

Middle School Course Catalog

2019-2020



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 7th and 8th. 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

6th Grade

- Language Arts
- Mathematics
- Science
- Social Studies

7th Grade

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

8th 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
Algebra	X	X	X	X	X	X	X	X	X
Geometry	X	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 6th or mastery by examination of first semester 7th grade

** Prerequisite: Pre-AP 7th 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
HEALTH FITNESS												
Athletics	7, 8				yr	sem/yr	yr	sem	sem/yr	sem/yr	yr	
Developmental 6 th Grade Athletics	6				yr	sem	yr	yr	yr	yr	yr	
Dance	6, 7, 8			yr								7/8-sem/yr
Health	8	0.5		sem		sem	sem	sem	sem	sem	sem	
Health Fitness (Required)	6, 7, 8		sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	yr	sem/yr
Health Fitness Swimming	6, 7, 8				sem/yr				sem/yr	sem/yr		
Healthy Living and Fitness	6, 7, 8											
Lacrosse	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
CAREER & TECHNICAL EDUCATION												
Investigating Careers **												
Architecture & Construction	7, 8				sem					sem		
Culinary Arts	7, 8			6 wks				sem	6-sem	sem		
Manufacturing	7, 8				sem							
College and Career Readiness	7, 8			sem			sem	sem	sem	sem	sem	
Gateway to Technology—PLTW	8	1.0		sem	8-yr			yr		yr		
Principles of Arts, AV Tech & Communication	8	1.0		yr			yr		yr		yr	
Principles of Hospitality & Tourism	8	1.0		yr			yr		yr	yr	yr	
Principles of Information Technology	8	1.0									yr	
Principles of Manufacturing	8	1.0			yr				8-yr	yr		
Business Information Management	8	1.0		yr								yr
FINE ARTS												
Art I A/B—6 th grade only	6			sem	yr	yr	yr	yr	yr	sem	yr	
Art I A/B—7 th or 8 th grade only	7, 8			sem	yr	sem/yr	yr		yr	sem	yr	sem
Art II A/B	7, 8			6 wks	sem/yr	sem/yr	yr	sem	yr	sem	yr	sem
Art III A/B	8						yr					
Art I A/B Pre-AP	8	1.0		yr	yr	yr		yr	yr	yr		yr
Art I Photography A/B Pre-AP	8	1.0				yr						
Band—Beginning	6, 7, 8				6,7-yr	yr	yr	yr	yr	yr	yr	
Band—Concert	6, 7, 8				7,8-yr	yr	yr	yr	yr	yr	yr	
Band—Symphonic	7, 8				yr	yr	yr	yr	yr	yr	yr	
Choir—Beginning	6, 7, 8				6,7-yr	yr	yr	yr	yr	yr	yr	sem/yr
Choir—Intermediate	7, 8			6 wks	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			6 wks**								
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						yr		yr			
Theater Arts A—Beginning	7, 8			sem	7,8-sem	sem	yr	sem	sem			sem/yr
Theater Arts B—Intermediate	7, 8				sem	sem	yr		sem			sem/yr
Theater Arts—Advanced	8				yr	sem	yr		sem/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
LANGUAGES OTHER THAN ENGLISH												
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						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
Spanish I, II for Spanish Speakers	6, 7, 8			yr	yr		yr	7,8-yr	yr	yr	yr	
Spanish I A/B	6, 7, 8	1.0		yr	yr	8-yr	yr	7,8-yr	yr	yr	yr	yr
Spanish II A/B	6, 7, 8	1.0		yr	yr	yr	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
OTHER												
Broadcast	6, 7, 8			6 wks**	yr	sem			yr			
CESIT *	6, 7, 8			6 wks**								
Communication Applications / Speech	8	0.5		sem		sem		sem		sem		
Study Skills	6, 7, 8			sem		sem			sem		sem	sem
Yearbook, Desktop Publishing	7, 8				yr			8-yr	yr	yr		
SERVICE												
Student Assistant	7, 8			sem	8-yr	sem	yr	8-sem	sem	sem	sem	
Student Council	6, 7, 8			yr					yr		yr	
Teacher Aide—Lifeskills	8					sem						
Teen Leadership	7, 8			yr			yr					
TECHNOLOGY APPLICATIONS												
Technology Applications (Computer Literacy)	6, 7, 8			sem		sem		sem		sem		6-sem
Intro to Computer Science	6, 7, 8									yr		sem
Fundamentals of Computer Science	8	1.0				yr	yr			yr		
Intro to Digital Design & Media Production	6, 7, 8								sem	sem		
Digital Design & Media Production	8	1.0			yr	yr	yr		yr	yr		yr
Intro to Web Design	6, 7, 8					sem	sem		sem	sem	sem	
Intro to Robotics	8							sem		sem		sem
Competition Robotics	8		yr						yr		yr	yr
Applied Problem Solving	7, 8					yr						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

