Middle School
Course Descriptions

ANTHONY
ARAGON
ARNOLD
BLEYL
CAMPBELL
COOK
DEAN
GOODSON
HAMILTON
HOPPER
KAHLA
LABAY
SALYARDS
SMITH
SPILLANE
THORNTON
TRUITT
WATKINS

2014

2015
## Middle Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>Address</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthony Middle School</td>
<td>10215 Greenhouse Rd. Cypress, TX 77433</td>
<td></td>
</tr>
<tr>
<td>Aragon Middle School</td>
<td>16823 West Road Houston, TX 77095 (281) 856-5100</td>
<td></td>
</tr>
<tr>
<td>Arnold Middle School</td>
<td>11111 Telge Road Cypress, TX 77429 (281) 897-4700</td>
<td></td>
</tr>
<tr>
<td>Bleyl Middle School</td>
<td>10800 Mills Road Houston, TX 77070 (281) 897-4340</td>
<td></td>
</tr>
<tr>
<td>Campbell Middle School</td>
<td>11415 Bobcat Road Houston, TX 77064 (281) 897-4300</td>
<td></td>
</tr>
<tr>
<td>Cook Middle School</td>
<td>9111 Wheatland Houston, TX 77064 (281) 897-4400</td>
<td></td>
</tr>
<tr>
<td>Dean Middle School</td>
<td>14104 Reo Road Houston, TX 77040 (713) 460-6153</td>
<td></td>
</tr>
<tr>
<td>Goodson Middle School</td>
<td>17333 Huffmeister Cypress, TX 77429 (281) 373-2350</td>
<td></td>
</tr>
<tr>
<td>Hamilton Middle School</td>
<td>12330 Kluge Road Cypress, TX 77429 (281) 320-7000</td>
<td></td>
</tr>
<tr>
<td>Hopper Middle School</td>
<td>7811 Fry Rd Cypress, TX 77433</td>
<td></td>
</tr>
<tr>
<td>Kahla Middle School</td>
<td>16212 West Little York Houston, TX 77084 (281) 345-3260</td>
<td></td>
</tr>
<tr>
<td>Labay Middle School</td>
<td>15435 Willow River Houston, TX 77095 (281) 463-5800</td>
<td></td>
</tr>
<tr>
<td>Salyards Middle School</td>
<td>21757 Fairfield Place Dr. Cypress, TX 77433 (281) 373-2400</td>
<td></td>
</tr>
<tr>
<td>Smith Middle School</td>
<td>10300 Warner Smith Blvd. Cypress, TX 77433 (281) 213-1010</td>
<td></td>
</tr>
<tr>
<td>Spillane Middle School</td>
<td>13403 Woods Spillane Blvd. Cypress, TX 77429 (281) 213-1645</td>
<td></td>
</tr>
<tr>
<td>Truitt Middle School</td>
<td>6600 Addicks Satsuma Road Houston, TX 77084 (281) 856-1100</td>
<td></td>
</tr>
<tr>
<td>Watkins Middle School</td>
<td>4800 Cairnville Houston, TX 77084 (281) 463-5850</td>
<td></td>
</tr>
</tbody>
</table>
Enrollment Information for New Students

A middle school student new to the school district should report with parent or guardian to the counselors’ office with the following documents.

1. A birth certificate
2. Immunization records as follows:

   A validated document of immunization issued by a public health clinic or one signed by a licensed physician* that includes the following.

<table>
<thead>
<tr>
<th>Vaccine</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polio</td>
<td>3 doses if last dose is on or after 4th birthday</td>
</tr>
<tr>
<td></td>
<td>OR 4 doses if 3rd dose is prior to 4th birthday</td>
</tr>
<tr>
<td>DTP/DtaP</td>
<td>Children 7 years of age and older – 3 doses;</td>
</tr>
<tr>
<td></td>
<td>last dose must be after the 4th birthday – booster every 5 years</td>
</tr>
<tr>
<td>TDAP booster</td>
<td>1 dose for 7th, 8th, 9th, 10th, 11th, and 12th graders booster every 5 years; 12th graders booster every 10 years</td>
</tr>
<tr>
<td>MMR (Measles, Mumps, Rubella)</td>
<td>2 doses; 1st dose – on or after the 1st birthday</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>3 doses</td>
</tr>
<tr>
<td>Varicella (Chicken Pox)</td>
<td>1 dose or parent/physician statement of chicken pox illness OR</td>
</tr>
<tr>
<td></td>
<td>2 doses if 1st was given at/after age 13 OR</td>
</tr>
<tr>
<td></td>
<td>2 doses for 7th, 8th, 9th, 10th, 11th, and 12th</td>
</tr>
<tr>
<td>Meningococcal</td>
<td>1 dose for 7th, 8th, 9th, 10th, 11th, and 12th grade entry</td>
</tr>
</tbody>
</table>

   Proof of DT booster and/or second measles vaccine must be presented to the school nurse at the beginning of the semester in which they are due. Parents and students will be notified when vaccines are due.

   *Immunization records from a previous school are also acceptable.

IMPORTANT NOTES

- Immunization requirements differ for younger children. Parents of elementary school-age children should consult with the elementary school nurse.

3. A copy of his/her academic record from the previous school
4. A copy of his/her STAAR Confidential Student Report for the most recent test administration (students enrolling from another Texas school)
5. Social Security number
6. Proof of residency in the district (lease agreement, proof of home ownership, etc.)

Middle School Grading System

<table>
<thead>
<tr>
<th>Academic Grades:</th>
<th>Conduct Grades:</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 -100 = A Excellent</td>
<td>E = Excellent</td>
</tr>
<tr>
<td>80 – 89 = B Good</td>
<td>S = Satisfactory</td>
</tr>
<tr>
<td>75 – 79 = C Average</td>
<td>I = Improvement Needed</td>
</tr>
<tr>
<td>70 – 74 = D Passing</td>
<td>U = Unsatisfactory</td>
</tr>
<tr>
<td>Below 70 = F Failing</td>
<td></td>
</tr>
</tbody>
</table>
In compliance with the Texas Education Agency, Cypress-Fairbanks Independent School District provides daily instruction for middle school students in these core curriculum areas: language arts, reading, mathematics, science, social studies, and physical education. Although the number of required courses is comprehensive, middle school students may also enroll in elective courses. Students must include a minimum of two semesters of art, music, theater, or Art/Music/Theater (AMT) in their elective choices. Students attend school **seven** periods each day. Each period is approximately fifty minutes in length. In lieu of an elective, some students may be required to take an additional period of mathematics, language arts, or reading based on their performance in the subject the previous year.

The following information should assist students and parents in making elective choices and in designing the student’s academic plan for middle school. The number of semesters either required or available is indicated. In the table below, the following codes are used:

<table>
<thead>
<tr>
<th></th>
<th>Number of semesters</th>
<th><strong>R</strong> Required course</th>
<th><strong>E</strong> Elective course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Courses</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>#</th>
<th>Information/Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REQUIRED COURSES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>2-6</td>
<td>Students in 7th &amp; 8th grade may be exempted.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>R</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Physical Education / Athletics</td>
<td>R</td>
<td>R</td>
<td></td>
<td>3-4</td>
<td>Students must take a minimum of three semesters of physical education or athletics during the 7th and 8th grades.</td>
</tr>
<tr>
<td>Technology Applications</td>
<td>R</td>
<td>R</td>
<td></td>
<td>0</td>
<td>The Technology Applications TEKS are integrated into the language arts, math, science, and social studies curriculum in 6th, 7th, and 8th grades.</td>
</tr>
</tbody>
</table>

| ELECTIVE COURSES         |   |    |   |   |                                                                                             |
| Grade 6 - Choose one (1) elective.                                  |   |    |   |   |                                                                                             |
| Art/Music/Speech (AMS)   | E |    |   | 2 |                                                                                             |
| Art/Music/Theatre Arts (AMT) | E |    |   | 2 |                                                                                             |
| Art (full year)          | E |    |   | 2 |                                                                                             |
| Choir (full year)        | E |    |   | 2 |                                                                                             |
| Theatre Arts (full year) | E |    |   | 2 |                                                                                             |
| Beginning Band           | E |    |   | 2 |                                                                                             |
| Beginning Orchestra      | E |    |   | 2 |                                                                                             |

