



MIDDLE SCHOOL COURSE DESCRIPTIONS 2018 - 2019

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

Middle Schools

Anthony Middle School

10215 Greenhouse Rd.
Cypress, TX 77433
(281) 373-5660

Hopper Middle School

7811 Fry Rd
Cypress, TX 77433
(281) 463-5353

Aragon Middle School

16823 West Road
Houston, TX 77095
(281) 856-5100

Kahla Middle School

16212 West Little York
Houston, TX 77084
(281) 345-3260

Arnold Middle School

11111 Telge Road
Cypress, TX 77429
(281) 897-4700

Labay Middle School

15435 Willow River
Houston, TX 77095
(281) 463-5800

Bleyl Middle School

10800 Mills Road
Houston, TX 77070
(281) 897-4340

Salyards Middle School

21757 Fairfield Place Dr.
Cypress, TX 77433
(281) 373-2400

Campbell Middle School

11415 Bobcat Road
Houston, TX 77064
(281) 897-4300

Smith Middle School

10300 Warner Smith Blvd.
Cypress, TX 77433
(281) 213-1010

Cook Middle School

9111 Wheatland
Houston, TX 77064
(281) 897-4400

Spillane Middle School

13403 Woods Spillane Blvd.
Cypress, TX 77429
(281) 213-1645

Dean Middle School

14104 Reo Road
Houston, TX 77040
(713) 460-6153

Thornton Middle School

19802 Kieth Harrow Boulevard
Katy, TX 77449
(281) 856-1500

Goodson Middle School

17333 Huffmeister
Cypress, TX 77429
(281) 373-2350

Truitt Middle School

6600 Addicks Satsuma Road
Houston, TX 77084
(281) 856-1100

Hamilton Middle School

12330 Kluge Road
Cypress, TX 77429
(281) 320-7000

Watkins Middle School

4800 Cairnvillage
Houston, TX 77084
(281) 463-5850

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.

Polio	3 doses with one dose on or after the 4th birthday
DTP/DtaP	For 8th-12th grades: 3 doses with one does on or after the 4th birthday
TDAP booster	1 dose for 7th - 12th grade; booser every 5 years
MMR (Measles, Munps, Rubella)	2 doses; with first dose on or after the first birthday
Hepatitis B	3 doses
Varicella (Chicken Pox)	2 doses; with first dose on or after the first birthday or parent/physician statement of chicken pox illness
Quadrivalent Meningococcal	For 7th-12th; 1 dose on or after 11th birthday

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 NOTE

Immunization requirements differ for younger children. Parents of elementary school-aged children should consult with the elementary school nurse. Parents can check for immunization updates at:

<http://www.dshs.state.tx.us/immunize/school//default.shtm>

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

Academic Grades:

90 -100 = A Excellent

80 – 89 = B Good

75 – 79 = C Average

70 – 74 = C- Passing

Below 70 = F Failing

Conduct Grades:

E = Excellent

S = Satisfactory

I = Improvement Needed

U = Unsatisfactory

Middle School Course Offerings

2018-2019

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, theatre, or Art/Music/Theatre (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.

= Number of semesters

R = Required course

E = Elective course

Courses		6	7	8	#	Information/Prerequisites
Required Courses						
Language Arts		R	R	R	6	
Reading		R	R	R	2-6	Students in 7 th & 8 th grade may be exempted.
Mathematics		R	R	R	6	
Science		R	R	R	6	
Social Studies		R	R	R	6	
P.E.	Physical Education	R			2	
	Physical Education/Athletics		R	R	3-4	Students must take a minimum of three semesters of physical education or athletics during the 7 th and 8 th grades.
Technology Applications			R	R	0	The Technology Applications TEKS are integrated into the language arts, math, science, and social studies curriculum in 6 th , 7 th , and 8 th grades and are not offered as a stand alone course.
Elective Courses						
• Grade 6: Choose one (1) elective						
Art/Music/Theatre Arts (rotation)		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	
• Grades 7 and 8: Choose 1½ - 2½ electives						
Language Arts	Professional Communications		E	E	1	½ high school credit – see placement criteria on page 7.
	Intermediate Speech		E	E	2	½ high school credit – see placement criteria on page 7. Student must take both semesters to receive high school credit.
	Advanced Speech			E	1 or 2	Not taken for high school credit. Teacher recommendation is requested.