Language Arts	Options: Grade Level Pre-AP Pre-AP/GT LA-SS Pre-AP GT (Cornerstone Academy)
6th Grade Language Arts 1631 AA/BB 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.	
6th Grade Language Arts Pre-A 1621 AA/BB 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.	
6th Grade Language Arts GT 1611 AA/BB 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.	
6th Grade Language Arts/Social Studies Pre-AP GT (LA-SS Pre-AP GT) 1602I A/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

Mathematics	Options: Grade Level Pre-AP Pre-AP/GT
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Traditional Course Sequence

Grade 6	Grade 7	Grade 8
6th Grade Level Math	7th Grade Level Math	8th Grade Level Math

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

6th Grade Level Math 3631 AA/BB

The primary focal points of 6th 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

Grade 6	Grade 7	Grade 8
6th Grade Pre-AP Math	7th Grade Pre-AP Math	Algebra I (for high school credit)

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 9th grade.

6th Grade Pre-AP Math 3621 AA/BB

Sixth grade Pre-AP Math is an accelerated curriculum that combines the 6th grade curriculum with additional concepts from the 7th grade curriculum. The primary focal points for 6th 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

Grade 6	Grade 7	Grade 8
7th Grade Pre-AP Math	Algebra I (for high school credit)	Geometry (for high school credit)

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 5th 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 9th grade.

Core Classes—Sixth Grade

Science	Options: Grade Level Dual Language** (SFMS, SWMS, & Westchester Academy) Pre-AP Pre-AP/GT
6th Grade Science 4631 AA/BB 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.	
6th Grade Science Pre-AP/GT 4611 AA/BB 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.	
<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>	

Social Studies	Options: Grade Level Pre-AP Pre-AP/GT LA-SS Pre-AP/GT (Cornerstone Academy)
6th Grade Social Studies/Contemporary World Cultures 5631 AA/BB 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.	
6th Grade Social Studies/Language Arts Pre-AP GT (LA-SS Pre-AP GT) 1621 A/B The sixth grade language arts TEKS are integrated into the study of world cultures.	
Pre-Advanced Placement (Pre-AP) 5621 AA/BB 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

Language Arts	Options: Grade Level Pre-AP Pre-AP/GT LA-SS Pre-AP/GT
7th Grade Language Arts 1731 AA/BB <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>	
7th Grade Language Arts Pre-AP 1721 AA/BB <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>	
7th Grade Language Arts Pre-AP GT 1711 AA/BB <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>	
7th Grade Language Arts and U.S. History (LA-SS Pre-AP/GT) 1721 AA/BB—Cornerstone Academy Pre-AP <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

Mathematics	Options: Grade Level Pre-AP Pre-AP/GT Algebra I Pre-AP
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Traditional Course Sequence

Grade 6	Grade 7	Grade 8
6th Grade Level Math	7th Grade Level Math	8th Grade Level Math

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

7th Grade Level Math 3731 AA/BB

The primary focal points for 7th 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

Grade 6	Grade 7	Grade 8
6th Grade Pre-AP Math	7th Grade Pre-AP Math	Algebra I (for high school credit)

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 9th grade.

7th Grade Pre-AP Math 3721 AA/BB

Seventh grade Pre-AP Math is an accelerated curriculum that combines 7th grade curriculum concepts not included in 6 Pre-AP and the 8th grade curriculum. The primary focal points for 7th 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 6th Grade Pre-AP Math.

Two-Year Accelerated Course Sequence

Grade 6	Grade 7	Grade 8
7th Grade Pre-AP Math	Algebra I (for high school credit)	Geometry (for high school credit)

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 5th 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 9th 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 7th Grade Pre-AP Math.