<p>| Grades 7 and 8 - Choose 1 ½ - 2 ½ electives.                       |   |    |   |   |                                                                                             |
| Language Arts            |   |    |   |   |                                                                                             |
| Professional Communications | E | E  | 1 | ½ high school credit – See placement criteria on page 4.                                      |
| Intermediate Communication Applications | E | E  | 2 | ½ high school credit – See placement criteria on page 4. Students must complete both semesters to receive the ½ high school credit. |
| Advanced Speech          | E | 1 or 2 |   | Not taken for high school credit                                                              |</p>
<table>
<thead>
<tr>
<th>Courses</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>#</th>
<th>Information/Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Languages Other Than English</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish I A</td>
<td>E</td>
<td>E</td>
<td>2</td>
<td>½ high school credit - See placement criteria on page 4. Student must take both semesters to receive high school credit.</td>
<td></td>
</tr>
<tr>
<td>Spanish I B</td>
<td>E</td>
<td>E</td>
<td>2</td>
<td>½ high school credit - See placement criteria on page 4. Student must take both semesters to receive high school credit.</td>
<td></td>
</tr>
<tr>
<td>Spanish I</td>
<td>E</td>
<td>E</td>
<td>2</td>
<td>1 high school credit - See placement criteria on page 4. Student must take both semesters to receive high school credit.</td>
<td></td>
</tr>
<tr>
<td>Spanish II</td>
<td>E</td>
<td>E</td>
<td>2</td>
<td>1 high school credit - See placement criteria on page 4. Student must take both semesters to receive high school credit.</td>
<td></td>
</tr>
<tr>
<td>Spanish for Native Speakers II / III K</td>
<td>E</td>
<td>E</td>
<td>2</td>
<td>2 high school credits - See placement criteria on page 4. Student must take both semesters to receive high school credit.</td>
<td></td>
</tr>
<tr>
<td>Spanish for Native Speakers IV AP</td>
<td>E</td>
<td>E</td>
<td>2</td>
<td>1 high school credit - See placement criteria on page 4. Student must take both semesters to receive high school credit.</td>
<td></td>
</tr>
<tr>
<td>French I A</td>
<td>E</td>
<td>E</td>
<td>2</td>
<td>½ high school credit - See placement criteria on page 4. Student must take both semesters to receive high school credit.</td>
<td></td>
</tr>
<tr>
<td>French I B</td>
<td>E</td>
<td>E</td>
<td>2</td>
<td>½ high school credit - See placement criteria on page 4. Student must take both semesters to receive high school credit.</td>
<td></td>
</tr>
<tr>
<td>French I</td>
<td>E</td>
<td>E</td>
<td>2</td>
<td>1 high school credit - See placement criteria on page 4. Student must take both semesters to receive high school credit.</td>
<td></td>
</tr>
<tr>
<td>French II</td>
<td>E</td>
<td>E</td>
<td>2</td>
<td>1 high school credit - See placement criteria on page 4. Student must take both semesters to receive high school credit.</td>
<td></td>
</tr>
<tr>
<td><strong>Art Design</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Art</td>
<td>E</td>
<td>E</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Art</td>
<td>E</td>
<td>E</td>
<td>2</td>
<td>See placement criteria on page 23.</td>
<td></td>
</tr>
<tr>
<td>Art I</td>
<td>E</td>
<td>E</td>
<td>2</td>
<td>1 high school credit - See prerequisite on page 4.</td>
<td></td>
</tr>
<tr>
<td>Beginning Theatre Arts</td>
<td>E</td>
<td>E</td>
<td>1 or 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate Theatre Arts</td>
<td>E</td>
<td>E</td>
<td>2</td>
<td>Teacher recommendation is required.</td>
<td></td>
</tr>
<tr>
<td>Advanced Theatre Arts</td>
<td>E</td>
<td>E</td>
<td>2</td>
<td>Teacher recommendation is required.</td>
<td></td>
</tr>
<tr>
<td>Band</td>
<td>E</td>
<td>E</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orchestra</td>
<td>E</td>
<td>E</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choir</td>
<td>E</td>
<td>E</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Touch System Data Entry</strong></td>
<td>E</td>
<td>E</td>
<td>1</td>
<td>½ high school credit</td>
<td></td>
</tr>
<tr>
<td>Business Information Management I</td>
<td>E</td>
<td>E</td>
<td>2</td>
<td>1 high school credit – See prerequisite on page 27.</td>
<td></td>
</tr>
<tr>
<td>Principles of Human Services</td>
<td>E</td>
<td>E</td>
<td>1</td>
<td>½ high school credit</td>
<td></td>
</tr>
<tr>
<td>Principles of Hospitality/Tourism</td>
<td>E</td>
<td>E</td>
<td>1</td>
<td>½ high school credit</td>
<td></td>
</tr>
<tr>
<td>Career Portals: Family and Consumer Sciences</td>
<td>E</td>
<td>E</td>
<td>1</td>
<td>Prerequisite course for Exploring Foods and Fabrics</td>
<td></td>
</tr>
<tr>
<td>Concepts of Engineering and Technology</td>
<td>E</td>
<td>E</td>
<td>2</td>
<td>1 high school credit</td>
<td></td>
</tr>
<tr>
<td>Principles of Manufacturing</td>
<td>E</td>
<td>E</td>
<td>2</td>
<td>1 high school credit</td>
<td></td>
</tr>
<tr>
<td>Principles of Information Technology</td>
<td>E</td>
<td>E</td>
<td>1</td>
<td>½ high school credit</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction to Computer Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exploring Foods and Fabrics</strong></td>
<td>E</td>
<td>E</td>
<td>1</td>
<td>1 high school credit - See prerequisite on page 27.</td>
<td></td>
</tr>
<tr>
<td>Newspaper</td>
<td>E</td>
<td>E</td>
<td>1 or 2</td>
<td>Counselor or teacher approval is required.</td>
<td></td>
</tr>
<tr>
<td>Yearbook</td>
<td>E</td>
<td>E</td>
<td>1 or 2</td>
<td>Counselor or teacher approval is required.</td>
<td></td>
</tr>
<tr>
<td>Teen Leadership</td>
<td>E</td>
<td>E</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Local Electives:**

- **Introduction to Computer Science**
- **Exploring Foods and Fabrics**
- **Newspaper**
- **Yearbook**
- **Teen Leadership**
* Students may enroll in only one local elective per semester.

## Key Features of Curricular and Instructional Plan

### ADVANCED STANDING COURSES

**Grades 7 and 8**

Advanced standing courses are those subjects for which a student qualifies a year or two earlier than in the usual sequence. Students may enroll in the advanced standing courses if they meet the qualifying criteria.

1. **Algebra I – 8th Grade** – An 75+ average in seventh-grade Level-1 Math or a 85+ average in seventh-grade on-level math plus completion of “Accelerate to Algebra” with an 80+ average in summer school.

2. **Art I – 8th Grade** – Successful completion of previous art course and portfolio approval by art teacher.

3. **Speech – 7th or 8th Grade**
   a) **Professional Communications** –
   75+ average in language arts/reading during the previous year.
   b) **Intermediate Communication Applications** –
   Speech or Theatre teacher recommendation plus a 75+ average in language arts during the previous school year.

4. **Languages Other Than English**
   a) **Spanish IA/French IA – 7th Grade** – 75+ average in language arts during the previous year. Also, consideration should be given to whether the student passed the reading STAAR.
   b) **Spanish IB/French IB – 8th Grade** – Successful completion of Level IA with an average of 70+.
   c) **Spanish I/French I – 7th Grade** – Second semester average of 85+ in 6th-grade on-level language arts or 80+ in Level-1 or HORIZONS language arts.
   d) **Spanish I/French I – 8th Grade** – Second semester average of 85+ in 7th-grade on-level language arts or 80+ in Level-1 or HORIZONS language arts.
   e) **Spanish II/French II – 8th Grade** – Students who complete Level-I in the 7th grade with an average of 70+ may take Level II.
   f) **Spanish for Native Speakers Level II / III K – 7th or 8th Grade** – Students who have Spanish language background and score a 70+ on the placement assessment may take this course.
   g) **Spanish for Native Speakers Level IV AP – 8th Grade** – Students who have successfully completed Native Speakers Level III in 7th grade with a 70+ may take this course.
High School Credit for Middle School Courses

Middle school students who meet entry criteria may begin preparation for high school by taking Algebra I, Art I, Professional Communications, Intermediate Communication Applications, French I-II, Spanish I-II, or Spanish for Native Speakers II, III K, IV AP. These courses will count for credit toward graduation, but in most cases, will not count in determining class rank. Spanish for Native Speakers III K and IV AP, Geometry, and Biology will count in the student’s class rank and GPA calculations.

These high school courses require extensive study and are academically demanding. Because of the rigorous nature of these courses, it is imperative that students meet the entry criteria for advanced standing courses and maintain eligibility to remain in the course for the duration of the school year.

Other High School Credit Opportunities

Eighth-grade students may earn additional high school credits in Principles of Human Services (½), Principles of Hospitality/Tourism (½), Business Information Management I (1), Touch System Data Entry (½), Concepts of Engineering and Technology (1), Principles of Manufacturing (1), and Principles of Information Technology (½).

Seventh-grade students may earn additional high school credit in Touch System Data Entry (½), Concepts of Engineering and Technology (1), and Principles of Manufacturing (1).

Additional high school credit may be earned by eligible students who attend summer school after the 6th, 7th, or 8th grade. The summer school brochure will outline courses available for each grade level. The following courses are offered during summer school if the minimum enrollment numbers are met: Business Information Management I (1), Art I (1), Professional Communications (½), Health (½), Touch System Data Entry (½), and Physical Education (1).

Credit-By-Exam without Prior Instruction for Original Credit

In accordance with the Texas Education Code, Cypress-Fairbanks I.S.D. will administer examinations for specified courses to eligible students. Credit-by-exam will serve primarily as the vehicle for students to be given credit for a course they have not yet taken formally. The passing standard is a grade of 80+. The passing grade and on-level credit earned on credit-by-exams taken for high school credit courses will be placed on the student’s transcript. Students wishing to exercise this option should see their counselor for an application. The exams are scheduled periodically throughout the school year.

Credit-By-Exam with Prior Instruction

Students who have engaged in study in a curriculum that cannot be matched exactly with the required TEKS of a course may consider credit-by-exam. These students may have studied in a foreign country, a non-accredited school, home school, or want credit for summer enrichment courses both in and out of state. The passing standard is a grade of 70+. The passing grade and on-level credit earned on credit-by-exams taken for high school credit courses will be placed on the student’s transcript. A fee of $30.00 is charged for each credit-by-exam with prior instruction. For more information, see your counselor. (Students may not take credit-by-exam during the semester they are enrolled in the same course.)