2018 - 2019 Middle School Offerings

Courses		6	7	8	#	Information/Prerequisites
Languages Other Than English	Spanish IA		E		2	1/2 high school credit – see placement criteria on page 4. Student must take both semesters to receive high school credit.
	Spanish IB			E	2	1/2 high school credit – see placement criteria on page 4. Student must take both semesters to receive high school credit.
	Spanish I		E	E	2	1 high school credit – see placement criteria on page 4.
	Spanish II			E	2	1 high school credit – see placement criteria on page 4.
	Spanish for Native Speakers I		E	E	2	1 high school credit – see placement criteria on page 4
	Spanish for Native Speakers II/III K			E	2	2 high school credits – see placement criteria on page 4.
	French I		E	E	2	1 high school credit – see placement criteria on page 4.
	French II			E	2	1 high school credit – see placement criteria on page 4.
Fine Arts	Art Design		E	E	1	
	Beginning Art		E	E	2	
	Advanced Art		E	E	2	See placement criteria on page 23.
	Art I			E	2	1 high school credit – see prerequisite on page 4.
	Beginning Theatre Arts		E	E	1 or 2	
	Intermediate Theatre Arts		E	E	2	Teacher approval is required.
	Advanced Theatre Arts		E	E	2	Teacher approval is required.
	Band		E	E	2	See placement criteria
	Orchestra		E	E	2	See placement criteria
	Choir		E	E	2	See placement criteria
Other Electives	Touch System Data Entry		E	E	1	1/2 high school credit
	Business Information Management I			E	2	1 high school credit – see prerequisite on page 28.
	Principles of Human Services		E	E	2	1 high school credit
	Principles of Hospitality/Tourism			E	2	1 high school credit
	Principles of Applied Engineering		E		2	1 high school credit
	Principles of Manufacturing			E	2	1 high school credit
	Principles of Information Technology			E	2	1 high school credit
Local Electives*	Introduction to Computer Science			E	1	
	Exploring Foods and Fabrics		E	E	1	
	Newspaper		E	E	1 or 2	Counselor or teacher approval is required.
	Yearbook		E	E	1 or 2	Counselor or teacher approval is required.
	Teen Leadership		E	E	1	

* Student 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 K-level Math or a **85+** average in seventh-grade on-level math plus completion of “Accelerate to Algebra” with an **80+** average in summer school, or earn an 80+ on the corresponding credit-by-exam.
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 Speech** –
75+ average in language arts/reading during the previous year and teacher recommendation.
4. **Languages Other Than English**
 - a) **Spanish IA – 7th Grade**
Consideration should be given to whether the student passed the reading STAAR.
 - b) **Spanish IB – 8th Grade** –
Successful completion of Level IA with an average of **70+**.
 - c) **Spanish I/French I – 7th Grade** –
Second semester average of **80+** in 6th-grade on-level language arts or **75+** in K-level or HORIZONS language arts.
 - d) **Spanish I/French I – 8th Grade** –
Second semester average of **80+** in 7th-grade on-level language arts or **75+** in K-level or HORIZONS language arts.
 - e) **Spanish II/French II – 8th Grade**
Students who complete Level 1 in the 7th grade with an average of **70+** may take Level II.
 - f) **Spanish for Native Speakers Level 1 – 7th or 8th Grade**
Students who have Spanish indicated on their home language survey or have Spanish language background.
 - g) **Spanish for Native Speakers Level III/III K – 8th Grade**
Students who have completed Native Speakers Level 1 or students who have a Spanish language background and score a **80+** on the placement assessment 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, Professional Communications, Intermediate Speech, French I-II, Spanish I-II, or Spanish for Native Speakers I, II, III K. 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, Geometry, Biology, and Art I 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 (1) and Principles of Hospitality/Tourism (1), Business Information Management I (1), Touch System Data Entry ($\frac{1}{2}$), Principles of Manufacturing (1), and Principles of Information Technology (1).

Seventh-grade students may earn additional high school credit in Touch System Data Entry ($\frac{1}{2}$) Principles of Applied Engineering (1), and Principles of Human Services (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, available by May 1, 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 ($\frac{1}{2}$), Health ($\frac{1}{2}$), Touch System Data Entry ($\frac{1}{2}$), and Physical Education (1).