Core Classes—Seventh Grade

Science	Options: Grade Level Dual Language** (SFMS, SWMS, Westchester Academy) Pre-AP Pre-AP/GT
7th Grade Science 4731 AA/BB 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.	
7th Grade Science Pre-AP/GT PAP 4821 AA/BB; GT 4811 AA/BB 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.	
**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.	

Social Studies	Options: Grade Level Pre-AP Pre-AP/GT LA-SS Pre-AP/GT
7th Grade Texas History 5731 AA/BB 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 st 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.	
7th Grade U.S. History/Language Arts Pre-AP GT (LA-SS Pre-AP) 5721 AA/BB—Cornerstone Academy Pre-AP 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.	

Core Classes—Eighth Grade

Language Arts	Options: Grade Level Pre-AP Pre-AP/GT LA-SS Pre-AP/GT
<p>8th Grade Language Arts 1831 AA/BB</p> <p>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.</p>	
<p>8th Grade Language Arts Pre-AP 1821 AA/BB</p> <p>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.</p>	
<p>8th Grade Language Arts Pre-AP GT 1811 AA/BB</p> <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>	
<p>8th Grade Language Arts/Social Studies Pre-AP GT (LA-SS 8 Pre-AP GT) 1821 AA/BB—Cornerstone Academy Pre-AP</p> <p>In 8th 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.</p>	

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

Core Classes—Eighth Grade

Mathematics	Options: Grade Level Pre-AP Pre-AP/GT
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Traditional Course Sequence

Grade 6	Grade 7	Grade 8
6th Grade Level Math	7th Grade Level Math	8th Grade Level Math

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

8th Grade Level Math 3831 AA/BB

The primary focal points for 8th 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

Grade 6	Grade 7	Grade 8
6th Grade Pre-AP Math	7th Grade Pre-AP Math	Algebra I (for high school credit)

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 9th 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 7th Grade Pre-AP Math. (Not required at WAIS.)

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

Two-Year Accelerated Course Sequence

Grade 6	Grade 7	Grade 8
7th Grade Pre-AP Math	Algebra I (for high school credit)	Geometry (for high school credit)

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 5th 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 9th 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

Science	Options: Grade Level Dual Language** (SFMS, SWMS, Westchester Academy) Pre-AP Pre-AP/GT
<p>8th Grade Science 4831 AA/BB</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>8th Grade Science Pre-AP/GT PAP: 4821 AA/BB; GT: 4811 AA/BB</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>Students must have successfully completed or be currently enrolled in Algebra I. Dismissal from Algebra I will result in dismissal from 8th Grade Pre-AP/GT Science.</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>	

Social Studies	Options: Grade Level U.S. History Pre-AP U.S. History Pre-AP/GT LA-SS Pre-AP/GT
<p>8th Grade U.S. History—Colonial History through Reconstruction 5831 AA/BB</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>8th Grade U.S. History Pre-AP GT5811 AA/BB</p> <p>The eighth grade Pre-AP course is a fast-paced rigorous program that follows the same course chronology as the regular 8th 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>8th Grade Texas History/Language Arts Pre-AP GT (LA-SS Pre-AP GT) 5821 AA/BB—Cornerstone Academy</p> <p>In 8th 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

6th Grade Language Arts/Social Studies/Tech Pre-AP GT 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.

6th Grade Pre-AP Math/Tech 3625I A/B

Sixth grade Pre-AP Math/Tech is an accelerated curriculum that combines the 6th grade curriculum with additional concepts from the 7th grade curriculum. These concepts include multiplication and division of decimals and fractions, percent proportions, squares and square roots, geometric concepts, and operations with integers. Technology TEKS are also integrated into this course.

6th Grade Science/Tech Pre-AP/GT 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. Technology TEKS are integrated into this course.

Seventh Grade

7th Grade Language Arts/Texas and U.S. History/Tech Pre-AP GT 1702 I A/B

An integrated course which teaches U.S. History from the Exploration Era through the creation of the Constitution while 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. Technology TEKS are integrated throughout this course.

