally or internationally recognized business or industry certification or license</li> </ul>

\* A student entering 9<sup>th</sup> grade must indicate an endorsement he or she plans to follow. A student may change or add an endorsement at any time.

\* A student may graduate without earning an endorsement if, after his or her sophomore year, the student's parent signs a form permitting the student to omit the endorsement requirement.

Source: Texas Education Agency Graduation Tool

## Science, Technology, Engineering, and Mathematics (STEM) Endorsement 26 Credits

*In order to earn a Science, Technology, Engineering, and Mathematics (STEM) Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit requirements to earn a minimum of 26 total credits.*

### General Course Requirements

**19 credits**

- 4 credits English – ELA I, II, III, & one advanced English
- 4 credits Mathematics – Algebra I, Geometry, Algebra II, and one advanced mathematics
- 4 credits Science – Biology, Chemistry, Physics, and one advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

### Pathway Requirements

**1-6 credits** (depending upon pathway selected)

*Select one of the options below.*

<b>Computer Science</b>	<a href="#">4 credits</a>
<b>Mathematics</b>	<a href="#">1 additional advanced mathematics credit</a> beyond Algebra II
<b>Science</b>	<a href="#">1 additional advanced science</a>
<b>Career &amp; Technical Education</b>	<a href="#">Engineering – Project Lead the Way</a>

### Additional Credit Requirements

**Remaining Credits to 26 – Choice Electives**

[Credit Checklist](#) – This is a tool for monitoring your progress. Your counselor will maintain an official record of your coursework.

**Distinguished Level of Achievement**

Students must earn at least one Endorsement and successfully complete a 4<sup>th</sup> science + Algebra II  
(Distinguished Level of Achievement required for top 10% consideration)

## Business & Industry Endorsement 26 Credits

*In order to earn a Business & Industry Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit Requirements to earn a minimum of 26 total credits.*

### General Course Requirements

**19 credits**

- 4 credits English – ELA I, II, III, & one advanced English
- 4 credits Mathematics – Algebra I, Geometry, and two advanced math
- 4 credits Science – Biology, IPC or Chemistry or Physics, and two advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

### Pathway Requirements

**4-6 credits** (depending upon pathway selected)

*Select one of the options below.*

<b>Language Arts Electives</b>	<a href="#">4 ELA elective credits</a> with 3 levels in the same area
<b>Technology Applications</b>	<a href="#">4 credits</a>
<b>Career &amp; Technical Education</b>	<a href="#">Agriculture, Food &amp; Natural Resources</a>
	<a href="#">Architecture &amp; Construction</a>
	<a href="#">Arts, A/V Technology &amp; Communications</a>
	<a href="#">Business, Finance, &amp; Marketing</a>
	<a href="#">Hospitality &amp; Tourism</a>
	<a href="#">Information Technology</a>
	<a href="#">Manufacturing</a>

### Additional Credit Requirements

**Remaining Credits to 26 – Choice Electives**

[Credit Checklist](#) – This is a tool for monitoring your progress. Your counselor will maintain an official record of your coursework.

**Distinguished Level of Achievement**

Students must earn at least one Endorsement and successfully complete a 4<sup>th</sup> science + Algebra II  
(Distinguished Level of Achievement required for top 10% consideration)

## Public Services Endorsement 26 Credits

*In order to earn a Public Services Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit Requirements to earn a minimum of 26 total credits.*

### General Course Requirements

**19 credits**

- 4 credits English – ELA I, II, III, & one advanced English
- 4 credits Mathematics – Algebra I, Geometry, and two advanced math
- 4 credits Science – Biology, IPC or Chemistry or Physics, and two advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

### Pathway Requirements

**4-6 credits** (depending upon pathway selected)

*Select one of the options below.*

<b>Navy Junior Reserve Officers Training Corps (NJROTC)</b>	<a href="#">4 credits</a>
<b>Career &amp; Technical Education</b>	<a href="#">Education &amp; Training</a>
	<a href="#">Health Science</a>
	<a href="#">Human Services</a>
	<a href="#">Law, Public Safety, Corrections &amp; Security</a>

### Additional Credit Requirements

**Remaining Credits to 26 – Choice Electives**

[Credit Checklist](#) – This is a tool for monitoring your progress. Your counselor will maintain an official record of your coursework.