NOTE: Middle school students have the opportunity to take and earn credit for high school courses. This opportunity requires alignment to all high school course expectations including content, state end-of-course exams (Algebra I), and semester exams. High school credits earned in middle school are transcribed when students promote to ninth grade.

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+. Students will have only two opportunities to test for courses earning high school credit. 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+. Students will have only two opportunities to test for courses earning high school credit. 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 program that serves gifted and talented students in Cypress-Fairbanks ISD. The program is dedicated to providing instruction that meets the unique needs and interests of academically gifted and talented students, who require curriculum differentiation in pace, depth, or complexity to provide an appropriate level of challenge and to allow students to reach their full academic potential. All HORIZONS classes seek to meet the social, emotional, and intellectual needs of gifted students through a variety of learning experiences including independent study and research.

For information about gifted and talented students and the program, please visit the HORIZONS Gifted and Talented page on the CFISD website to view the "Should I Refer My Child..?" information. Parents who feel their child demonstrates characteristics of gifted behavior should contact the Director of Instruction at the campus during the Open Referral Period, at the beginning of October and ending the last school day in November, to refer their child for testing.

IDENTIFIED GIFTED STUDENTS

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/K-level." These courses are for HORIZONS, as well as other academically-advanced students and include reading/language arts 6 language arts, grades 7-8; 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 must meet the K-level criteria for HORIZONS/K-level courses and must maintain the K-level criteria to continue in the courses.

SPECIAL EDUCATION

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

K-level 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

The K-level entry/exit criteria apply to all HORIZONS students enrolled in HORIZONS/K-level cluster classes.

Eligibility for Entry into K-level

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

Students are eligible for first-time entry into a K-level class 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 *Masters Grade Level* on the STAAR test for the corresponding subject (see chart); **and**
- (3) the student has parent permission to enroll in the K-level class.

Fifth-grade students scoring *Masters Grade Level* K-level on STAAR, will automatically be placed in the K-level course for the corresponding subject. Parents may opt the student out. See the middle school counselor or administrator.

Grade Level	If the student earns Masters Grade Level on:	The student qualifies for:
5 th to 6 th	5 th grade STAAR Reading	K-level ELAR & K-level Social Studies
	5 th grade STAAR Math	K-level Math
	5 th grade STAAR Science	K-level Science
6 th to 7 th	6 th grade STAAR Reading	K-level ELA & K-level Social Studies
	6 th Grade STAAR Math	K-level Math* & K-level Science
7 th to 8 th	7 th Grade STAAR Reading	K-level ELA & K-level Social Studies
	7 th Grade STAAR Math	K-level Math* & K-level Science
8 th to 9 th	8 th grade STAAR Reading	K-level English
	8 th grade STAAR Science	K-level Biology
	8 th grade STAAR Social Studies	K-level /AP World History or K-level World Geography/AP Human Geography (in either 9 th or 10 th grade)

***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), or earn an 80+ on the corresponding credit-by-exam.

Remaining eligible in the K-level Class

Students remain eligible to continue in a K-level 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 K-level Class

1. Students who receive a 74 or lower average for the semester will be removed from the K-level 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 K-level 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.

Middle School Honor Roll

1. Distinguished honor roll: Student who earn grades of 90 or above in all courses.
2. Regular honor roll: Students who earn a minimum of four grades of 90 or above, with the remaining three grades in the range of 80 – 89.
3. Students qualifying for the honor roll must not earn less than an S in conduct.

Important Reminders

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 to be promoted to the 6th grade.
- In 8th grade, students must pass reading and mathematics state assessments 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.

English	Mathematics	Science	Social Studies
English I English II	Algebra I	Biology	U.S. History

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

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

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.

NOTES

Graduation Requirements for the Classes of 2018 and Beyond

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.