7th Grade Pre-AP Math/Tech 3725 I A/B

Seventh grade Pre-AP Math is an accelerated curriculum that combines 7th grade curriculum concepts not included in 6 Pre-AP and the 8th grade curriculum. These concepts include number operations, proportionality, geometry, measurement, statistics, spatial visualization, as well as quantitative and algebraic reasoning. Technology TEKS are also integrated into this course.

7th Grade Science/Tech Pre-AP/GT 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. Technology TEKS are integrated into this course.

Eighth Grade

8th Grade Language and Literature/Humanities–Individuals and Societies/U.S. History/Tech Pre-AP GT 1801 I A/B

This is an integrated course where students study U.S. History from colonization 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.

8th Grade Science/Tech Pre-AP/GT 4825 I A/B

The eighth grade Pre-AP/GT 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. At least one major project each unit will be assigned.

Electives—Health Fitness

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

<p>Health Fitness 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>9113 AA/BB Grades: 6, 7, 8</p>
<p>Healthy Living and Fitness (PE alternate) 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>9116 AA/BB Grades: 6, 7, 8</p>
<p>Health Fitness at Westchester Academy (semester/year) Option to the Health Fitness course is Lacrosse and Dance. Students will receive a concentrated foundation of fundamental knowledge and skills along with the Health Fitness TEKS. Option to the Health Fitness course is Lacrosse and Dance in grade 8.</p>	<p>9113 AA/BB 9123 AA/BB 9133 AA/BB Grades: 6, 7, 8</p>
<p>Athletic Program Students may obtain their Health Fitness credit for 7th and 8th 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: Boys: Football, Cross Country, Basketball, Track and Soccer Girls: Volleyball, Cross Country, Basketball, Track and Soccer</p>	<p>9223 AA/BB (Boys) 9213 AA/BB (Girls) Prerequisite: Coach's approval Grades: 7, 8</p>
<p>Developmental Sixth Grade Athletics 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>9125 AA/BB Grade: 6</p>
<p>Off Campus Health Fitness Waiver Program (semester/full year) 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 prior approval. For outside activities an alternative activity must be in place for practice times and activities due to inclement weather. https://www.springbranchisd.com/studentsfamilies/support-services/healthfitness/health-fitness/off-campus-health-fitness Category 1: (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. Category 2: (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>9133 AA/BB Prerequisite: Principal/District approval Grades: 6, 7, 8 <i>Applications must be submitted to the campus counselor by May 1st. Facility must be on approved SBISD OCHF Facility List prior to May 1st. See counselor for Student Application Packet</i> *Apply each year for program</p>
<p>Dance (semester/year) 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>HP911 A/B Grades: 6, 7, 8</p>

Electives—Health Fitness

<p>Lacrosse (year)</p> <p>This course will introduce students that do not have lacrosse experience to the basic skills of the game, with non-contact scrimmaging, and game situations used to teach fundamentals, while giving participants a chance to get to play. Students who are part of a club will be able to increase their skills and fitness level to further enhance the instruction they get from club coaches. The class is independent of the club lacrosse team that plays and practices after school; you do not have to be a member of the club to be in the class. Participation in daily activities is expected and required.</p>	<p>HP982 A/B Grade: 8</p>
<p>Health (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>HPE102 A/B Grade: 8</p>
<p>P.E. Swimming (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>9126 AA/BB Grade: 7, 8 Prerequisite: Students must have ability to put face in water and front float.</p>
<p>Human Sexuality Instruction</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"> (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> (2) <i>a statement of the parent's right to:</i> <ol style="list-style-type: none"> a. <i>review curriculum materials as provided by Subsection (j); and</i> 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> (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> <p>A parent may use the grievance procedure adopted procedure set forth in Board Policy FNG (LOCAL) 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>Middle School – It's Your Game, Keep It Real: www.itsyourgame.org</p> <p>High School – Reducing the Risk: www.etr.org</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 DSHAC.</p>	

