

2023-24
Mesquite Independent School District
Middle School Course Description Guide
Grades 6 through 8



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FOREWORD

Future Focused began in elementary, but planning for life after high school becomes even more focused in middle school. It is hoped that this booklet will prove to be helpful to parents and students alike in making the transition to middle school and on to high school. Units of credit become most important in the ninth grade and above. Units of credit earned in high school are cumulative, and it is on that basis that high school graduation requirements are fulfilled. The sixth, seventh and eighth grade student, however, is simply more concerned with successful completion of the courses as required in middle school. Those requirements will be noted in the following pages.

Should more detailed explanation or clarification be needed for any section, counselors, assistant principals, or principals should be contacted. Students are encouraged to study this booklet along with the Student Handbook as they plan their middle school experience. If the State Board of Education and/or the Texas Education Agency make changes to the requirements after the date of this publication, they will be posted on the Mesquite ISD website at www.mesquiteisd.org. Please check the MISD website for updates and corrections.

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Middle School Promotion Policy

To be promoted from one grade level to the next, students in grades six, seven and eight must attain a 70 average or above in each of the following classes: English language arts, mathematics, science, and social studies. In addition, students must attain an overall average of 70 or above on all courses taken for the year.

Students failing to meet these requirements will be required to attend and satisfactorily complete an extended year program. Students may replace a failing grade with a passing grade for a maximum of two courses. However, the principal has discretion on placement decisions when extenuating circumstances exist.

Promotion decisions will be based on state law and district policy.

No special or formal exercises will mark the promotion from middle school to high school.

WHAT IS IN YOUR FUTURE?

It is never too early to begin setting goals toward a specific college or career plan. Many sixth, seventh and eighth grade students already have given at least some thought to their future educational plans. The school administration believes that all students should give careful attention to planning for their career preferences. Most career choices require college. The college-bound students - even those in middle school - need to know something about what colleges will require. College websites are a great source of information regarding entrance requirements.

Career and Technical Education

In association with the CTE State Plan, Mesquite ISD recognizes that there is an immediate need to strengthen not only the current workforce, but also the workforce of tomorrow. Academic concepts must be reinforced and applied through high quality, rigorous technical education. Students are encouraged to seek post-secondary educational opportunities. MISD CTE programs seek to close the gaps by preparing students for postsecondary education and the workforce.

SIXTH GRADE COURSES

Required Courses

Reading Language Arts	2 units
Mathematics	1 unit
Science	1 unit
Social Studies - World Cultures and Geography	1 unit
Physical Education	1 unit

Each student is required to complete one Texas Essential Knowledge and skills-based fine arts course in Grade 6, Grade 7 or Grade 8.

*Four semesters of physical education are required in grades 6-8. Pre-Athletics will substitute.

Electives

Elective choices may vary from campus to campus.

Pre-Athletics	1 unit
Choral Music	1 unit
Orchestra	1 unit
Band	1 unit
Art	1 unit
Theatre	1 unit
STAAR Prep	1 unit
Creative Problem Solving	1 unit

Gifted and Talented Courses (GT Program)

Students may be selected for one or more of the GT courses based upon state approved criteria for identified students.

Reading Language Arts GT	2 units
Mathematics GT	1 unit
Science GT	1 unit
Social Studies-World Cultures and Geography GT	1 unit

Advanced

Students who are academically willing and ready may enroll in Advanced Coursework

Reading Language Arts	2 units
Mathematics	1 unit
Science	1 unit
Social Studies-World Cultures and Geography	1 unit

SEVENTH GRADE COURSES

Required Courses

Reading Language Arts	2 units
Mathematics	1 unit
Science	1 unit
Social Studies – Texas History and Geography	1 unit
*Physical Education	1 unit

Each student is required to complete one Texas Essential Knowledge and skills-based fine arts course in Grade 6, Grade 7 or Grade 8.