Course	Foundation	+Endorsement	Notes
English	4		<ul style="list-style-type: none"> English I, II and III are required with options for the 4th credit.
PACE (Personal, Academic, & Career Exploration) or PACE Plus	1/2 or 1		<ul style="list-style-type: none"> One-half credit is required in grade 9. 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. <i>The state required speech TEKS are embedded in PACE and PACE Plus.</i>
Mathematics	3 Algebra I, Geometry, <u>and</u> an additional math course	+ 1 additional advanced math course	<ul style="list-style-type: none"> Algebra II must be taken to earn the Distinguished Level of Achievement.
Science	3 Biology and IPC, Chemistry, <u>or</u> Physics, <u>and</u> an additional science course	+1 additional advanced science course	<ul style="list-style-type: none"> Biology is required for all students.
Social Studies	3 World Geography <u>or</u> World History, U.S. History, Government (1/2) & Economic (1/2)		<ul style="list-style-type: none"> Students may substitute AP Human Geography for World Geography, but may not earn credit for both courses.
Languages other than English (Foreign Language)	2		<ul style="list-style-type: none"> Students take and earn two credits in the same language
Health	1/2		<ul style="list-style-type: none"> Health may be taken in any grade or through correspondence, summer school, or credit-by-exam. Principles of Health Science satisfies the health requirement.
Physical Education	1		<ul style="list-style-type: none"> Students may earn a maximum of four (4) credits in PE toward graduation-including athletics. 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 AFJROTC. Students may also meet the PE requirement if they participate in a district-approved Olympic caliber, off-campus training program. PE credit may be earned through approved correspondence courses.
Fine Arts	1		<ul style="list-style-type: none"> Approved fine arts courses include art, music, dance, theatre courses and floral design. Students must take 2 sequential semesters of the same course to meet the Fine Arts credit requirement.
Electives	4	+ 2 additional electives	
Total Credits Required	22	26	

Cypress-Fairbanks ISD - The Endorsements

A student must complete the Foundation High School Program (22 credits), one additional math credit, one additional science credit, and two additional elective credits while completing the specific requirements of his/her selected endorsement.

STEM <i>Science, Technology, Engineering, & Math</i>	Business & Industry	Public Services	Arts & Humanities	Multidisciplinary Studies
<p>Students may earn a STEM endorsement by selecting and completing the requirements from among these <u>5</u> options.</p> <p>Note: Algebra II, Chemistry, and Physics are required for the STEM endorsement <u>regardless</u> of the option the student selects from below.</p> <p>Option 1: Computer Science (Technology) Students take 4 computer science courses.</p> <ul style="list-style-type: none"> • Computer Science 1 K • Computer Science Principles AP • Computer Science II AP A • Computer Science III K • Project-based Research in Computer Science K <p>Option 2: CTE (Engineering) Students earn four (4) CTE credits by taking at least two (2) courses in the same cluster that lead to a final course in the STEM cluster. At least one (1) of the courses must be advanced CTE course (3rd year or higher course in a sequence).</p> <p>Option 3: Math Students take Algebra I, Geometry, and Algebra II AND two (2) of the following courses for which Algebra II is a prerequisite.</p> <ul style="list-style-type: none"> • Pre-Calculus • Calculus AB or BC • Statistics AP • AQR K • Advanced Algebra • College Algebra K 	<p>Students may earn a Business & Industry endorsement by selecting and completing the requirements from among these <u>3</u> options.</p> <p>Option 1: CTE Students earn four (4) credits by taking at least two (2) courses in the same cluster in one of the following areas</p> <ul style="list-style-type: none"> • Agriculture, Food and Natural Resources • Architecture and Construction • Arts, Audio/Video Technology, and Communication • Business Management and Administration • Finance • Hospitality and Tourism • Information Technology • Manufacturing • Marketing • Transportation, Distribution, and Logistics <p>with at least one (1) advanced (3rd year or higher course in the sequence).</p> <p>Option 2: English Students take four (4) English elective credits that include three levels in one of the following areas</p> <ul style="list-style-type: none"> • Advanced Journalism: Newspaper or Yearbook • Debate <p>Option 3: Combination Students take a coherent sequence of four (4) credits from Option 1 and 2. Combination plan must include one (1) advanced CTE course.</p>	<p>Students may earn a Public Services endorsement by selecting and completing the requirements from among these <u>2</u> options.</p> <p>Option 1: CTE Students earn four (4) credits by taking at least two (2) courses in the same career cluster in one of the following areas</p> <ul style="list-style-type: none"> • Education and Training • Health Science • Human Services <p>With a least one (1) advanced (3rd year or higher course in the sequence).</p> <p>Option 2: AFJROTC Student takes four (4) AFJROTC courses for (4) credits</p>	<p>Students may earn an Arts & Humanities endorsement by selecting and completing the requirements from among these <u>3</u> options.</p> <p>Option 1: Social Studies Students should earn five (5) social studies credits.</p> <p>Option 2: Languages Other Than English (Foreign Language) Students take four (4) levels of the same foreign language.</p> <p style="text-align: center;"><u>OR</u></p> <p>Students take two (2) levels of one foreign language AND two (2) levels of a different foreign language (two levels in each of two different foreign languages for 4 credits).</p> <p>Option 3: Fine Arts Students take four (4) courses in the same fine arts area for 4 credits</p> <p style="text-align: center;"><u>OR</u></p> <p>Students take two (2) courses in one fine arts area AND two (2) courses in a different fine arts area (two courses in each of two different fine arts areas for 4 credits).</p>	<p>Students may earn a Multidisciplinary Studies endorsement by selecting and completing the requirements from among these <u>2</u> options.</p> <p>Option 1: Four by Four (4 X 4) Students take four (4) courses in each of the four core content areas.</p> <ul style="list-style-type: none"> • Four (4) English credits including English IV • Four (4) math credits • Four (4) science credits including biology and chemistry and/or physics • Four (4) social studies credits <p>Option 2: AP / Dual Students take four (4) Advanced Placement (AP) or four (4) Dual Credit courses for four (4) credits in English, math, science, social studies, foreign language, or fine arts.</p> <p style="text-align: center;"><u>OR</u></p> <p>Students take a combination of Advanced Placement (AP) or Dual credit courses for four (4) credits in English, math, science, social studies, foreign language, or fine arts.</p>