Note: Suitable documentation of prior instruction must accompany the application. Private tutoring and self study do not constitute officially-documented instruction.

HORIZONS

HORIZONS is the name of the program for students identified as gifted/talented. The courses are designed to meet the unique needs of gifted students in CFISD. Parents may refer their children to be tested for the gifted program annually through the Open Referral Period beginning October 1 and ending the last school day in November. If you need more information about gifted students and the gifted program, please visit the HORIZONS Gifted & Talented website and view the PDF, “Should I Refer My Child...” Parents who feel that their child is demonstrating characteristics of gifted behavior would need to contact the director of instruction at the campus during the Open Referral Period to refer students for testing.
The identified-only course for HORIZONS students is HORIZONS World Cultures, grade 6; HORIZONS Texas History, grade 7; and HORIZONS United States History, grade 8. Students identified as gifted will participate in all identified-only courses.

Other courses appropriate for HORIZONS students are designated “HORIZONS/Level-1.” These courses are for HORIZONS, as well as other academically-advanced students, and include reading, grade 6; language arts, grades 6-8; mathematics, grades 6-7; Algebra I, grade 8, and science grades 6-8; and social studies where GT student numbers do not support a HORIZONS identified-only class (fewer than 20 students). Identified HORIZONS students who are enrolled in the designated HORIZONS/Level-1 courses must maintain the Level-1 criteria to remain enrolled in the course(s).

Students experiencing significant difficulties in school may be referred for services in special education. Before a student can receive special education and/or related services for the first time, an initial evaluation must be conducted. Decisions regarding the provision of special education services are made by an Individual Education Plan (IEP) committee.

If a student is determined to be eligible for services in accordance with the Texas Education Agency guidelines, an individualized education plan (IEP) is developed. Instruction designed to meet a student’s unique educational needs may be provided in a variety of settings. Instructional settings may include (a) general education classroom with accommodations, (b) general education classroom with support, (c) basic skills classroom, (d) self-contained classroom, or (e) instruction on a separate campus. Related services necessary for the student to benefit from special education may also be provided.
Advanced Classes Entry/Exit Criteria

Middle School

Advanced Classes

Level-1 classes have a more rigorous and in-depth content focus than on-level classes. Classes often move at a faster pace, include different types of assignments, and require additional outside reading. These classes are designed to challenge students beyond grade-level academic courses and prepare them for success in future advanced coursework. Students may require additional encouragement and support from both family and campus staff to be successful in advanced classes. Students enrolled in advanced classes in English, math, science, or social studies should have an interest in and an aptitude for the subject.

Advanced Classes Entry/Exit Criteria*

Eligibility for Entry into Level-1 Classes in Grades 6, 7, 8, and K-level Classes in Grade 9

Students who are currently scheduled in a Level-1 class will be able to continue in the Level-1 or K-level class if the student maintains a 75+ average for the second semester.

Students are eligible for first-time entry into a Level-1 class in grades 6, 7, or 8 or a K-Level class in grade 9 if

1. the student earns a grade of 85+ yearly average in the previous on-level class in the same subject; or
2. the student earns Level III - Advanced on the STAAR Reading test to be eligible for Level-1 Language Arts/Reading and/or Social Studies; or
3. the student earns Level III - Advanced on the STAAR Mathematics to be eligible for Level-1 Science; and
4. the student has parent permission to enroll in the Level-1 class.

Note: The middle school math placement exceptions continue. Students who qualify based on the information above will still need to attend and must make an 80+ in the appropriate summer program (Moving Up in Math for current sixth graders or Accelerate to Algebra for current seventh graders).

Remaining eligible in the Level-1 Class

Students remain eligible to continue in a Level-1 class by maintaining a grade of 75+ for the second semester. An action plan will be developed for a student earning a grade between 70 and 74 for any grading period.

Removal from Level-1 Class

1. Students who receive a 74 or lower average for the semester will be removed from the Level-1 class and placed in an on-level class for the following semester.
2. Students who receive a 69 or lower for any grading period will be removed from the Level-1 class and placed in an appropriate on-level class for the remainder of the school year.
3. At progress report time or at the end of a grading period, a student may, upon his/her request and parent approval, be placed in an appropriate on-level class for the remainder of the school year.

*The Level-1 entry/exit criteria apply to all HORIZONS students enrolled in HORIZONS/Level-1 cluster classes.
Grade Advancement Testing
Grade Advancement Testing (previously called Student Success Initiative or SSI) was created by the Texas Legislature in 1999 to ensure that all students receive the instruction and support they need to be successful in reading and mathematics. This initiative requires students to pass state assessments in order to be promoted at the following grade levels.

- In 5th grade, students must pass reading and mathematics state assessments (regular or Accommodated) to be promoted to the 6th grade.
- In 8th grade, students must pass reading and mathematics state assessments (regular or Accommodated) to be promoted to the 9th grade.

In addition to the Grade Advancement Testing requirements, state law also requires that high school students pass five STAAR End-of-Course (EOC) assessments in English, mathematics, social studies, and science, along with meeting their course requirements, to receive a diploma from a Texas public high school.

Students in 5th and 8th grades have three opportunities to meet the passing standard on the reading and mathematics tests and will receive additional instruction after each testing opportunity on which they do not meet the standard. The grade placement committee makes decisions in these situations.

- When a student has not met the passing standard after two testing opportunities, a grade placement committee, consisting of the principal, teacher, and parent or guardian, decides the most effective way to support the student’s academic success.
- A student who does not meet the passing standard after three testing opportunities is automatically retained; however, if the parents appeal the retention, the grade placement committee may choose to promote with academic intervention the student at the next grade level if all members agree that the student is likely to perform on grade level with additional instruction.
Testing Requirements for High School Graduation

Beginning with the Class of 2015 (ninth graders entering high school in fall 2011 and beyond), state law requires that students pass five STAAR End-of-Course (EOC) assessments in English, math, science, and social studies, along with meeting their course requirements, to receive a diploma from a Texas public high school. Courses with an EOC assessment are listed in the chart below.

<table>
<thead>
<tr>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>Algebra I</td>
<td>Biology</td>
<td>U.S. History</td>
</tr>
<tr>
<td>English II</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The STAAR testing program requires that students take the five EOC assessments during the school year in which they are enrolled in the courses. Students who are taking any of these five high school courses in middle school will also take the required EOC assessment. Students may not retake an EOC assessment that they have passed. EOC assessment scores are not included in students’ course grades.

Grade Classification Standards for the Class of 2015 and Beyond

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria for Students Entering 9th Grade Beginning 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Promotion from middle school</td>
</tr>
<tr>
<td>10th</td>
<td>1 year of attendance and 5 credits, including English I and Algebra I</td>
</tr>
<tr>
<td>11th</td>
<td>2 years of attendance and 11 credits</td>
</tr>
<tr>
<td>12th</td>
<td>3 years of attendance and 17 credits or early graduation plan</td>
</tr>
</tbody>
</table>

Other Things You Should Know About

Internet
The web site address for the Student Assessment Division at the Texas Education Agency is www.tea.state.tx.us/student.assessment. At this web site under “Students and Parents,” you can find information about the student assessment program, testing requirements for high school graduation, the testing calendar, the released tests, statewide testing results, and technical information about the testing program.

EOC Performance
In preparing to take the EOC assessments, you may want to pay special attention to how you did on the middle school STAAR tests. Your performance is a good indicator of how well you are progressing in English/language arts, math, and social studies. If you were weak in some areas, you may want to focus on improving those skills before you take the exit-level test.
Students who enter the ninth grade in the fall of 2014 and thereafter must enroll in courses necessary to complete the Foundation High School Program with an endorsement. Students may also earn Distinguished Level of Achievement by including and successfully completing Algebra II in their selected coursework. Students should study the table below which outlines requirements for 22 credits for the Foundation High School Program plus the 4 additional credits required for an endorsement. Counselors at each high school will furnish details associated with endorsements and other information necessary for student to complete registration. More information will be added as it becomes available from the state.

<table>
<thead>
<tr>
<th>Course</th>
<th>Foundation</th>
<th>+ Endorsement</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td></td>
<td>• English I, II, and III are required with options for the 4th credit.</td>
</tr>
<tr>
<td>PACE (Personal, Academic, &amp; Career Exploration)</td>
<td>½</td>
<td></td>
<td>• One-half credit is required in grade 9.</td>
</tr>
<tr>
<td>Or PACE Plus</td>
<td>1</td>
<td></td>
<td>• One credit is required for 9th-grade students who did not pass all 8th-grade core academic classes (language arts, reading, math, science, and social studies) and who have not met the state standards on any 8th-grade STAAR assessment.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>+ 1 additional advanced math course</td>
<td>• Algebra II must be taken to earn the Distinguish Level of Achievement.</td>
</tr>
<tr>
<td></td>
<td>Algebra I, Geometry, and an additional math course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>+ 1 additional advanced science course</td>
<td>• Biology is required for all students.</td>
</tr>
<tr>
<td></td>
<td>Biology and IPC, Chemistry, or Physics, and an additional science course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>World Geography or World History, U.S. History, Government (½), &amp; Economic (½)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Languages other than English (Foreign Language)</td>
<td>2</td>
<td></td>
<td>• Students may take and earn two credits in the same language.</td>
</tr>
<tr>
<td>Health</td>
<td>½</td>
<td>• Health may be taken in any grade or through correspondence, summer school, or credit-by-exam.</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----</td>
<td>----------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>• Students may earn a maximum of four (4) credits in PE toward graduation-including athletics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students may meet the PE requirement through after school participation in the fall semester of marching band and cheerleading, and both semesters of drill team and JROTC. Student may also meet the PE requirement if they participate in a district-approved Olympic caliber, off-campus training program.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• PE credit may be earned through approved correspondence courses.</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>• Approved fine arts courses include art, music, dance, and theatre courses.</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
<td>+ 2 additional electives</td>
<td></td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>22</td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>
The State of Texas has developed several programs to encourage students to pursue a strong academic high school program which will adequately prepare them for further study and to face challenges in the twenty-first century work place. These programs focus on admissions, grants, tuition exemptions, and financial aid, which will enable well-prepared, eligible students to attend public and non-profit institutions of higher learning in the State of Texas. Some programs specify that students must graduate under the Recommended High School Program.