Electives—Fine Arts

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

<p>Art I A/B—grade 6 only (semester/year) This is a general overview of art. designed for 6th grade level. It will also be the prerequisite and foundation course for all advanced courses in art. The course explores the elements and principles of design through a variety of media such as painting, drawing, printmaking, ceramics, sculpture, and electronic media. Students travel around the world by examining art works of diverse styles, cultures, and historic periods.</p>	<p>7113 AA/BB Type: Fine Arts credit Grade: 6 only</p>
<p>Art I A/B—1st year art course for 7th or 8th grade only (semester/year) This is a general 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>7113 CC/DD Type: Fine Arts credit Grade: 7, 8 only</p>
<p>Art II A/B—2nd year art course for 7th and 8th grade (semester/year) This course must have Art I 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>7123 AA/BB Prerequisite: Art I A/B Type: Fine Arts credit Grade: 7, 8</p>
<p>Art III A/B—3rd year art course for 8th grade only (semester/year) This course must have Art I A/B or Art II 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>7133 AA/BB Prerequisite: Art I A/B or Art II A/B Type: Fine Arts credit Grade: 8</p>
<p>Art I A/B Pre-AP (HS) (year) 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.</i></p>	<p>FA102 A/B Prerequisite: Art II; teacher approval and portfolio review Type: Fine Arts credit (1.0) Fee: \$10 Grade: 8</p>
<p>Fine Arts Exploration—WAIS grade 6 only (year) 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 (6th Grade).</p>	<p>7122 CC Type: Fine Arts credit Grade: 6 only WAIS</p>
<p>Band—Beginning (year) 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 6th grade.</i></p>	<p>Percussion 7356 AA/BB Trumpet 7386 AA/BB Clarinet 7326 AA/BB Flute 7336 AA/BB Saxophone 7366 AA/BB French Horn 7346 AA/BB Low Brass 7376 AA/BB Oboe/Bassoon 7316 AA/BB Prerequisite: Teacher approval Type: Fine Arts credit Grade: 6, 7, 8</p>
<p>Concert Band (year) 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>7227 AA/BB Prerequisite: Teacher approval Type: Fine Arts credit Grade: 6, 7, 8</p>

Electives—Fine Arts

<p>Symphonic Band (year)</p> <p>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>7248 AA/BB Prerequisite: Teacher approval Type: Fine Arts credit Grade: 7, 8</p>
<p>Choir—Beginning; 6th Grade Mixed</p> <p>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>7526 AA/BB Prerequisite: Teacher approval Type: Fine Arts credit Grade: 6, 7, 8</p>
<p>Choir—Intermediate</p> <p>This choir is not auditioned and is open to any 7th or 8th 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>7537 AA/BB Prerequisite: Teacher approval Type: Fine Arts credit Grade: 7, 8</p>
<p>Advanced Choir (Boys, Girls, Mixed)</p> <p>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>7529 AA/BB (Boys) 7530 AA/BB (Girls) Prerequisite: Teacher approval Type: Fine Arts credit Grade: 7, 8</p>
<p>Beginning Strings/Orchestra</p> <p>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 6th grade.</i></p>	<p>Cello 7456 AA/BB String Bass 7446 AA/BB Viola 7466 AA/BB Violin Beginning 7476 AA/BB Type: Fine Arts credit Grade: 6, 7, 8</p>
<p>Philharmonic/Intermediate</p> <p>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>7443 AA/BB Type: Fine Arts credit Grade: 7, 8</p>
<p>Symphonic/Advanced</p> <p>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>7427 AA/BB Type: Fine Arts credit Grade: 7, 8</p>

Electives—Fine Arts

<p>Theater Arts (6th Grade) 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>7806 AA/BB Type: Fine Arts credit Grade: 6</p>
<p>Theater Arts A / Beginning Theater Arts (semester/year) 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>7818 AA/BB/CC Type: Fine Arts credit Grade: 7, 8</p>
<p>Theater Arts B / Intermediate Theater Arts (semester/year) 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>7828 AA/BB/CC Prerequisite: Completion of Beginning Theater Arts Type: Fine Arts credit Grade: 7, 8</p>
<p>Advanced Theater Arts (semester/year) 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>7863 AA/BB 7838 CC / 7848 CC Prerequisite: Intermediate Theater Arts and teacher recommendation Type: Fine Arts credit Grade: 8</p>
<p>Dance (semester/year) 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>HP911 A/B Grades: 6, 7, 8 Type: Fine Arts credit</p>