STEM	Business & Industry	Public Services	Arts & Humanities	Multidisciplinary Studies
<p><i>Science, Technology, Engineering, & Math</i></p> <p>Option 4: Science Students take Biology, Chemistry, and Physics, AND two (2) of the following courses.</p> <ul style="list-style-type: none"> • AP Chemistry • AP Biology • Anatomy & Physiology • AP Environmental Science • AP Physics I • AP Physics II • AP Physics C • Aquatic Science • Astronomy • Earth & Space Science • Environmental Systems • Forensic Science • Engineering Design & Problem Solving • Advanced Animal Science • Advanced Plant and Soil Science • Pathophysiology <p>Option 5: Combination Students take Algebra II, Chemistry, and Physics, an additional math course, an additional science course, AND three (3) additional credits from Option 1 (Computer Science) and/or Option 2 (CTE) in the STEM endorsement. If the combination plan includes a CTE course, at least one (1) course must be advanced.</p>				

PART I: Required Courses

LANGUAGE ARTS

Language Arts/Reading Block, Grade 6

On-Level

The sixth grade language arts/reading block course is organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In sixth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

Language Arts/Reading Block, Grade 6

K-level and HORIZONS

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.

Language Arts, Grades 7-8

On-level

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.

Language Arts, Grades 7-8,

K-level and HORIZONS

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.

Language Arts, Grades 6-8,

English as a Second Language (ESL)

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

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.

MATHEMATICS

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 student's 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
K-level and HORIZONS**

Prerequisite – K-level entry requirements (pg. 10) must be met.

K-level math students in Grade 6 study all the Texas Essential Knowledge and Skills required for Grade 6 and a portion of the Texas Essential Knowledge and Skills required for Grade 7. The primary focal areas in Math Grade 6 K-level are applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; extending understanding of operations with rational numbers; using proportional relationships in geometry, probability, and percent; using algebraic thinking to represent relationships, including equations, inequalities, and geometric figures; and using measurement, data, and statistics to draw conclusions, evaluate arguments, and make recommendations.

For all 7th 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.*

For all 8th 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 student's GPA calculation. Algebra I taken at any time will carry L-level grade points.*

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

K-level and HORIZONS

Prerequisite – K-level entry requirements (pg. 10) must be met.

K-level math students in Grade 7 study the remaining portion of the Texas Essential Knowledge and Skills required for Grade 7, not previously studied in K-level Math in Grade 6, as well as a portion of the Texas Essential Knowledge and Skills required for Grade 8. The primary focal areas in Math Grade 7 K-level 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. The emphasis on algebra readiness skills necessitates the implementation of graphing technology, specifically the graphing calculator.