**Top Ten Percent Admissions**

Applicants from accredited Texas schools who graduate in the top ten percent of their high school class shall be admitted to a general academic institution if the students meet the following conditions:

- apply no later than two years after graduating from high school;
- submit a completed application prior to filing deadlines set by the college;
- graduate under the Recommended High School Program; and
- provide additional documents requested by the college, including essays, letters of recommendations, admissions tests, and high school transcript.

**Note:** Colleges may limit the number of first time freshmen eligible for admission due to enrollment caps (e.g., University of Texas). In some instances, students may be admitted to the university but not to the college of choice within the university. Colleges may admit students on a first-come-first-admitted basis or may use a lottery system.

**Toward Excellence, Access, and Success (TEXAS) Grant Program**

The TEXAS Grant Program establishes grants to cover tuition and fees to Texas public and independent colleges and universities including community colleges and technical schools for students with financial need who successfully complete the Recommended or Distinguished Achievement High School Graduation Programs. To be eligible, students must not have been convicted of a felony or crime involving a controlled substance.

Students who continue in college and who meet program academic standards can receive awards up to 150 semester credit hours or six years, whichever occurs first. In the first year of college, the academic standards are set by the institution. In subsequent years, the requirements are completion of at least 75 percent of the hours taken in the prior semester, plus an overall grade point average in college of at least 2.5 on a 4.0 scale.

Awards will be made through the financial aid office of the college/university. Persons interested in the program should contact the college/university financial aid office to find out about deadlines and procedures.

**Texas Educational Opportunity Grant (TEOG)**

The purpose of the program is to provide a grant of money to enable well-prepared eligible students to attend public community colleges, technical colleges, or public state colleges in Texas. Students must be a Texas resident, have a financial need, enroll in the first thirty hours in college, must register with the Selective Service or be exempt, and have not been convicted of a felony or a crime involving a controlled substance.

The amount of the scholarship varies on number of consecutive months of attendance combined with number of college credit hours.

**Other Texas Financial Aid Programs**

Other scholarships, grants, and financial aid, including tuition exemption, loans, and work-study are available including a tuition rebate program from Texas public universities, the Texas B-On-Time student loan program, a student loan with cancelled provisions for teachers (Teach for Texas), and the Tuition Equalization Grant (TEG). Students should begin preparing for these opportunities early in their high school years. Students should develop a portfolio which shows evidence of high achievement in a strong academic program as well as contributions to the school and community by participating in extracurricular activities and community organizations and projects. (Reminder: Some financial aid programs require students to graduate under the Recommended High School Program.)
**General Information**
Texas Financial Aid Information Center  
Toll free: 1-877-782-7322 or 1-888-311-8881

Texas Higher Education Coordinating Board  
Web Address: [www.thecb.state.tx.us](http://www.thecb.state.tx.us)

Texas Guaranteed Student Loan Corporation  
Web Address: [www.AdventuresInEducation.org](http://www.AdventuresInEducation.org)

Exemption Information  
1-800-242-3062, ext. 6387 (unmanned)

Tract sheet and links to other sources  
Web Address: [www.collegefortexans.com](http://www.collegefortexans.com)
The goal of the middle school language arts curriculum is to develop, strengthen, and broaden a student's understanding and use of language in its many forms – reading, writing, viewing, speaking, and listening. These forms of language are not considered separately, but are fused to produce an integrated program. The curriculum and the instructional strategies are designed to assist students in becoming increasingly more effective and appreciative receivers and users of language.

Students are provided direct instruction, modeling, practice, and application of the purposes and forms of writing for a variety of audiences. As students read and respond to various genres such as short stories, novels, poetry, drama, and also nonfiction selections, they grow in their appreciation and understanding of literature and of themselves.

This course is for HORIZONS, as well as other academically advanced students. These students follow the same scope and sequence as on-level students. Through increased rigor, deeper thinking, and the development of advanced-level products, students will further refine their reading and writing skills.

This course for the English language learner focuses on the fundamental English language skills of reading, writing, speaking, and listening. Instruction in such skills is accommodated to meet the varying needs of students who are at different stages of English language acquisition. The class uses strategies and methods of English as a Second Language in order to parallel the language arts courses in grades 6-8. Students enrolled in ESL classes should also take a reading class. Student placement in an appropriate ESL level is determined by standardized test scores, an oral proficiency test (IPT), and the recommendation of the Language Proficiency Assessment Committee (LPAC).
Reading, Grades 7 and/or 8
This two-semester course is designed for students who need to improve their reading skills. Enrollment in a reading course in the 7th and 8th grade is based on classroom performance, reading proficiency, and test results. Students develop skills in word recognition, vocabulary, fluency and understanding, comprehension, study strategies, and research. Students read a variety of materials, including, fiction, non-fiction, and content-area selections.

For all 6th grade math students and their parents, please note these important reminders:

+ The 4 math courses taken in high school will be included in the student’s GPA. But, if a student took Algebra I in 8th grade and takes only three math courses in grades 9-12, the Algebra I course will be included in the students’ GPA calculation. Algebra I taken at any time will carry L-level grade points.

Math, Grade 6
On-level
In sixth-grade mathematics, students will continue to refine their problem-solving strategies as they explore mathematical relationships in increasingly complex situations. Calculator, computer, and cooperative-learning activities are integrated throughout the course. The primary focal areas in Grade 6 are applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; using proportional relationships; using algebraic thinking to represent relationships, including equations, inequalities, and geometric figures; and using measurement and data to draw conclusions, evaluate arguments, and make recommendations.

Math, Grade 6
Level-1 and HORIZONS
Prerequisite – Level-1 entry requirements (pg. 7) must be met.

Level-1 students in Grade 6 study all Texas Essential Knowledge and Skills required for Grade 6 and a portion of the Texas Essential Knowledge and Skills for Grade 7.

These accelerated students are preparing for Algebra I (a high school course) in eighth grade.

Math, Grade 7
On-level
In seventh-grade mathematics, students will use concepts in application and problem-solving in complex situations. Calculator, computer, and cooperative-learning activities are integrated throughout the course. The primary focal areas in Grade 7 are extending previous understanding of operations with rational numbers; using proportional relationships in geometry, probability, and statistics; using algebraic thinking to represent relationships, including linear functions, equations, inequalities, and geometric figures; and using measurement and data to draw conclusions, evaluate arguments, and make recommendations.

Math, Grade 7
Level-1 and HORIZONS
Prerequisite – Level-1 entry requirements (pg. 7) must be met, and on-level students must complete “Moving up in Math” during the summer after sixth grade with a 80+ average.

Level-1 students in Grade 7 study the remaining portion of the Texas Essential Knowledge and Skills not previously studied in Level-1 Math in Grade 6 as well as all the Texas Essential Knowledge and Skills required for Grade 8.

These accelerated students are preparing for Algebra I (a high school course) in eighth grade.
Math, Grade 8
On-level

In eighth-grade mathematics, students will use concepts, algorithms, and properties to explore mathematical relationships and to describe increasingly complex situations. The emphasis on algebra readiness skills necessitates the implementation of graphing technology, specifically the graphing calculator. In addition, computer and cooperative learning activities are integrated throughout the course. The primary focal areas in Grade 8 are using algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other; connecting verbal, numeric, graphic, and symbolic representations of relationships, including equation and inequalities; developing an understanding of functional relationships; using geometric properties and relationships to model and analyze situations and solve problems; and using statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. All students are preparing for Algebra I in the ninth grade.

Algebra I, Grade 8
Level-1 and HORIZONS
Prerequisite – See page 4 and 7.
(1 High School Credit)

Algebra I begins the study of functions. Functions represent the systematic dependence of one quantity on another. Students use functions to represent and model problem situations and to analyze and interpret relationships. Students work in many situations to set up equations and use a variety of methods to solve these equations. A variety of representations (concrete, numerical, algorithmic, and graphical), tools, and graphing calculators are used to model mathematical situations and solve meaningful problems. Course work concentrates on foundations for functions, linear functions, and quadratic and other nonlinear functions. Students successfully completing Algebra I in eighth grade will receive high school credit and should enroll in geometry in ninth grade.

Science, Grade 6
On-level

Grade 6 science is interdisciplinary in nature; however, much of the content focus is on physical science. Middle school science objectives are organized into five separate strands of concepts. All of these strands are investigated in 6th, 7th, and 8th grade science. However, emphasis will be placed upon the Matter and Energy, and the Force, Motion, and Energy strands within 6th grade science. These physical science topics will also form the foundation in which we investigate the remaining three strands throughout the year.

The strands for Grade 6 include:

(A) Scientific investigations and reasoning.

(B) Matter and energy. Students will study the classification of matter and investigate the differences between elements and compounds as well the various physical properties of different types of elements. Students will also investigate various types of energy resources, specifically their origins and uses.