Electives—Career & Technical Education

<p>Investigating Careers in Architecture & Construction (semester)</p> <p>This exciting hands-on class will teach you about the different careers and skills needed in the Architecture & 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 & Construction, basic drafting techniques, CO2 car design, and model rocket design.</p>	<p>CTMS22 Grade: 7, 8</p>
<p>Investigating Careers in Culinary Arts (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>CTMS28 Grade: 7, 8</p>
<p>Investigating Careers in Manufacturing (semester)</p> <p>After taking Career Portals in Architecture & 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>CTMS33 Grade: 7, 8</p>
<p>College & Career Readiness</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>CTMS10 A/B Grade: 7, 8</p>
<p>Gateway to Technology—Project-Lead-The-Way (HS)</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 Electronics, The Science of Technology, Automation & Robotics, and Flight & 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>CSTS00 A/B Grade: 8</p>
<p>Principles of Arts, AV Tech & Communication (HS)</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>CAV10 A/B Grade: 8</p>
<p>Principles of Hospitality & Tourism (HS)</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>CHT00 A/B Grade: 8</p>
<p>Principles of Information Technology (HS)</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>CIT10 A/B Grade: 8</p>
<p>Principles of Manufacturing (HS)</p> <p>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>CMF0 A/B Grade: 8</p>

Electives—Career & Technical Education

<p>Business Information Management (HS)</p> <p>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>CBM10 A/B Grade: 8</p>
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Electives—Technology Applications

<p>Technology Applications (Computer Literacy) (semester) 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>TA104C (Grade 6) TA105C (Grade 7) TA106C (Grade 8)</p>
<p>Intro to Computer Science (semester) 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>TA110C Type: Elective, local credit Grade: 6, 7, 8</p>
<p>Fundamentals of Computer Science (HS) (year) 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>TA103 A/B Type: HS Elective Grade: 8 HS credit: 1.0</p>
<p>Intro to Digital Design & Media Production (semester) 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>TA107C Prerequisite: Technology Applications Type: Elective, local credit Grade: 6, 7, 8</p>
<p>Digital Design & Media Production (HS) (year) 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>TA506 A/B Prerequisite: Technology Applications Grade: 8 HS credit: 1.0</p>
<p>Intro to Web Design (semester) 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>TA201C Prerequisite: Technology Applications Grade: 6, 7, 8</p>
<p>Intro to Robotics (semester) 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>TA301C Prerequisite: Technology Applications Grade: 8</p>

Electives—Technology Applications

<p>Competition Robotics (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>3830 AA/BB Grade: 7, 8</p>
<p>Applied Problem Solving</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>4931 AA/BB Grade: 7, 8</p>
<p>3D Models for the Real World</p> <p>The possibilities for creation are endless with 3D printing today as 3D printing has applications in many careers including: criminal justice, construction & architecture, engineering & 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>7753 AA/BB Grade: 7, 8</p>

Electives—Languages Other Than English

<p>American Sign Language I A/B (HS) (Summer School) The course is offered in Summer School and provides basic instruction in sign language and culture.</p>	<p>FL001 A/B Grade: 6, 7, 8 HS credit: 1.0</p>
<p>American Sign Language II A/B (HS) (Summer School) The second level course is offered in Summer School and expands instruction in sign language and culture.</p>	<p>FL002 A/B Grade: 6, 7, 8 HS credit: 1.0</p>
<p>French I A/B (HS) (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>FL201 A/B Grade: 6, 7, 8 HS credit: 1.0</p>
<p>French II (HS) (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>FL202 A/B Grade: 8 HS credit: 1.0</p>
<p>German I A/B (HS) (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>FL301 A/B Grade: 7, 8 HS credit: 1.0</p>
<p>German II (HS) (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>FL302 A/B Grade: 8 HS credit: 1.0</p>
<p>Italian I A/B (HS) (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>FL501 A/B Grade: 7, 8 HS credit: 1.0</p>
<p>Italian II A/B (HS) (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>FL502 A/B Grade: 7, 8 HS credit: 1.0</p>
<p>Spanish I, II for Spanish Speakers (HS) (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>FLA101; FLA102 Grade: 6, 7, 8 HS credit: 1.0</p>
<p>Spanish I A/B (HS) (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>FL101 A/B Grade: 6, 7, 8 HS credit: 1.0</p>
<p>Spanish II A/B (HS) (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>FL102 A/B Grade: 6, 7, 8 HS credit: 1.0</p>
<p>Spanish—Dual Language Program (HS) (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>FL6DL A/B FL7DL A/B FL8DL A/B Grade: 6, 7, 8 HS credit: 1.0</p>