Math, 8th Grade

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

(1 High School Credit)

K-level and HORIZONS

Prerequisite – K-level entry requirements (pg.10) must be met.

K-level math students in Grade 8 study the remaining portion of the Texas Essential Knowledge and Skills required for Grade 8, not previously studied in K-level Math in Grade 7, as well as all of the Texas Essential Knowledge and Skills required for Algebra I. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology, specifically the graphing calculator, to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

- Students who take Algebra I in middle school will be required to take an EOC assessment.

SCIENCE

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 as 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

K-level / HORIZONS

Prerequisite – K-level entry requirements (pg. 10) 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

The grade 7 science course is interdisciplinary with a content focus on organisms and the environment. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. Topics include safe practices, science process skills, matter, energy, force, motion, energy, Earth, space, organisms, and environments.

Science, Grade 7

K-level / HORIZONS

Prerequisite – K-level 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.

Science, Grade 8, On-level

The grade 8 science course is interdisciplinary with a content focus on earth and space. As students learn science skills, they study topics such as the Periodic Table, chemical reactions, Newton's Laws of Motion, Earth's history, processes, composition, structure: its atmosphere, oceans, and weather patterns and the cycles within the Sun, Moon, and Earth system. Emphasis will be given to historical contributions in the development of scientific thought about the earth and space using interpretation of maps, charts, and tables, the use of technology to collect, analyze, and report data; and the utilization of science skills in systematic investigation.

Science, Grade 8

K-level / HORIZONS

Prerequisite – K-level entry requirements (pg. 10) 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.

SOCIAL STUDIES

Contemporary World Cultures, Grade 6

On-level and K-level

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 K-level follow the scope and sequence and the same units of study as on-level students; however, differentiation in K-level 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 contemporary world issues.

Texas History, Grade 7

On-level and K-level

Texas history emphasizes the multi-cultural perspective of the state's history, including contributions by Native Americans, Europeans, 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 K-level 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.

Texas History, Grade 7

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.

United States History, Grade 8

On-level and K-level

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 K-level 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.

United States History, Grade 8

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.

PHYSICAL EDUCATION

Physical Education, Grades 6, 7, and 8

The physical education program at the middle school level is designed to develop physical fitness, motor ability, sportsmanship, teamwork, and a knowledge of physical health and overall wellness. Also, as required by Senate Bill 42, the physical education program incorporates a coordinated health approach to preventing obesity, cardiovascular disease, and Type II diabetes. Input from physical educators, counselors, school nurses, nutrition specialists, and parents or community members are used to develop and refine the district's coordinated health program.

Primary aims of the physical education program are to teach basic skills and the rules of various sports and to encourage the enjoyment of physical activity. Efforts to promote a lifelong interest in physical fitness are achieved through instruction and the use of heart rate monitors, pedometers, and authentic assessments appropriate for students. The team sports of basketball, volleyball, softball, football, soccer, floor hockey, and team handball are taught. Also included in the physical education program are individual activities such as archery, badminton, tennis, dance, swimming, weight lifting, gymnastics, outdoor education activities, and other recreational games. The curriculum, as appropriate, is coeducational. A health-related physical fitness test is administered at each grade level in the fall and spring.

At campuses where swimming pools are located, all incoming sixth graders will be required to pass a basic swimming test. Should a student fail to pass this basic test, they will be placed in a "learn to swim" class with others of the same ability. Swim classes will be three weeks in length and will be coordinated with the activity units in regular physical education. As well, aquatic enrichment opportunities will be provided to all students as part of the physical education curriculum at their campuses.

Students may also meet the physical education requirements if they participate in a district-approved Olympic caliber, off-campus training program. Contact the school counselor for more information.

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, 1 Semester)

Prerequisite: See page 7.

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 Speech, Grade 7 or 8 (½ High School Credit, full year)

Prerequisite: See page 7.

This speech course blends written, oral, and graphic communication in a career-based, business environment with building overall confidence in public speaking for different occasions. This is a performance-based course: students will give a variety of presentations using informative, persuasive, and creative techniques. They may have the opportunity to participate in all aspects of speech and debate competitions that usually take place after school and on Saturdays. Students who complete the full year will earn a semester high school credit for Professional Communications.