**Four semesters of physical education are required in grades 6-8. Pre-Athletics will substitute.*

Electives

Elective choices may vary from campus to campus.

Creative Writing	0.5 unit
Speech	0.5 unit
Creative Problem Solving	1 unit
Health	1 unit
Independent Study	1 unit
Choral Music	1 unit
Orchestra	1 unit
Band	1 unit
Art	0.5 unit
Theatre	0.5 unit
College and Career Readiness	0.5 unit
Investigating Careers in Business/Finance/Marketing	0.5 unit
Investigating Careers – Survey Course	1 unit
Athletics	1 unit
AVID 7 (embedded in Advanced 7th grade ELA)	1 unit
STAAR Prep	1 unit
Newspaper	1 unit
Yearbook	1 unit

Gifted and Talented Courses (GT Program)

Students may be selected for one or more of the GT courses based upon state approved criteria for identified students.

Reading Language Arts GT	2 units
Mathematics GT	1 unit
Science GT	1 unit
Social Studies-Texas History and Geography GT	1 unit

Advanced

Students who are academically willing and ready may enroll in Advanced Coursework.

Reading Language Arts	2 units
Mathematics	1 unit
Science	1 unit
Social Studies-Texas History and Geography	1 unit

EIGHTH GRADE COURSES

Required Courses

Reading Language Arts	1 unit
Mathematics	1 unit
Science	1 unit
Social Studies – United States History and Citizenship	1 unit
*Physical Education	1 unit
Each student is required to complete one Texas Essential Knowledge and skills-based fine arts course in Grade 6, Grade 7, or Grade 8.	

**Students who have completed Physical Education, or Pre-Athletics and Athletics in grades 6-7 will not be required to take Physical Education in grade 8.*

Electives

Elective choices may vary from campus to campus.

Creative Writing	0.5 units
Speech	0.5 units
Creative Problem Solving	1 unit
Spanish I	1 unit
Spanish for Spanish Speakers I	1 unit
Choral Music	1 unit
Orchestra	1 unit
Band	1 unit
Intermediate Art	0.5 unit
Advanced Art – Basic Design	1 unit
Intermediate Theatre	0.5 unit
Principles of Human Services	1 unit
College and Career Readiness	0.5 unit
Investigating Careers in Business/Finance/Marketing	0.5 unit
Investigating Careers – Survey Course	1 unit
Health	0.5 unit
Athletics	1 unit
Skill-Based Lifetime Activities	1 unit
Lifetime Recreation and Outdoor Pursuits	1 unit

AVID 8	1 unit
STAAR Prep	1 unit
Independent Study	0.5 unit
Newspaper	1 unit
Yearbook	1 unit
Scientific Research	1 unit

Gifted and Talented Courses (GT Program)

Students may be selected for one or more of the GT courses based upon state approved criteria for identified students.

Reading Language Arts GT	1 unit
Mathematics GT	1 unit
Science GT	1 unit
Social Studies- United States History and Citizenship	1 unit

Advanced

Students who are academically willing and ready may enroll in Advanced Coursework.

Reading Language Arts	1 unit
Mathematics	1 unit
Science	1 unit
Social Studies- United States History and Citizenship	1 unit

READING LANGUAGE ARTS

READING LANGUAGE ARTS

Prerequisite – None

6

Full year

Students will read, write, listen, speak, and think through an integrated 90-minute English Language Arts block. Students will explore the interconnected nature of English Language Arts through the strands of foundational language; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course will focus on academic expression, authentic reading, and reflective writing as students develop the knowledge and skills with increasing complexity.