Electives—Languages Other Than English

<p>Spanish III Pre-AP (HS) (year) Requirements: <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>FL103 A/B Grade: 7, 8 HS credit: 1.0</p>
<p>Spanish IV AP (HS) (year) Requirements: <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>FL141 A/B Grade: 8 HS credit: 1.0</p>
<p>Exploratory Languages (year) This course is designed for the study of selective aspects of multiple languages and cultures to develop basic sociolinguistic and communicative skills.</p>	<p>FL010 A/B Grade: 6</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>Student Council (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 7th and 8th grade) and the fall (for 6th 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>0518 AA/BB Grade: 6, 7, 8</p>
<p>Student Assistant</p> <p>This course is available to selected 7th and 8th 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>0358 AA/BB/CC Grade: 7, 8</p>
<p>Teen Leadership</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>0546 AA/BB/CC Grade: 7, 8</p>
<p>Life Skills Aide</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>0388 BB Grade: 8</p>

Electives—Other

<p>Broadcast</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>7743 AA/BB/CC Grade: 7, 8</p>															
<p>CESIT (Career Exploration, Special Interests and Talent) at Cornerstone Academy</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>0418 A/B 0419 A/B 0420 A/B 0422 A/B 0424 A/B 0426 A/B 0428 A/B Grade: 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>Communication Applications/Speech A (HS) (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>ELA502 Grade: 8</p>															

Electives—Other

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

Reading Lab 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.	2671 AA/BB 2771 AA/BB 2871 AA/BB Grade: 6 (WAIS: 6, 7, 8)
Math Lab 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.	3671 AA/BB 3771 AA/BB 3871 AA/BB Grade: 6 (WAIS: 6, 7, 8)
English Learners (EL) Support 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.	6586 AA/BB Grade: 6

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.

6th 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.

7th or 8th 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 8th 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.

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 9th 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. 3rd Math/Advanced _____
3. 3rd Science/Advanced _____
4. U.S. History _____
5. Elective _____
6. Elective _____
7. Elective _____
8. Elective _____

Total Credits _____

SENIOR

1. Adv. English _____
2. 4th Math/Advanced _____
3. 4th 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

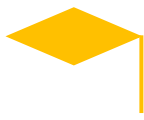
Foundation Plan (22 credits)

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

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
• Foundation Program requirements	• dual credit course
• 4 credits in mathematics including Algebra II	• bilingualism and biliteracy
• 4 credits in science	• PSAT, ACT's PLAN, SAT, or ACT
• at least 1 endorsement	• Advanced Placement or International Baccalaureate exam
	• earning a nationally or internationally recognized business or industry certification or license

* A student entering 9th 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.

Computer Science	4 credits
Mathematics	1 additional advanced mathematics credit beyond Algebra II
Science	1 additional advanced science
Career & Technical Education	Engineering – Project Lead the Way

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 4th 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.

Language Arts Electives	4 ELA elective credits with 3 levels in the same area
Technology Applications	4 credits
Career & Technical Education	Agriculture, Food & Natural Resources
	Architecture & Construction
	Arts, A/V Technology & Communications
	Business, Finance, & Marketing
	Hospitality & Tourism
	Information Technology
	Manufacturing

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 4th 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.

Navy Junior Reserve Officers Training Corps (NJROTC)	4 credits
Career & Technical Education	Education & Training
	Health Science
	Human Services
	Law, Public Safety, Corrections & Security

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 4th 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.

English Electives	3 credits beyond English IV
Fine Arts	3 additional credits beyond the one required credit
Languages Other Than English (LOTE)	2 additional credits beyond the two required credits
Social Studies	2 additional credits 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 4th 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.