Advanced Speech, Grade 8 (Full year)

Prerequisite: Completion of Professional Communications or Intermediate Speech and teacher recommendation.

This course is for students who are planning to participate in all aspects of speech and debate competition which usually take place after school and on Saturdays.

Students will be given more challenging, higher-level activities involving the preparation, delivery, and evaluation of a variety of presentations that are appropriate for the professional and social setting.

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 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 7.

MODERN LANGUAGES

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.

French and Spanish, Level I, Grade 7 or 8

(1 High School Credit, full year)

The goal of the study of beginning levels of 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 are expected to reach a Novice Mid-Novice High proficiency level 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.

French and Spanish, Level II, Grade 8**(1 High School Credit, full year)**

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 are expected to reach a Novice High-Intermediate Low Proficiency range.

Spanish for Native Speakers I, Grade 7 or 8**(1 High School Credit, full year)**

This course is for learners who have a Spanish language background. Students will further develop and improve their proficiency in listening, speaking, reading and writing. Emphasis is placed on students' communicative competence in both formal and informal situations.

Spanish for Native Speakers II / III K, Grade 8**(2 High School Credits, full year)**

This course is for students who have successfully completed Spanish for Native Speakers I or received an 80+ on the district placement test. Students will complete Spanish II during the first semester and Spanish III K in the second semester. Both courses 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.

FINE ARTS

ART/ MUSIC/ THEATRE ARTS (AMT) ROTATION

Sixth grade students may participate in a fine arts rotation of either three 12 week courses or two semester courses in the areas of art, music and theater arts. The campus determines the classes in the rotation model offered.

Art 6 (AMT - 12 weeks or 1 semester)

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. Additional supplies and/or supply fees may be required.

Music 6 (AMT - 12 weeks or 1 semester)

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.

Theatre Arts 6 (AMT- 12 weeks or 1 semester)

This introductory course in theatre arts provides students opportunities to participate in creative dramatics activities such as mime/pantomime, improvisation, characterization, 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. Additional supplies and/or supply fees may be required.

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. Additional supplies and/or supply fees may be required.

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. Additional supplies and/or supply fees may be required.

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. Additional supplies and/or supply fees may be required.

Art I, Grade 8 (1 High School Credit, 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. Additional supplies and/or supply fees may be required.

This course will satisfy the fine arts graduation requirement for the Foundation High School Program and will be included in the student's GPA calculation.

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 develop skills in creative dramatics. Classroom activities include mime/pantomime, improvisation, characterization, technical theatre (including: scenery, lighting, sound, costuming, hair / makeup), and play production. Emphasis will be placed on a variety of in-class performances and individual / group presentations.

Students may have the opportunity to audition for productions and/or participate in Speech / Theatre Arts tournaments. These events will require additional preparation and involvement after school, and on Saturdays.

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

This beginning course covers the fundamentals of acting and theatrical production. Classroom activities include mime / pantomime, improvisation, characterization, technical theatre (including: scenery, lighting, sound, costuming, hair / makeup), and play production. Emphasis will be placed on a variety of in-class performances and individual / group presentations.

Intermediate Theatre Arts, Grade 7 or 8 (full year)

Prerequisite: Sixth-grade Theatre Arts, AMT or Beginning Theatre Arts and/or Speech or Theatre teacher approval.

This course is a continuation and progression of the Beginning Theatre Arts course. Students will be given higher-level activities involving acting, oral interpretation, technical theatre and the elements of theatre production. This theatre arts course is designed for students who are planning on participating in all aspects of play production. Students may have the opportunity to audition for productions and /or participate in Speech / Theatre Arts tournaments. These events will require additional preparation and involvement after school and on Saturdays.

Advanced Theatre Arts, Grade 7 or 8 (full year)

Prerequisite: Intermediate Theatre and/or Theatre teacher approval.

This advanced course is for 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 based on the needs of the program.

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.

Concert 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 Winds, 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 may be required with additional full band rehearsals required leading up to major performances.

Symphonic 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..


Symphonic Winds, 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.

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 based on the needs of the program.


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.