READING LANGUAGE ARTS GIFTED/TALENTED

Prerequisite – Admission to the Gifted Program

6

Full year

Students will read, write, listen, speak, and think through an integrated 90-minute English Language Arts block. Students will explore the interconnected nature of English Language Arts through the strands of foundational language; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course will focus on academic expression, authentic reading, and reflective writing as students develop the knowledge and skills with increasing complexity. Gifted and Talented students will experience innovative instruction that encourages advanced critical thinking and problem solving; creative interpretation and expression; and in-depth connections to provide a broader context for the knowledge and skills. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

READING LANGUAGE ARTS ADVANCED

Prerequisite – None

6

Full year

Students will read, write, listen, speak, and think through an integrated 90-minute English Language Arts block. Students will explore the interconnected nature of English Language Arts through the strands of foundational language; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course will focus on academic expression, authentic reading, and reflective writing as students develop the knowledge and skills with increasing complexity. Through rigorous instruction and engaging learning opportunities, students will focus on those skills that are most essential to their future academic coursework, including close reading, analytical writing, and language skills. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

READING LANGUAGE ARTS

Prerequisite – None

7

Full year

Students will read, write, listen, speak, and think through an integrated 90-minute English Language Arts block. Students will explore the interconnected nature of

English Language Arts through the strands of foundational language; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course will focus on academic expression, authentic reading, and reflective writing as students develop the knowledge and skills with increasing complexity.

READING LANGUAGE ARTS GIFTED/TALENTED

7

Prerequisite – Admission to the Gifted Program

Full year

Students will read, write, listen, speak, and think through an integrated 90-minute English Language Arts block. Students will explore the interconnected nature of English Language Arts through the strands of foundational language; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course will focus on academic expression, authentic reading, and reflective writing as students develop the knowledge and skills with increasing complexity. Gifted and Talented students will experience innovative instruction that encourages advanced critical thinking and problem solving; creative interpretation and expression; and in-depth connections to provide a broader context for the knowledge and skills. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

READING LANGUAGE ARTS ADVANCED

7

Prerequisite – None

Full year

Students will read, write, listen, speak, and think through an integrated 90-minute English Language Arts block. Students will explore the interconnected nature of English Language Arts through the strands of foundational language; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course will focus on academic expression, authentic reading, and reflective writing as students develop the knowledge and skills with increasing complexity. Through rigorous instruction and engaging learning opportunities, students will focus on those skills that are most essential to their future academic coursework, including close reading, analytical writing, and language skills. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

READING LANGUAGE ARTS

8

Prerequisite – None

Full year

Students will read, write, listen, speak, and think in an integrated English Language Arts classroom. Students will explore the interconnected nature of English Language Arts through the strands of foundational language; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course will focus on academic expression, authentic reading, and reflective writing as students develop the knowledge and skills with increasing complexity.

READING LANGUAGE ARTS GIFTED/TALENTED

8

Prerequisite – Admission to the Gifted Program

Full year

Students will read, write, listen, speak, and think in an integrated English Language Arts classroom. Students will explore the interconnected nature of English Language

Arts through the strands of foundational language; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course will focus on academic expression, authentic reading, and reflective writing as students develop the knowledge and skills with increasing complexity. Gifted and Talented students will experience innovative instruction that encourages advanced critical thinking and problem-solving; creative interpretation and expression; and in-depth connections to provide a broader context for the knowledge and skills. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

READING LANGUAGE ARTS ADVANCED

8

Prerequisite – None

Full year

Students will read, write, listen, speak, and think in an integrated English Language Arts classroom. Students will explore the interconnected nature of English Language Arts through the strands of foundational language; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course will focus on academic expression, authentic reading, and reflective writing as students develop the knowledge and skills with increasing complexity. Through rigorous instruction and engaging learning opportunities, students will focus on those skills that are most essential to their future academic coursework, including close reading, analytical writing, and language skills. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

ENGLISH AS A SECOND LANGUAGE

ENGLISH LANGUAGE ARTS:

ENGLISH AS A SECOND LANGUAGE (ESL)

6

Prerequisite – LPAC recommendation

Full year

This course is a cumulative and sequential program for students whose primary language is a language other than English and have been identified as Emergent Bilinguals. The course will emphasize skills in reading, writing, speaking, and listening in order to accelerate proficiency in English. Students will engage in activities to build on their prior knowledge and skills to strengthen strands of reading, writing, listening, research, and oral and written conventions. Throughout the year students apply strategies to analyze, make inferences and draw conclusions as they read literary and informational texts from a variety of cultural, historical, and contemporary contexts. Students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail. Parent permission is required.