(C) Force, motion, and energy. Energy occurs in two types, potential and kinetic, and can take several forms. Thermal energy can be transferred by conduction, convection, or radiation. It can also be changed from one form to another. Students will investigate the relationship between force and motion using a variety of means, including calculations and measurements.

(D) Earth and space.

(E) Organisms and environments.

Science, Grade 6
Level-1 / HORIZONS
Prerequisite – Level-1 entry requirements (pg. 7) must be met.

This course is for Horizons as well as other academically advanced students. These students follow the same scope and sequence as on-level students. Emphasis will be placed on student problem solving, open ended tasks, analysis of research, and application of theory to real world situations. Students will work as self directed
learners as they do more in depth research on topics interesting to them. They will use their science process skills to design and implement procedures in order to investigate the validity of their hypotheses.

Science, Grade 7
On-level

Grade 7 science is interdisciplinary in nature; however, much of the content focus is on organisms and the environment. Middle school science objectives are organized into five separate strands of concepts. All of these strands are investigated in 6th, 7th, and 8th grade science. However, emphasis will be placed upon the Organisms and the Environment strand within 7th grade science. These life science topics will also form the foundation in which we investigate the remaining four strands throughout the year.

The strands for Grade 7 include:

(A) Scientific investigation and reasoning.
(B) Matter and energy.
(C) Force, motion, and energy.
(D) Earth and space.
(E) Organisms and environments. Students will understand the relationship between living organisms and their environment. They will understand that organisms are living systems that maintain a steady state that can be interrupted by internal or external stimuli. Students learn that all organisms obtain energy, get rid of wastes, grow, and reproduce. During reproduction organisms pass traits onto the next generation. Students will understand that all living organisms are made up of cells. Students will compare plant and animal cells and understand the internal structures within them that allow them to obtain energy, get rid of wastes, grow, and reproduce in different ways. Students will understand that cells can organize into tissues, tissues into organs, and organs into organ systems. Students will learn the major functions of human body systems including human reproduction. A letter will be mailed to parents announcing the dates of the unit; take-home assignments will provide parents an opportunity to discuss various topics with their preteens.

Science, Grade 7
Level -1 / HORIZONS

Prerequisite – Level-1 entry requirements (pg. 7) must be met.

This course is for Horizons as well as other academically advanced students. These students follow the same scope and sequence as on-level students. Emphasis will be placed on student problem solving, open ended tasks, analysis of research, and application of theory to real world situations. Students will work as self directed learners as they do more in depth research on topics interesting to them. They will use their science process skills to design and implement procedures in order to investigate the validity of their hypotheses.

Science, Grade 8
On-level

Grade 8 science is interdisciplinary in nature; however, much of the content focus is on earth and space science. Middle school science objectives are organized into five separate strands of concepts. All of these strands are investigated in 6th, 7th, and 8th grade science. However, emphasis will be placed upon the Earth and Space strand within 8th grade science. These Earth science topics will also form the foundation in which we investigate the remaining four strands throughout the year.

The strands for Grade 8 include:

(A) Scientific investigation and reasoning.
(B) Matter and energy.
(C) Force, motion, and energy.
(D) Earth and space. Students identify the role of natural events in altering Earth systems. Cycles within Sun, Earth, and Moon systems are studied as students learn about seasons, tides, and lunar phases. Students learn that stars and galaxies are part of the universe and that distances in space are measured by using light waves. In addition, students use data to research scientific theories of the origin of the universe. Students will illustrate how Earth features change over time by plate tectonics. They will interpret land and erosional features on topographic maps. Students learn how interactions in solar, weather, and ocean systems create changes in weather patterns and climate.

(E) Organisms and environments.

Science, Grade 8
Level -1 / HORIZONS

Prerequisite – Level-1 entry requirements (pg. 7) must be met.

This course is for Horizons as well as other academically advanced students. These students follow the same scope and sequence as on-level students. Emphasis will be placed on student problem solving, open ended tasks, analysis of research, and application of theory to real world situations. Students will work as self directed learners as they do more in depth research on topics interesting to them. They will use their science process skills to design and implement procedures in order to investigate the validity of their hypotheses.
learners as they do more in depth research on topics interesting to them. They will use their science process skills to design and implement procedures in order to investigate the validity of their hypotheses.

SOCIAL STUDIES

Contemporary World Cultures, Grade 6
On-level and Level-1

Sixth-grade students will explore people, cultures and places of the contemporary world. Major units of study include geography and culture, the Americas, Europe, Russia, North Africa and Southwest Asia, Africa south of the Sahara, Asia (India, Southeast Asia, Japan, China, North and South Korea), Australia and the Pacific Rim. Through the study of these world cultures, students will gain a better understanding of how history has influenced the development of current societies and how cultures use various ways to organize government and economic systems. While investigating regions of the world, students will study about geographical influences, citizenship as it relates to specific forms of government, the impact of science and technology on society, and unique customs including religious practices. Students will utilize social studies skills, such as interpreting maps, graphs, and political cartoons in every unit of study. Students in Level-1 follow the scope and sequence and the same units of study as on-level students; however, differentiation in Level-1 is accomplished through pacing, depth and complexity of assignments. Special emphasis will be placed on problem solving, role playing, simulations, independent research, and the use of technology.

Contemporary World Cultures, Grade 6
HORIZONS
Prerequisite – HORIZONS Program identification

HORIZONS students follow the same scope and sequence and focus on the same units of study as on-level students; however, the curriculum is compressed and accelerated within each grading period giving students an opportunity to experience culminating activities. These activities allow students to investigate subject matter at a deeper and more complex level. Culminating activities include special topics related to the current unit of study and usually focus on historical trends and principles.

Texas History, Grade 7
On-level and Level-1

Texas history emphasizes the multi-cultural perspective of the state’s history, including contributions by Native Americans, Anglos, and other non-English speaking cultures. Students will study the history of Texas by exploring historical eras including cultures of Native Americans living in Texas prior to European exploration; European colonization and the era of mission-building; Anglo colonization; the Texas Revolution; the Republic; and statehood. After studying the Civil War period and Reconstruction, students focus on 20th-century Texas. Students also study the structure and functions of municipal, county, and state governments; explain the influence of the U.S. Constitution on the Texas Constitution; and examine the rights and responsibilities of Texas citizens. Texas History Level-1 is accomplished through pacing, depth, and complexity of assignments. Special emphasis will be placed on problem solving, role playing, simulations, and independent research incorporating the use of technology.

United States History, Grade 8
On-level and Level-1

Although emphasizing a chronological study of United States history from the early Colonial Period through Reconstruction, the eighth-grade curriculum incorporates many other social studies disciplines as well. These include the structure of United States government as defined by the Constitution; United States geography; principles of good citizenship; and the American free enterprise system. Differentiation for students in Level-1 United States History, Grade 8 is accomplished through pacing, depth, and complexity of assignments. Special emphasis will be placed on problem solving, role playing, simulations, and independent research incorporating the use of technology.
HORIZONS students follow the same scope and sequence and focus on the same units of study as on-level students; however, the curriculum is compressed and accelerated within each grading period giving students an opportunity to experience culminating activities. These activities allow students to investigate subject matter at a deeper and more complex level. Culminating activities include special topics related to the current unit of study and usually focus on historical trends and principles.

ATHLETICS

Athletics, Grades 7 and 8

Seventh- and eighth-grade boys on the football team, basketball team, cross-country team, or track team receive credit for physical education if enrolled in athletics during the regular school day. Seventh- and eighth-grade girls participating on the volleyball team, football team, basketball team, cross-country team, or track team receive credit for physical education if enrolled in athletics during the regular school day. Athletes are also expected to meet the objectives of the health-related/wellness portion of the physical education curriculum. Students enrolled in athletics must have a current physical on file with the coach.

In accordance with UIL rules, schools limit practice for in-season athletic activities to a maximum of eight hours per school week (Monday through Friday until 2:30 p.m.) per activity, in addition to a maximum of 60 minutes per school day, Monday through the end of the school day on Friday. Students may compete in athletics once outside of school Monday through Thursday. After 2:30 p.m. on Friday and on Saturday, practice time and/or competitions are not limited by UIL. A schedule will be provided regularly by the coach/school.

TECHNOLOGY APPLICATIONS

(Computer Literacy)
The Texas Essential Knowledge & Skills for the required Technology Applications course are integrated into the curriculum and taught in language arts, math, science, and social studies in 6th, 7th, and 8th grades.
PART II: Elective Courses

The electives for middle school students provide a wide range of choices to appeal to the varied interests displayed by children this age. The rich elective offerings complement the middle school curricular program, expanding the learning opportunities for students. Elective choices will be offered at each school based on student interest and staff qualifications.

A clock icon is used to designate elective courses requiring additional practice/rehearsal time outside of the regular school day. Schools will limit practice/rehearsal time to a maximum of eight hours per week, Monday through Thursday, per activity. Additional practices/rehearsals (beyond the eight hours) may be required after school on Friday and/or on Saturday. Competitions for these courses are generally scheduled on Friday and/or Saturday. Schedules for specific activities will be provided by the teacher. Student fees for tournament competition will be required.

SPEECH

Professional Communications
Grade 7 or 8 (½ High School Credit)*
Prerequisite: See page 4. (1 semester)

This high school credit speech course is designed to provide opportunities for students to understand and develop effective interpersonal communication skills for the 21st Century. Professional Communications blends written, oral and graphic communication in a career-based, business environment. Students will prepare, present, and evaluate a variety of multi-media presentations that are appropriate for the professional setting. This fast-paced semester course is designed for students who have met the academic requirements.