Concert Orchestra, Grades 7 and 8  **(full year)**

Emphasis on development and refinement of basic individual and ensemble skills is the focus of Concert 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 concert orchestra 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.

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.

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 tenor/bass and treble 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)

Required 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.

- Microsoft Office Expert-Word and Microsoft Office Expert-Excel certifications each satisfy the requirement to earn a performance acknowledgement.
- Students earning Word Expert, Excel Expert, Powerpoint, and Access certifications also earn the Microsoft Office Specialist-Master certification, which satisfies requirement to earn an additional performance acknowledgement.
- Additional supplies or project fees may be required.

Principles of Information Technology, Grade 8

(1 High School Credit, full year)

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 7 or 8

(1 High School Credit, full year)

The industries of this cluster focus 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.

- Additional supplies or project fees may be required.

Principles of Hospitality/Tourism, Grade 8

(1 High School Credit, full year)

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.

- Additional supplies or project fees may be required.

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.*

Principles of Applied Engineering, Grade 7

(1 High School Credit, full year)

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communications skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields of engineering and will be able to make informed career decisions.

- 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 and/or 8

(1 semester; local elective)

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.

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.

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 and/or 8

(1 semester; local elective)

Teen Leadership is a class in which students develop leadership, professional, and business skills. Students learn to foster a healthy self-concept, healthy relationships, and learn to understand the concept of personal responsibility including social media's impact on image. Students will develop an understanding of Emotional Intelligence and the skills it measures, which include self-awareness, self-control, self-motivation and social skills.

Students also develop skills in public speaking and communication. They will have an understanding of the concept of principle-based decision-making and learn to make responsible financial decisions. Students will develop an understanding of the effects of peer pressure, skills to counteract, those effects, bullying prevention and defending skills, and problem-solving skills.

Throughout the class, students will employ various technologies to support and empower them to take their skills to the next level. Students will acquire an understanding of the principles of parenting enabling them to become better family members and citizens. As members of a community, students also develop leadership skills practiced in the form of community service. They will also develop an understanding of the need for vision in goal-setting, both personally and professionally.

2017- 2018 Public Notification of Nondiscrimination in Career and Technical Education Programs

Cypress-Fairbanks ISD offers support to school district for career and technical education programs in agriculture, architecture, arts/communication, business, education & training, finance, health science, hospitality, human services, information technology, manufacturing, marketing, STEM, and transportation. Admission to these programs is based on enrollment in Cypress-Fairbanks ISD secondary schools.

It is the policy of Cypress-Fairbanks ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its CTE programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Cypress-Fairbanks ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Cypress-Fairbanks ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Deborah Stewart, and/or the Section 504 Coordinator, Dan McIllduff, at 10300 Jones Road, Houston, TX 77065, 281-897-4000.

Comunicado público sobre la no discriminación en los programas de educación profesional y técnica 2017- 2018

Cypress-Fairbanks ISD ofrece programas de educación profesional y técnica para la agricultura, arquitectura, bellas artes/comunicaciones, negocios, educación y capacitación, finanzas, ciencias de la salud, hospitalidad, servicios humanos, tecnología, manufactura, mercadeo, STEM y transporte. La admisión a estos programas se basa en el número de estudiantes inscritos en las escuelas secundarias de Cypress-Fairbanks ISD.

Es norma de Cypress-Fairbanks ISD no discriminar por motivos de raza, color, origen nacional, sexo o impedimento en sus programas, servicios o actividades de CTE, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, en su forma enmendada; el Título IX de las Enmiendas en la Educación de 1972 y la Sección 504 de la Ley de Rehabilitación de 1973, en su forma enmendada.

Es norma de Cypress-Fairbanks ISD no discriminar por motivos de raza, color, origen nacional, sexo, impedimento o edad, en sus procedimientos de empleo, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, en su forma enmendada; el Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, en su forma enmendada, y la Sección 504 de la Ley de Rehabilitación de 1973, en su forma enmendada.

Cypress-Fairbanks ISD tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y CTE.

Para información acerca de sus derechos o sobre los procedimientos de quejas, comuníquese con la Coordinadora del Título IX, Deborah Stewart, y/o el Coordinador de la Sección 504, Dan McIllduff, en el 10300 Jones Road, Houston, TX 77065, 281-897-4000.

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