READING: ENGLISH AS A SECOND LANGUAGE (ESL)

6

Prerequisite – LPAC recommendation

Full year

This course is for students whose primary language is a language other than English and have been identified as Emergent Bilinguals. This reading course is an intervention course to improve reading fluency and comprehension skills. Students are required to participate in this class based on their state assessment reading scores and LPAC recommendation. The course will focus on word study, vocabulary

development, comprehension, and critical reading strategies. Parent permission is required.

ENGLISH LANGUAGE ARTS:

ENGLISH AS A SECOND LANGUAGE (ESL)

7

Prerequisite – LPAC recommendation

Full year

This course is a cumulative and sequential program for students whose primary language is a language other than English and have been identified as Emergent Bilinguals. The course will emphasize skills in reading, writing, speaking, and listening in order to accelerate proficiency in English. Students will engage in activities to build on their prior knowledge and skills to strengthen strands of reading, writing, listening, research, and oral and written conventions. Throughout the year students apply strategies to analyze, make inferences and draw conclusions as they read literary and informational texts from a variety of cultural, historical, and contemporary contexts. Students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail. Parent permission is required.

READING: ENGLISH AS A SECOND LANGUAGE (ESL)

7

Prerequisite – LPAC recommendation

Full year

This course is for students whose primary language is a language other than English and have identified as Emergent Bilinguals. This reading course is an intervention course to improve reading fluency and comprehension skills. Students are required to participate in this class based on their state assessment reading scores and LPAC recommendation. The course will focus on word study, vocabulary development, comprehension, and critical reading strategies. Parent permission is required.

ENGLISH LANGUAGE ARTS:

ENGLISH AS A SECOND LANGUAGE (ESL)

8

Prerequisite – LPAC recommendation

Full year

This course is a cumulative and sequential program for students whose primary language is a language other than English and have been identified as Emergent Bilingual. The course will emphasize skills in reading, writing, speaking, and listening to accelerate proficiency in English. Students will engage in activities to build on their prior knowledge and skills to strengthen strands of reading, writing, listening, research, and oral and written conventions. Throughout the year students apply strategies to analyze, make inferences and draw conclusions as they read literary and informational texts from a variety of cultural, historical, and contemporary contexts. Students compose a variety of written texts with a clear controlling idea, coherent organizations, and sufficient detail. Parent permission is required.

READING: ENGLISH AS A SECOND LANGUAGE (ESL)

8

Prerequisite – LPAC recommendation

Full year

This course is for students whose primary language is a language other than English and have a language level of beginning or intermediate. This reading course is an intervention course to improve reading fluency and comprehension skills. Students are required to participate in this class based on their state assessment reading scores

and LPAC recommendation. The course will focus on word study, vocabulary development, comprehension, and critical reading strategies. Parent permission is required.

MATHEMATICS

MATHEMATICS

Prerequisite – None

6

Full year

Sixth grade math involves number and operations, proportionality, expressions, equations, algebraic relationships, and measurement and data. The students use rational numbers, proportional relationships, algebraic relationships, expressions, equations, inequalities, geometry, and coordinate geometry to represent and solve problems.