Four by Four	1 additional credit beyond the three required credits
Four total credits in: Advanced Placement (AP) or International Baccalaureate (IB) or Dual Credit	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 4th 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

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

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

www.collegeboard.com

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

www.act.org

Provides a comprehensive guide to college readiness

www.careeronestop.org/

Allows investigation of careers with detailed information

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.cbtalentdriver.com

Search geographically, by job type, alphabetically, and has general advice on careers

www.txcte.org

Texas CTE Content has moved to the Texas CTE Resource Center

www.knowhow2go.com
www.knowhow2go.acenet.edu

Search for information on career and post-secondary planning

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) classes.

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 classes 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.

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
- 85th 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

- With the exception of a few semester AP courses, Pre-AP/AP courses are designed as full year courses. Students who enroll in these courses will be required to complete both semesters in the Pre-AP/AP course, unless they exit due to a grade of "D" or "F" (below 75). Dropping a course with a grade of 75 or greater requires principal approval and will only be considered in extenuating circumstances.
- The opportunities for a student to choose to exit a Pre-AP/AP class are limited to the 1st formal grading period (six weeks or nine weeks) and at the end of the 1st semester. Each campus will establish guidelines for when and how students can request to drop Pre-AP/AP classes within the first formal grading period.
- Students should consider choosing to exit a Pre-AP/AP course if they are not maintaining at least a "C" average. This decision requires parent/guardian approval.
- 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.
- For Pre-AP/AP courses for which there are no Grade Level equivalents, students must have at least a "C" average to remain in the course at end of the 1st six weeks. The parent/guardian of a student with a "D" average who wishes to remain in the course must sign a statement documenting that they understand the student will not have the opportunity to exit the course until the end of the semester.
- If, at the end of the first semester, the student is earning a "D" or lower (below 75 average) and desires to drop the course where there is no equivalent Grade Level course, the student will select an elective based on availability and the ability to earn credit based on attendance 90% of the designated time.

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 las clases de Nivel Pre-Avanzado (*Pre-AP*) ó Nivel Avanzado (*AP*).

Firma del Estudiante: _____ Escuela: _____
Firma 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.** Las clases *Pre-AP/AP* en el Distrito Escolar Independiente de Spring Branch estimulan y retan a los estudiantes 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 clases.

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*

- Con la excepción de unos cursos *AP* del semestre, los cursos de *Pre-AP/AP* son asignados como cursos de año. Será requerido que los estudiantes enrolados en estos cursos cumplan los dos semestres del curso de *Pre-AP/AP*, a menos que se habrá salido del programa por haber recibieron una "D" o "F" en sus calificaciones (bajo de 75). Para dejar un curso con un grado de 75 o mayor requiere la aprobación del principal de la escuela y sólo se considerará después de repaso de atenuantes.
- Las oportunidades para que un estudiante pueda salir de una clase de *Pre-AP/AP* se limitan al final del primer período formal de calificaciones (seis o nueve semanas) y al final del primer semestre. Cada escuela establecerá pautas para cuándo y cómo los estudiantes pueden solicitar abandonar las clases *Pre-AP/AP*, dentro del primer periodo de calificación formal.
- Los estudiantes deben de considerar salir de un curso *Pre-AP/AP* al final del primer período formal de calificaciones (seis o nueve semanas) o al final del primer semestre si no mantienen cuando menos una "C" de promedio. Esta decisión requiere la aprobación del padre o tutor.
- 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 *AP* a un curso a Nivel de Grado.
- Para cursos de "Advanced Placement" o Lugar Avanzado (*AP*) que no tienen equivalente de grado, el alumno debe tener un promedio de por lo menos una "C" para permanecer en el curso al final de las primeras 6 semanas. El padre de un alumno que tiene un promedio de "D" y gustaría permanecer en el curso debe firmar un documento donde dice que entienden que el alumno no tendrá la oportunidad de salir del curso hasta el fin del semestre.
- Si al final del primer semestre el estudiante recibe una "D" o menos (bajo de 75) y desea salirse del curso, donde no hay un curso al nivel de grado, el estudiante tendrá que seleccionar un curso electivo que sea disponible y que será posible de recibir crédito basado en la asistencia de 90% del tiempo asignado.

Spring Branch ISD se enorgullece en ofrecer un curso de estudios sólido en todas las materias. Si un cambio de horario a clases 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*.

Firma del Estudiante

Firma del Padre

Fecha

Special Education/504 Accommodations in Pre-AP And Advanced Placement Courses

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.