Intermediate Communication Applications
Grade 7 or 8 (½ High School Credit)*
Prerequisite: Speech or Theater teacher recommendation plus a 75+ in language arts during the previous school year.

In this high school credit speech course, students will prepare, present, and evaluate a variety of presentations that use communication and theatrical techniques in order to convince, explain, or entertain an audience. Students will further develop critical thinking and writing skills through communication while building confidence in public speaking. This is a performance-based course; students will participate in all aspects of play production and/or speech and debate competitions which usually take place after-school and on Saturdays.

Advanced Speech
Grade 8 (full year)
Prerequisite: Completion of Professional Communications or Intermediate Communication Applications and teacher recommendation

This course is a continuation and progression of Intermediate Communication Applications. Students will be given more challenging, higher-level activities involving the preparation, presentation, and evaluation of a variety of presentations that are appropriate for the professional and social setting. This speech course is for students who are planning to participate in all aspects of play production and forensic competition which usually take place after school and on Saturdays.

LANGUAGES OTHER THAN ENGLISH

NOTE: Students who successfully complete these courses while in middle school will receive high school credit. One-year foreign language courses require study skills and a desire to communicate in a second language. Early enrollment in a language allows students to continue language acquisition to a fifth or sixth year of study. Students who complete only the first year in 8th grade should plan to take the second year in 9th grade. Note: Entrance criteria for some colleges may recommend three years of the same foreign language.

Students may take any two levels of the same foreign language to meet the requirements for the Foundation High School Program.

Note: A student is allowed to substitute credit in another appropriate course for the second credit in the same language in a language other than English.
if the student, in completing the first credit demonstrates that the student is unlikely to be able to complete the second credit.

Prerequisites: See page 4.

MODERN LANGUAGES

French and Spanish

Level IA, Grade 7  (½ High School Credit)  (full year)

Level IB, Grade 8  (½ High School Credit)  (full year)

In this two-year program, students will complete the first semester of level one in 7th grade and the second semester in 8th grade. By providing two years to complete level one, students have the opportunity for extended time to build a good foundation to prepare them for continuing study in level two.

Level I  (1 High School Credit)  (full year)
Grade 7 or 8

The goal of the study of beginning levels modern languages is communicative competence. This course introduces students to language and develops proficiency in speaking, listening, reading and writing. At the end of the course, students should be in the novice-high learner proficiency range and be able to engage in simple conversations within the limits of practiced vocabulary and structure. Students will also gain perspective and insight into the cultures of the countries where the language is spoken. Classes are conducted in the language as much as possible.

Level II  (1 High School Credit)  (full year)
Grade 8

Level II provides opportunities to further develop proficiency in listening, speaking, reading and writing. Emphasis is placed on expanding accuracy in vocabulary and structure and on broadening knowledge of cultural understanding. Classes are conducted in the language as much as possible. At the end of the course, students should be in the intermediate- low learner proficiency range.

Spanish for Native Speakers II / III K  (1-2 High School Credits)  (full year)

This course is for students whose native language is Spanish and who have received a 70+ on the district placement test. Students will complete Spanish II during the fall semester and Spanish III K during the spring semester. Both semesters will focus on the refinement of reading and writing skills. Students must pass the first semester with a 70+ to be eligible for III K in the spring. Successful completion of these two courses will prepare students to take Spanish for Native Speakers IV AP the following year.

Spanish for Native Speakers IV AP  (1 High School Credit)  (full year)

Spanish for Native Speakers IV AP is designed for students who have successfully completed Native Speakers II / III K. This course will follow the College Board expectations and will prepare students to take the Spanish Language AP Exam in the spring if they choose to do so.

FINE ARTS

Art / Music / Speech (AMS)  (12 weeks each)
Art / Music / Theatre Arts (AMT)  (12 weeks each)

Schools will offer Art / Music / Speech or Art / Music / Theatre Arts, based on the certification of teachers available to teach the course.

Art 6  (AMS/AMT - 12 weeks)

This basic art course includes drawing, painting, design, and sculpture, as well as the study of artists, their ideas, and cultures. Emphasis on creative thinking and originality provides a foundation for future art courses.

Music 6  (AMS/AMT - 12 weeks)

This course is designed to introduce students to music. Experiences in reading and performing in unison, as well as in harmony are included. Reading techniques, ear training, vocal production, movement, and basic music theory are incorporated. Performance opportunities will be given to students as part of the course.

Speech 6  (AMS - 12 weeks)

Sixth-grade speech acquaints students with the basic principles of public speaking. It includes the study of the use of body and voice, the speaker-listener relationship, introduction to delivering a speech, storytelling, manuscript readings, pantomime, improvisation, puppet making, and creative dramatics.
Theatre Arts 6 (AMT- 12 weeks)

This introductory course in drama provides students opportunities to participate in creative dramatics activities such as pantomime, improvisation, characterization, role playing, original dialogue, and storytelling. Emphasis will be placed on a variety of in-class student performances and presentations.

**VISUAL ARTS**

**NOTE:** Students are responsible for purchasing basic art supplies in addition to the items provided by the school. Teachers will provide a list of required supplies the first week of school. Supplies depleted during the course of the year may need to be replenished by each student, as needed.

Art
Grade 6 (full year)

This course is recommended for students who want to take three years of art in middle school, and earn the Art I high school credit in grade 8.

Sixth Grade Art is a comprehensive, full-year course that provides students with introductory experiences in problem solving and expression of personal ideas through a variety of art experiences, media, techniques and vocabulary. Emphasis is placed on art production, incorporating the study of artists and styles, the elements of art, and principles of design. Each student will maintain a portfolio.

Art Design
Grade 7 or 8 (1 semester)

In this one-semester course, students will draw, paint, and sculpt to create two- and three-dimensional works.

Beginning Art
Grade 7 or 8 (full year)

This course includes the fundamentals of design, drawing, painting, and sculpture. Students will learn about art materials, concepts, and vocabulary. They will also develop the skills necessary for communicating ideas and emotions through art. Emphasis on originality, creativity, craftsmanship, and effort provides a strong foundation for future art courses. Each student will maintain a portfolio.

Advanced Art
Grade 7 or 8 (full year)

**Prerequisite:** Successful completion of previous art course and portfolio approval by art teacher

This advanced course is for experienced seventh- or eighth-grade students. It offers an in-depth study of concepts directly related to the elements of art and principles of design. Students’ direct observation, personal experience, and imagination provide the basis for solutions to artistic problems. These problem-based assignments include influences of history and culture on artists and their work along with evaluation of artworks. Each student will maintain a portfolio.

**Art I** (1 High School Credit)

**Grade 8** (full year)

**Prerequisite:** Successful completion of previous art course and portfolio review by art teacher.

This high school level course emphasizes drawing and painting and provides a foundation for subsequent art courses. Course work will focus on the elements of art and principles of design through a variety of media and creative problem-solving assignments. Art history and critiques are integrated in the curriculum. Development of a portfolio is required. One full credit (2 sequential semesters) must be earned in Art I for entry into a Level II art course in high school. Students will receive course information and a list of required supplies at the beginning of the course.

This course will satisfy the fine arts graduation requirement for the Recommended High School Program.

**THEATRE ARTS**

Theatre Arts, Grade 6 (full year)

This full year theatre arts program in 6th grade will provide an opportunity for students to explore and master skills in creative dramatics. Classroom activities include pantomime, improvisation, characterization, role playing, original dialogue, puppetry, costume and set design, and play production. Emphasis will be placed on a variety of in-class performances and presentations.

Students will have the opportunity to audition for productions and/or participate in tournaments. These events will require additional preparation after school hours.

Schools will offer full-year theatre arts in grade 6 based on teacher certification and availability of teachers to teach the course.

**Beginning Theatre Arts**
Grades 7 or 8  (1 semester or full year)

This beginning course covers the fundamentals of theatre production. Students will be introduced to beginning acting techniques and expressive use of body and voice through a variety of experiences. The students will have opportunities to relate theatre to history, society, and culture. Oral interpretation of literature performance, and audience etiquette opportunities will be provided.

Intermediate Theatre Arts ☑
Grade 7 or 8  (full year)
Prerequisite: Sixth-grade Theatre Arts, AMS, AMT or Beginning Theatre Arts and Speech or Theatre teacher recommendation

This course is a continuation and progression of the Beginning Theatre Arts course. Students will be given more challenging, higher-level activities involving acting, oral interpretation, technical aspects of staging performances, and audience etiquette. This theatre course is designed for students who are planning to participate in all aspects of play production and forensic competition which usually take place after school and on Saturdays.

Advanced Theatre Arts ☑
Grade 8  (full year)
Prerequisite: Intermediate Theatre Arts and Speech or Theatre teacher recommendation

This advanced course is for eighth-grade students who have a desire to be involved with play productions and compete in theatre events at tournaments. This course is a continuation and progression of the theatre arts curriculum. The nature of this course will require participation in after-school rehearsals and competitive events which usually take place on Saturdays.

MUSIC

BAND

Middle school band is a course of study which introduces and develops musical concepts and skills related to instrumental music. Students learn to play a woodwind, brass, or percussion instrument and perform music. No previous experience is required. Participation in a performing group offers the students the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills.

Attendance at outside-of-the-school-day rehearsals and performances is a requirement of many of these classes. Specific calendars of rehearsals and performances are available from the head band director on each campus for each band. Calendars are distributed at the beginning of the school year and updated as needed. Three to four levels of band are offered on each campus. Placement is by performance criteria established by the band staff on each campus and may include an audition.