MATHEMATICS GIFTED/TALENTED

Prerequisite – Admission to the Gifted Program

6

Full year

The sixth grade gifted and talented mathematics course provides an enriched and more challenging academic curriculum for students with exceptional mathematical abilities. The course emphasizes the development of students' logical, creative, and independent thinking and problem-solving skills. Topics include number and operations, proportionality, expressions, equations, algebraic relationships, and measurement and data. The students use rational numbers, proportional relationships, algebraic relationships, expressions, equations, inequalities, geometry, and coordinate geometry to represent and solve problems. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

MATHEMATICS ADVANCED

Prerequisite – None

6

Full year

Advanced Mathematics is for students who are highly motivated and interested in math. The pacing and level of instruction will be advanced for students to develop logical, creative, and independent thinking and problem-solving skills. Topics include number and operations, proportionality, expressions, equations, algebraic relationships, and measurement and data. The students use rational numbers, proportional relationships, algebraic relationships, expressions, equations, inequalities, geometry, and coordinate geometry to represent and solve problems. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

MATHEMATICS

Prerequisite – None

7

Full year

Seventh grade math involves addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals as well as percent and geometry for everyday use. The course also includes work on exponents, place value, integers, sets, number theory, prime numbers, graphing, measurement and problem solving.

MATHEMATICS GIFTED/TALENTED

Prerequisite – Admission to the Gifted Program

7

Full year

The seventh grade Gifted and Talented Mathematics course provides an enriched and more challenging academic curriculum for students with exceptional mathematical abilities. The course emphasizes the development of students' logical, creative, and independent thinking skills and problem-solving skills. Topics included will be number concepts, geometry, measurements, probability, statistics, graphing, relations, and functions. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

MATHEMATICS ADVANCED

Prerequisite – None

7

Full year

Advanced Mathematics is for students who are highly motivated and interested in math. The pacing and level of instruction will be advanced for students to develop logical, creative, and independent thinking and problem-solving skills. Topics include number and operations, proportionality, expressions, equations, algebraic relationships, and measurement and data. The students use rational numbers, proportional relationships, algebraic relationships, expressions, equations, inequalities, geometry, and coordinate geometry to represent and solve problems. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

MATHEMATICS

Prerequisite – None

8

Full year

The eighth-grade math course will cover the same topics as Pre-Algebra. Problem solving in the real world, number and numeration concepts, operations and computation, geometry and measurement, probability and statistics, graphing, and relations and functions are topics that will be included.

MATHEMATICS GIFTED/TALENTED - ALGEBRA I

Prerequisite – Admission to the Gifted Program & Math 7 GT or Advanced

8

Full year

The eighth grade Gifted and Talented Mathematics course will cover the same topics as Algebra 1: the study of foundations for functions, linear functions, and quadratic and other nonlinear functions. The course emphasizes basic algebraic reasoning processes, applications, and problem solving in real world situations.

Students enrolled in this course will take the STAAR EOC Algebra I assessment. Students passing this course will receive one high school credit for Algebra I but will not receive grade points. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes. Grade earned count towards student GPA.

MATHEMATICS ADVANCED - ALGEBRA I

Prerequisite – Math 7 Advanced

8

Full year

Advanced Mathematics is for students who are highly motivated and interested in math. The course covers the same topics as Algebra I: the study of foundations for functions, linear functions, and quadratic and other nonlinear functions. The course emphasizes basic algebraic reasoning processes, applications, and problem solving in real world situations.

Students enrolled in this course will take the STAAR EOC Algebra I assessment. Students passing the course receive one high school credit for Algebra I but will not receive grade points. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes. High School credit for Algebra 1 is earned for this course. Students passing this course will receive one high school credit but will not receive rank points. Grade earned count towards student GPA.

SCIENCE

SCIENCE

Prerequisite – None

6

Full year

Sixth grade science focuses on providing students foundational instruction in life and physical science topics that will prepare them for future science courses. Students will learn about cells and differentiate between prokaryotes and eukaryotes. Organisms will be classified into different kingdoms using basic characteristics, and the levels of organization within ecosystems will be identified. Students will increase their knowledge about elements, compounds, and the Periodic Table of the Elements. Physical properties of materials, including a focus on density, will be covered. This will lead to differentiating between physical and chemical changes. Forces, including Newton's laws, velocity and acceleration will be studied and explored. Students will also extend their understanding of energy conversions. The layers of the Earth, along with an introduction to plate tectonics, will be explored. Students will also investigate various components of the universe and methods of space exploration.