**Distinguished Level of Achievement**

Students must earn at least one Endorsement and successfully complete a 4<sup>th</sup> science + Algebra II  
(Distinguished Level of Achievement required for top 10% consideration)

## Arts & Humanities Endorsement 26 Credits

*In order to earn an Arts & Humanities Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit Requirements to earn a minimum of 26 total credits.*

### General Course Requirements

**19 credits**

- 4 credits English – ELA I, II, III, & one advanced English
- 4 credits Mathematics – Algebra I, Geometry, and two advanced math
- 4 credits Science – Biology, IPC or Chemistry or Physics, and two advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

### Pathway Requirements

**2-3 credits** (depending upon pathway selected)

*Select one of the options below.*

<b>English Electives</b>	<a href="#">3 credits</a> beyond English IV
<b>Fine Arts</b>	<a href="#">3 additional credits</a> beyond the one required credit
<b>Languages Other Than English (LOTE)</b>	<a href="#">2 additional credits</a> beyond the two required credits
<b>Social Studies</b>	<a href="#">2 additional credits</a> beyond the three required credits

### Additional Credit Requirements

**Remaining Credits to 26 – Choice Electives**

[Credit Checklist](#) – This is a tool for monitoring your progress. Your counselor will maintain an official record of your coursework.

### Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4<sup>th</sup> science + Algebra II  
(Distinguished Level of Achievement required for top 10% consideration)

## Multidisciplinary Endorsement 26 Credits

*In order to earn a Multidisciplinary Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit Requirements to earn a minimum of 26 total credits.*

### General Course Requirements

**19 credits**

- 4 credits English – ELA I, II, III, & one advanced English
- 4 credits Mathematics – Algebra I, Geometry, and two advanced math
- 4 credits Science – Biology, IPC or Chemistry or Physics, and two advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

### Pathway Requirements

**1-4 credits** (depending upon pathway selected)

*Select one of the options below.*

<b>Four by Four</b>	<a href="#">1 additional credit</a> beyond the three required credits
<b>Four total credits in: Advanced Placement (AP) or International Baccalaureate (IB) or Dual Credit</b>	May be a combination of: English Mathematics Science Social Studies Economics Languages Other than English Fine Arts

### Additional Credit Requirements

**Remaining Credits to 26 – Choice Electives**

[Credit Checklist](#) – This is a tool for monitoring your progress. Your counselor will maintain an official record of your coursework.

**Distinguished Level of Achievement**

Students must earn at least one Endorsement and successfully complete a 4<sup>th</sup> science + Algebra II  
(Distinguished Level of Achievement required for top 10% consideration)

## Search the Web

**These web sites will help you on your path to college readiness and success:** College Readiness, Preparation, Planning, Financial Information, and College Searches

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

Everything a Texan needs to know about preparing for, applying for, and paying for college or technical school. There is a section for Middle School students which references (among other things) the graduation course requirements.

[www.aie.org](http://www.aie.org)

Adventures In Education (AIE) is a site for college and career planning monthly calendars that starts at the middle school level

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

Provides a comprehensive guide to college readiness including PSAT, SAT, and Advanced Placement (AP)

[www.act.org](http://www.act.org)

Provides a comprehensive guide to college readiness

[www.careeronestop.org/](http://www.careeronestop.org/)

Allows investigation of careers with detailed information

[www.mappingyourfuture.org/](http://www.mappingyourfuture.org/)

A public service web site provides college, career, and financial aid information to students and families. Starts at the eighth grade and you can sign up for a monthly e-news.

[www.knowhow2go.com](http://www.knowhow2go.com)

[www.knowhow2go.acenet.edu](http://www.knowhow2go.acenet.edu)

Search for information on career and post-secondary planning



Spring Branch Independent School District

**PRE-AP/AP PARENT/STUDENT CONTRACT**

**This completed, signed contract must be submitted with your course selection form if you are choosing to enroll in Pre-Advanced Placement (Pre-AP) or Advanced Placement (AP) courses.**

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_ School Year: \_\_\_\_\_

Please mark each Pre-AP/AP class in which you would like to be enrolled:

English     Math     Science     Social Studies     Elective(s) \_\_\_\_\_

The purpose of the Pre-AP/AP entrance and exit guidelines is to provide information to parents and students and to facilitate students' success in academically challenging courses. While Pre-AP/AP courses are open to any student wishing to enroll, parents and students should consider the profile of students who typically experience success in Pre-AP/AP courses. **The decision to enroll in Pre-AP/AP courses ultimately rests with the parents and the students.** Pre-AP/AP courses in Spring Branch Independent School District stimulate and challenge students to perform at an advanced academic level. Therefore, Pre-AP/AP coursework requires students to engage in more independent analytical reading and writing assignments, both inside and outside the classroom. Pre-AP and most AP courses are designed as full year courses.

**Entrance Guidelines regarding Pre-AP/AP Courses**

We encourage students who are interested in the Pre-AP/AP courses to enroll. The following guidelines provide a profile of a student who typically experiences success in Pre-AP and AP courses.