Beginning Band ☑
Grades 6, 7, and 8  (full year)

No previous experience is required for entry into this band. Students are taught the basic skills of playing an instrument and music reading. Students are placed on instruments by recommendation of the director. A personal interview of the student and parents is conducted in the spring. Every effort is made to honor the instrument request of the student. Each director tries to place students on instruments that provide the best opportunity for the individual success of the student and to balance the instrumentation of the band program.

Students playing flute, clarinet, alto saxophone, trumpet/cornet, trombone, and percussion furnish their own instrument and accessories. Students may purchase or rent an instrument through a wide range of music instrument dealers. An instrument should not be obtained until the student has interviewed with the director. A limited number of school-owned instruments including oboe, bassoon, French horn, euphonium, and tuba are available.

Students with financial needs should contact the director at the school. The students perform 1-3 concerts per year. Some outside-of-the-school day rehearsals are required to prepare the concerts.
Training Band  
Grades 7 and 8  
(full year)

This band is designed for students with needs for more individual attention and development of skills. Students may advance to higher levels of band based on meeting criteria established by the director. The criteria may include an audition. If concerts are performed by this band, a few after-school rehearsals may be required.

Cadet Band  
Grades 7 and 8  
(full year)

Emphasis on development and refinement of basic individual and ensemble skills is the focus of cadet band. Advancement to higher levels of band is possible by students meeting criteria established by the director and may include an audition. Students in the cadet band have limited requirements for rehearsals and performances outside the school day. The number of rehearsals and performances is determined by the director. Students may participate in CFISD Solo and Ensemble Contest, concerts, CFISD Pre-UIL Festival, and/or other festivals as determined by the director.

Concert II Band  
Grades 7 and 8  
(full year)

Students in this band continue to develop and refine basic individual and ensemble skills as well as experience more performance opportunities. Advancement to higher levels of band is possible by students meeting criteria established by the director and may include an audition. Performance requirements may include 3-5 concerts, CFISD Solo and Ensemble Contest, CFISD Pre-UIL Festival, UIL Concert and Sight Reading Contest, a spring festival, and other opportunities determined by the director. Weekly, 1-hour section rehearsals are required with additional full band rehearsals required leading up to major performances. Individual help is offered to students participating in individual events.

Concert I Band  
Grades 7 and 8  
(full year)

Students in this band continue to develop and refine basic individual and ensemble skills as well as begin to learn more advanced concepts and skills. More performance opportunities are experienced. Advancement to higher levels of band is possible by students meeting criteria established by the director and may include an audition. Performance requirements include 3-5 concerts, CFISD Pre-UIL Festival, UIL Concert and Sight Reading Contest, a spring festival, and other opportunities determined by the director. Students may also participate in CFISD Solo and Ensemble Contest, CFISD Honor Band Auditions, and the All-Region Band Auditions with director approval. Weekly, 1-hour section are required with additional full band rehearsals required leading up to major performances. Individual help is offered to students participating in individual events.

Symphonic Band  
Grades 7 and 8  
(full year)

Symphonic band is the top performing ensemble in the band program. Performances take place throughout the year and will include 3-5 concerts, CFISD Pre-UIL Festival, UIL Concert and Sight Reading Contest, a spring festival, and other opportunities determined by the director. Participation in CFISD Solo and Ensemble Contest, CFISD Honor Band auditions and All-Region Band auditions may be expected. Weekly, 1-hour section rehearsals are required with additional full band rehearsals required leading up to major performances. Individual help is offered to students participating in individual events.

ORCHESTRA

Middle school orchestra is a course of study which introduces and develops musical concepts and skills related to instrumental music. Students learn to play a string instrument and perform music. No previous experience is required. Participation in a performing group offers the students the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills.

Attendance at outside-of-the-school-day rehearsals and performances are requirements of many of these classes. Specific calendars of rehearsals and performances are available from the orchestra director on each campus for each level of orchestra. Calendars are distributed at the beginning of the school year and updated as needed. Two to four levels of orchestra are offered on each campus. Placement is by performance criteria established by
the director on each campus and may include an audition.

**Beginning Strings**
Grades 6, 7, and 8  (full year)

No previous experience is required for entry into beginning strings. Students are taught the basic skills of playing an instrument and music reading. Students are placed on instruments by recommendation of the director. A personal interview of the student and parents is conducted. Every effort is made to honor the request of the student. Each director tries to place students on instruments that provide the best opportunity for the individual success of the student and to balance the instrumentation of the orchestra program.

Students playing violin, viola, and cello furnish their own instruments and accessories. Students may purchase or rent an instrument through a wide range of music instrument dealers. An instrument should not be obtained until the student has interviewed with the director. A limited number of school-owned cellos and basses are available.

Students with financial needs should contact the director at the school. The students perform 1-3 concerts per year. Some after-school rehearsals are required to prepare the concerts. Students may also participate in the CFISD Novice String Solo and Ensemble Contest.

**Camerata Orchestra**
Grades 7 and 8  (full year)

Emphasis on development and refinement of basic individual and ensemble skills is the focus of Camerata Orchestra. Advancement to higher levels of orchestra is possible by students meeting criteria established by the director and may include an audition. Students in the camerata orchestra have limited requirements for rehearsals and performances outside the school day. The number of rehearsals and performances is determined by the director. Student may participate in CFISD Solo and Ensemble Contest, concerts, CFISD Pre-UIL Festival, and/or other festivals as determined by the director.

**Philharmonic Orchestra**
Grades 7 and 8  (full year)

Students in this orchestra continue to develop and refine basic individual and ensemble skills as well as experience more performance opportunities. Advancement to higher levels of orchestra is possible by students meeting criteria established by the director and may include an audition. Performance requirements may include 3-5 concerts, CFISD Solo and Ensemble Contest, CFISD Pre-UIL Festival, UIL Concert and Sight Reading Contest, a spring festival, and other opportunities determined by the director. Weekly, 1-hour section rehearsals may be required with additional full orchestra rehearsals required leading up to major performances.

**Symphony Orchestra**
Grades 7 and 8  (full year)

Students in this orchestra continue to develop and refine basic individual and ensemble skills. More advanced concepts and skills are introduced. Music of various styles is studied and performed. Students are exposed to music history as well as basic music theory and terminology. More performance opportunities are experienced. Advancement to higher levels of orchestra is possible by students meeting criteria established by the director and may include an audition.

Performance requirements include 3-5 concerts, CFISD Pre-UIL Festival, UIL Concert and Sight Reading Contest, a spring festival, and other opportunities determined by the director. Participation in CFISD Solo and Ensemble Contest and the All-Region Orchestra Auditions may be expected. Weekly, 1-hour section rehearsals are required with additional full group rehearsals required leading up to major performances. Individual help is offered to students participating in individual events.
**Chamber Orchestra**

**Grades 7 and 8**  
(full year)

This is the top performing ensemble in the orchestra program. Advanced musical concepts are introduced and refined. Music from the Baroque to the present is studied and performed. Students are exposed to music history as well as basic music theory and terminology. Performances take place throughout the year. Performance requirements include 3-5 concerts, CFISD Pre-UIL Festival, UIL Concert and Sight Reading Contest, a spring festival, and other opportunities determined by the director. Participation in CFISD Solo and Ensemble Contest, and All-Region Orchestra Auditions may be expected. Weekly, 1-hour section rehearsals are required with additional full group rehearsals required leading up to major performances. Individual help is offered to students participating in individual events.

**CHOIR**

Middle school choir is a course of study which introduces and develops musical concepts and skills related to choral music. Students learn to sing and perform music. No previous experience is required. Participation in a performing group offers the students the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills.

 Attendance at outside-of-the-school-day rehearsals and performances is a requirement of many of these classes. Specific calendars of rehearsals and performances are available from the head choir director on each campus for each choir. Calendars are distributed at the beginning of the school year and updated as needed. Three to four levels of choir are offered on each campus. Placement is by performance criteria established by the choir staff on each campus and may include an audition.

**Choir**  
**Grade 6**  
(full year)

Choir is open to both boys and girls interested in singing and learning the basics of singing. Students will learn and develop proper vocal technique and music reading skills in order to perform many different types of music from popular to traditional. Performance opportunities will include public concerts throughout the year, a spring festival competition, and a spring musical or pop show.

Prior to each performance/competition, students may have rehearsals outside-of-the-school day. Calendars will be distributed to students at the beginning of the year and rehearsal/performance schedules will be updated throughout the year.

**Choral Music**

**Grade 7 and 8**  
(full year)

Prerequisite: Any student interested in choral music may enroll.

Emphasis on development and refinement of basic individual and ensemble skills is the focus of this class. Students will continue to develop basic ear training/listening skills, vocal production, music reading, and musicianship. Advancement to higher levels of choir is possible by students meeting criteria established by the head choir director and may include an audition. Performance requirements may include several concerts, Solo and Ensemble Contest, Pre-UIL Festival and UIL Concert, and Sightreading Contest. This course will be tailored to the needs of the individual choral program. Attendance at outside-school rehearsals and performances will be an expectation of this class. Calendars will be distributed to students at the beginning of the year and rehearsal/performance schedules will be updated throughout the year.

**Tenor/Bass Choir and Treble Choir II**  
**Grades 7 and 8**  
(full year)

Prerequisite: Any student interested in choral music may enroll.