- Successful completion of prerequisite coursework
- Current or previous successful performance in related area/course
- 85<sup>th</sup> percentile or above on the most recent standardized achievement test or other district identified testing measure
- Teacher recommendation
- Careful consideration of demands of extracurricular activities, employment, community service, religious activities, and homework

**Exit Information regarding Pre-AP/AP Courses**

- The opportunities for a student to choose to exit a Pre-AP/AP course are limited to the 1<sup>st</sup> formal grading period (six weeks or nine weeks) of the course.
- Students are able to voluntarily drop from a Pre-AP/AP course to a Grade Level equivalent course at the first 3 week progress report.
- Students can only drop to a Grade Level equivalent course at the end of the first formal grading period (six or nine weeks) if their grade is a "D" or "F" (below 75).
- Dropping a course with a grade of 75 or greater at the end of a formal grading period requires principal approval and will only be considered in extenuating circumstances. In cases where students are dropped for low grades or extenuating circumstances, replacement course options are limited to those where space is available and excludes off-campus and office aide.
- If the student's grade in a Pre-AP/AP course falls below a 70 (failing) at the end of any formal grading period (six weeks or nine weeks), the student will be removed from the Pre-AP course unless otherwise recommended by the building principal. Reassignment from a Pre-AP/AP course to a Grade Level course will be recommended by campus personnel.
- Each campus will establish guidelines for when and how students can request to drop Pre-AP/AP courses within the first formal grading period.

**Exit Information regarding Pre-AP/AP Courses where there is NO GRADE LEVEL EQUIVALENT**

- For Pre-AP/AP courses for which there is no Grade Level equivalent, students can only exit if their grade is a "D" or "F" (below 75). This exit will only occur at the first 3 week progress report. After this time, students must remain in the course until the end of the semester and will only be permitted to drop if the student is failing.

Spring Branch ISD takes pride in offering a strong curriculum in all courses. If a schedule change to a Grade Level class occurs, the student will continue to experience quality learning opportunities designed to effectively prepare him or her for high school and college curriculum.

I understand the entrance and exit guidelines pertaining to participation in Pre-AP/AP courses in SBISD.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

## CONTRATO *Pre-AP/AP* DE PADRES/ESTUDIANTES

Este contrato llenado y firmado deberá ser sometido con la forma del curso que hayas seleccionado si optas por inscribirte en los cursos de Nivel *Pre-Avanzado (Pre-AP)* ó Nivel *Avanzado (AP)*.

Nombre del Estudiante: \_\_\_\_\_ Escuela: \_\_\_\_\_

Nombre del Padre: \_\_\_\_\_ Grado: \_\_\_\_\_ Año Escolar: \_\_\_\_\_

Favor de seleccionar cada clase de *Pre-AP/AP* en la cual deseas registrarte:

Inglés  Matemáticas  Ciencias  Estudios Sociales  Electiva(s) \_\_\_\_\_

El objeto de las reglas de entrada y salida del *Pre-AP/AP* es para proveer información a los padres y a los estudiantes y para facilitar el éxito del estudiante en cursos académicos avanzados. Los cursos *Pre-AP/AP* se ofrecen a cualquier estudiante que desee tomarlos, pero se recomienda que los padres y los estudiantes se fijen en el perfil de los estudiantes quienes típicamente tienen éxito en los cursos de *Pre-AP/AP*. **La decisión de matricularse en los cursos *Pre-AP/AP* al final es la responsabilidad de los padres y de los estudiantes.** Los cursos *Pre-AP/AP* en el Distrito Escolar Independiente de Spring Branch estimulan y retan a los estudiantes a realizar a un nivel académico avanzado. Por lo tanto, *Pre-AP/AP* requiere que los estudiantes se comprometan a asignaturas de lectura y escritura analíticas más independientes dentro y fuera del salón de cursos. Los cursos de *Pre-AP* y la mayoría de los cursos de *AP* son asignados como cursos de año.

### Reglas de Admisión a los Cursos *Pre-AP/AP*

Animamos a los estudiantes que estén interesados en los cursos *Pre-AP/AP* que se matriculen. Las siguientes guías proveen un perfil del estudiante que típicamente obtiene éxito en los cursos *Pre-AP* y *AP*.

- Éxito en terminar los trabajos de clase pre-requeridos
- Presente o previo éxito en el desarrollo de cursos relacionados
- Obtener resultados iguales o más altos que el 85 por ciento más alto en el más reciente examen estándar de rendimiento escolar u otro examen identificado como medida en el distrito
- Recomendación del maestro(a)
- Se deben de considerar con cautela otras obligaciones como actividades extraescolares, empleo, servicio a la comunidad, actividades religiosas y tareas escolares