These performing groups give the student training and experience in being a member of a specialized group. Emphasis is placed on two- and three-part music and includes a variety of styles from the traditional contest literature to the lighter form of contemporary music unique to the male and female voice. A continuation of experiences in performing as a soloist and ensemble member is emphasized. In this course, students continue to develop basic ear training/listening skills, individual/ensemble skills, vocal production, music reading, and musicianship. Students will develop knowledge and skills in musicianship, choral techniques, vocal production, showmanship, and performance. They will participate in a variety of concerts throughout the year as well as solo and ensemble contest, All-Region choir auditions, community programs, and UIL Concert and Sight Reading competition. Attendance at outside-school performances and rehearsals is a requirement of this course. Calendars will be distributed to students at the beginning of the year and rehearsal/performance schedules will be updated throughout the year.
Treble Choir I
Grades 7 and 8 (full year)
Prerequisite: Director approval or audition required

In this more advanced course, students extend their ear training/listening skills, individual/ensemble singing skills, vocal production, and music reading. The music taught spans the Renaissance Period to the popular music of today. A continuation of experiences in performing as a choir member, soloist, and ensemble member is emphasized. Students will further develop knowledge and skills in musicianship, choral techniques, vocal production, showmanship, and performance. They will study the historical and cultural significance of works performed and will do qualitative analysis of choral literature. Students in this course will participate in a variety of curricular and extracurricular concerts throughout the year as well as solo and ensemble contest, All-Region choir auditions, community programs, and UIL Concert and Sight Reading Competition. Attendance at outside-school performances and rehearsals is a requirement of this course. Calendars will be distributed to students at the beginning of the year and rehearsal/performance schedules will be updated throughout the year.

OTHER ELECTIVES

Touch System Data Entry
Grade 7 or 8 (½ High School Credit) (1 semester)

Touch System Data Entry is strongly recommended before taking any of the required high school technology applications courses. This course develops keyboarding skills (using the touch method) and formatting skills (arrangement, placement, and spacing of common business documents) that all students need for personal applications as well as for success in the workplace.

Business Information Management I
Grade 8 (1 High School Credit) (full year)
Prerequisite: Touch System Data Entry (Keyboarding)

Business Information Management I prepares students to apply personal, interpersonal, and technology skills in other content areas, the workplace, and postsecondary education. The applications utilized in this course include word processing, spreadsheets, multimedia presentations, databases, Internet research, and a look at emerging technologies. While an emphasis will be placed on simulations related to business, finance, and marketing, this introductory technology course is appropriate for students whose career interests fall within any of the career clusters.

Additional supplies or project fees may be required.

Principles of Information Technology
Grade 8 (½ High School Credit) (1 semester)

Principles of Information Technology prepares students to adapt to emerging technologies used in the global marketplace. Students will enhance their reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment. The student will research careers in the technology field, computer hardware, appropriate software, and network systems. The applications used include word processing, spreadsheets, database, presentation, and design and web publishing.

Additional supplies or project fees may be required.

Principles of Human Services
Grade 8 (1/2 High School Credit) (1 semester)

The industries of this cluster focuses on taking care of people's personal and recreational needs. The careers in the Human Services cluster include child care and development, services for families & community, and personal care. Exposure to these careers will include hands-on experiences with infant simulators, nutrition, and other activities related to taking care of personal needs.

Principles of Hospitality/Tourism
Grade 8 (1/2 High School Credit) (1 semester)

The Hospitality/Tourism cluster includes those careers in the culinary, hotel, and travel industries. Exposure to these careers will include hands-on experiences with providing the complete dining experience and planning that perfect vacation.

Note: The skills common to careers in both clusters, such as making good decisions, ethics, working with others, managing resources, and what it takes to get the job you desire will be addressed in activities throughout the year. Upon completion of either Principles of Hospitality Tourism or Principles of Human Services students will have the foundation necessary to pursue a sequence of advanced/specialized courses in high school that will refine their knowledge and skills in a particular industry--whether that be working with children, focusing on sociology & psychology, getting your Cosmetology license, assisting others with their~
travel and recreation, or becoming the next great chef.

**Career Portals: Family and Consumer Sciences**
**Grade 7 or 8**

(1 semester)

This course is designed to provide students with information and instruction for introductory skill competencies in the five Family and Consumer Sciences career clusters: 1) Human Services, 2) Hospitality and Tourism, 3) Education and Training, 4) Architecture and Construction, and 5) Arts/AV, Technology and Communications.

Students will explore college and career planning for job-related positions in the fields of education, culinary arts, fashion design, interior design, hospitality/hotel management, and child care services. In addition, they will research labor market information, learn job-seeking skills, and create documents required for employment (resumes, applications, etc.). Also, students will set realistic goals and develop professional skills needed for success in college, on-the-job, and in life. Technology is incorporated into the curriculum.

Additional supplies or project fees may be required.

**Concepts of Engineering and Technology**
**Grade 7 or 8**

(1 High School Credit)

(full year)

Concepts of Engineering and Technology provides an overview of the following fields—science, technology, engineering, and mathematics—and how they are related. Students will use a variety of hand tools, power tools, machinery, computer hardware, and software applications to complete assignment and projects individually or with teams. Upon completing this course, students will be able to make informed decisions regarding future career and technology courses.

Additional supplies or project fees may be required.

**Principles of Manufacturing**
**Grade 8**

(1 High School Credit)

(full year)

Principles of Manufacturing will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting, relevant activities and problems in a manufacturing setting. Students will design, produce, and assess products, services, and systems. They will use a variety of hand tools, power tools, machinery, computer hardware, and software applications to complete assignments and projects individually or with teams.

Additional supplies or project fees will be required.
LOCAL ELECTIVES

Students may enroll in only one local elective per semester.

NOTE: The local elective courses will be offered at middle school based on teacher certification and student interest.

Introduction to Computer Science
Grade 8 (1 semester; local elective)
This course is designed to provide students with an introduction to computer programming. Students will utilize environments such as:
- Scratch (http://scratch.mit.edu) and
- Alice (http://www.alice.org)
to learn the basics of programming in the language of Java. This course is recommended for students planning to take Computer Science in high school.

Exploring Foods and Fabrics
Grade 7 or 8 (1 semester; local elective)
Prerequisite: Career Portals: Family and Consumer Sciences
This course is a two-part, hands-on semester course. One segment of the course includes instruction in foods and nutrition with skill development in food preparation lab experiences. The second segment includes an introduction to the study of fabrics and the fashion design industry coupled with sewing lab experiences. Technology is incorporated into the curriculum.

Additional supplies or project fees may be required.

Yearbook
Grades 7 and/or 8 (1 semester or full year; local elective)
Prerequisite: Counselor or teacher approval
In this entry-level publications class, students will become adept in their understanding and use of media, technology, and publishing software. They will develop skills in writing journalistic texts, proofreading, interviewing, and preparing layouts to be published.

Teen Leadership
Grade 7 or 8 (1 semester; local elective)
Teen Leadership is an activity-oriented course that emphasizes leadership, personal responsibility, and business skills. Students will learn appropriate and effective techniques necessary to enhance self-concept and build healthy relationships. Students will also experience the opportunity of understanding emotional intelligence through self-awareness, self-control, self-motivation, and social skills. Teen Leadership provides students with a forum for public speaking, communication, and personal image. Students will acquire an understanding of principle-based decision-making and the effects of peer pressure. Problem-solving skills and goal-setting will be used to prepare students to be productive and effective family members and citizens.

Newspaper
Grades 7 and/or 8 (1 semester or full year; local elective)
Prerequisite: Counselor or teacher approval
Students develop entry-level journalism skills as they prepare and publish a school newspaper. Emphasis is placed on basic journalistic writing skills, proofreading, interviewing, and layout preparation. Strong language arts skills are recommended.
Public Notification of Nondiscrimination in Career and Technical Education

Cypress-Fairbanks ISD offers career and technical education programs in trade and industry, agriculture, business computer information systems career preparation, health science technology, technology education, and family and consumer sciences.

Admission to these programs is based on student interest, age and grade requirements specified by the Texas Education Agency.

It is the policy of Cypress-Fairbanks ISD not to discriminate on the basis of race, color, national origin, sex, or handicap in its career and technology programs, service, activities, and employment as required by Title VI of the Civil Rights Act of 1964, as amended, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, as amended. Cypress-Fairbanks ISD will take steps to ensure that lack of English language skills will not be a barrier to admission to and participation in all educational and career and technology programs.

For information about your rights or grievance procedures contact Dan McIlduff at 281-897-6416 or Deborah Stewart at 281-897-4030.

Comunicado público sobre la no discriminación en la educación profesional y técnica

El Distrito Escolar Independiente Cypress-Fairbanks ofrece programas de educación profesional y técnica para negocios e industrias, ciencias agrarias, preparación profesional en sistemas de informática y computación comercial, tecnología para la salud y ciencias familiares y de consumo.

La admisión a estos programas se basa en el interés del alumno, su edad y su grado, según lo establece la Agencia de la Educación de Texas.

La política del distrito es de no discriminar por motivos de raza, color, origen de procedencia, sexo o impedimento, en sus programas profesionales y de educación tecnológica, servicios o actividades y en sus procedimientos de empleo, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972 y la Sección 504 de la Ley de Rehabilitación de 1973 según enmienda. El Distrito Escolar Independiente Cypress-Fairbanks tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del idioma inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y en los programas de educación profesional y tecnológica.

Para más información acerca de sus derechos o de los procedimientos para presentar quejas, comuníquese con Dan McIlduff llamando al 281-897-6416 o con Deborah Stewart llamando al 281-897-4030.