### Información de Salida respecto a los Cursos *Pre-AP/AP*

- Las oportunidades para que un estudiante pueda salir de un curso *Pre-AP/AP* se limitan al final del primer período formal de calificaciones (seis o nueve semanas) del curso.
- Los estudiantes pueden abandonar voluntariamente un curso *Pre-AP/AP* y tomar un curso equivalente de Nivel de Grado en el primer informe de progreso de las 3 semanas.
- Los estudiantes solo pueden tomar un curso equivalente de Nivel de Grado al final del primer período formal de calificaciones (seis o nueve semanas) si su calificación es "D" o "F" (menos de 75).
- Para dejar un curso con un grado de 75 o mayor al final de un período formal de calificaciones se requiere la aprobación del principal de la escuela y sólo se considerará después de repaso de atenuantes. En los casos en que los estudiantes deban abandonarlo por bajas calificaciones o por circunstancias atenuantes, las opciones de cursos de reemplazo se limitan a aquellos en los que haya lugares disponibles y excluyen a asistentes de oficina y actividades fuera del campus.
- Si al final de cualquier período formal de calificaciones (seis o nueve semanas) la calificación del estudiante en un curso *Pre-AP/AP* baja a menos de 70 (reprobando), se le dará de baja al estudiante del curso *Pre-AP/AP* a menos que el director de la escuela tome otra decisión. El personal del plantel recomendará que el estudiante se re-asigne de un curso *Pre-AP/AP* a un curso a Nivel de Grado.
- Cada escuela establecerá pautas para cuándo y cómo los estudiantes pueden solicitar abandonar cursos *Pre-AP/AP*, dentro del primer periodo de calificación formal.

### Información de salida sobre los cursos *Pre-AP/AP*, los cuales NO TIENEN EQUIVALENTE DE NIVEL DE GRADO

- Para cursos *Pre-AP/AP* que no tienen equivalente de Nivel de Grado, los estudiantes sólo podrán salir del curso si su calificación es "D" o "F" (menos de 75). Esta salida solo podrá ocurrir en el primer informe de progreso de las primeras 3 semanas. Después de este período, los estudiantes deberán permanecer en el curso hasta el final del semestre y sólo se les permitirá abandonarlo si están reprobando el curso.

*Spring Branch ISD* se enorgullece en ofrecer un curso de estudios sólido en todas las materias. Si un cambio de horario a un curso de Nivel de Grado ocurre, el estudiante continuará con las oportunidades de enseñanza de calidad diseñadas para prepararlo efectivamente para el curso de estudios de la preparatoria y la universidad.

Me doy por enterado de las reglas de admisión y de salida referente a la participación en los cursos *Pre-AP/AP* en *SBISD*.

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Firma del Estudiante

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Firma del Padre

\_\_\_\_\_  
Fecha

The following guidelines are intended to apply to eligible special education and Section 504 students who enroll in Pre-AP or AP courses. While Pre-AP/AP courses are open to any student wishing to enroll, including special education and Section 504 students, counselors, parents, ARD or Section 504 Committees should be aware that these are high level academic classes and accommodations will not be implemented if they alter the content or standards of the course. The following guidelines shall be applicable to all special education and Section 504 students who enroll in Pre-AP/AP courses:

1. Special Education or Section 504 students must have equal opportunity to participate in Pre-AP or AP courses in accordance with these guidelines.
2. While ARD Committees may wish to consider Pre-AP or AP courses in connection with transition plans for students who will be attending college, ARD Committees and 504 Committees are not required to place students in Pre-AP or AP classes unless they can be reasonably expected to be successful with the allowable accommodations described in these guidelines. If a parent chooses to enroll their student in a Pre-AP or AP course, the ARD Committee shall recommend accommodations in accordance with these guidelines.
3. Accommodations for Special Education and 504 students may not alter the content or academic standards of the Pre-AP or AP course. Thus, certain allowable accommodations may include, but are not necessarily limited to the following:
  - Extended time for testing
  - Opportunity to repeat and explain instructions
  - Assignment notebook
  - Minimal auditory distractions
  - Encouragement for classroom participation
  - Large print, Braille/peer to read aloud
  - Behavior intervention plan
  - Assistive technology as defined by the committee
  - Altered format of exams, such as highlighted instructions or alternative spacing of questions
  - Altered assignments as needed for persons with motoric or visual impairment
4. The following are examples of accommodations which would alter the content or the standards of the course, and are not allowable:
  - Reduced assignments
  - Special projects in lieu of assignment
  - Exams of reduced length
  - Open book exams
  - Peer tutoring/paired work arrangement
  - Any reduction of content or standards of the course
  - Reduced mastery

If the ARD Committee or Section 504 Committee does not believe that a student will be successful in a Pre-AP or AP course, even with the allowable accommodations indicated above, it should notify the parents or the student, as appropriate, of its concerns and document them in the record of the ARD Committee or 504 meeting during which the matter is discussed. While the decision to enroll in a Pre-AP/AP class is ultimately to be made by the parent or student, the ARD or 504 Committee may meet and recommend removal of the student from the classroom if the student is not meeting the standards applicable to students in that program and, as a result, is failing or at risk of failure.