SCIENCE GIFTED/TALENTED

Prerequisite – Admission to the Gifted Program

6

Full year

Gifted and Talented Science covers the same information as Sixth Grade Science in the same sequence. Instruction will be differentiated to meet the unique needs of academically talented students including the substitution of long-term projects and open-ended assignments. Students will be encouraged to take ownership of their own learning by investigating self-selected topics in more depth and complexity. Prerequisites include academic performance and standardized evaluations. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

SCIENCE ADVANCED

Prerequisite – None

6

Full year

Advanced Science is for students who are highly motivated and interested in science. The class is an accelerated academic class that covers the same objectives as sixth

grade science in more depth and complexity. Students will be expected to complete more self-directed and independent projects than in a regular sixth grade science class. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

SCIENCE

Prerequisite – None

7

Full year

Seventh grade science focuses on living systems and how they interact with the non-living factors in the environment. Matter and energy are conserved throughout living systems. Organic compounds are composed of carbon and other elements that are recycled due to chemical changes that rearrange the elements for the needs of that living system. Force, motion, and energy are observed in living systems and the environment in several ways such as, interactions between muscular and skeletal system, the direction and growth of seedlings, turgor pressure, and geotropism. Different environments support different living organisms that are adapted to different regions of the Earth. Students learn that all organisms obtain energy, get rid of wastes, grow, and reproduce. All living organisms are made up of smaller units called cells.

Students will also investigate earth and space phenomena. Earth and space phenomena can be observed in a variety of settings. Students will also investigate characteristics of Earth and relationships of objects in our solar system that allow life to exist.

SCIENCE GIFTED/TALENTED

Prerequisite – Admission to the Gifted Program

7

Full year

Gifted and Talented Science covers the same information as Seventh Grade Science in the same sequence. Instruction will be differentiated to meet the unique needs of academically talented students with the substitution of long-term projects and open-ended assignments. Students will be encouraged to take ownership of their own learning by investigating self-selected topics in more depth and complexity. Gifted and talented students are expected to participate in the Science Fair. Prerequisites include academic performance and standardized evaluations. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

SCIENCE ADVANCED

Prerequisite – None

7

Full year

Advanced Science is for students who are highly motivated and interested in science. The class is an accelerated academic class that covers the same objectives as seventh grade science in more depth and complexity. Students will be expected to complete more self-directed independent projects than in a regular seventh grade science class. Students will be expected to participate in the school Science Fair. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

SCIENCE

Prerequisite – Grade 7th Science

8

Full year

Eighth grade science will primarily focus on earth and space science. Students will recognize that matter is composed of atoms. Lab activities will allow students to demonstrate evidence of chemical reactions. Students will experiment with the relationship between forces and motion through the study of Newton's three laws and how these forces relate to geologic processes and astronomical phenomena. Students will identify the role of natural events in altering Earth systems. They will interpret land and erosional features on topographic maps. In studies of living systems, students will explore the interdependence between these systems. Interactions between organisms in ecosystems, including producer/consumer, predator/prey, and parasite/host relationships, are investigated in aquatic and terrestrial systems.

SCIENCE GIFTED/TALENTED

8

Prerequisite – Admission to the Gifted Program

Full year

Gifted and Talented Science covers the same information as eighth grade science in the same sequence. Instruction will be differentiated to meet the unique needs of academically talented students with the substitution of long-term projects and open-ended assignments. Students will be encouraged to take ownership of their own learning by investigating self-selected topics in more depth and complexity. Gifted and Talented students are expected to participate in the Science Fair. Prerequisites include academic performance and standardized evaluations. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

SCIENCE ADVANCED

8

Prerequisite – None

Full year

Advanced Science is for students who are highly motivated and interested in science. The class is an accelerated academic class that covers the same objectives as eighth grade science in more depth and complexity. Students will be expected to complete more self-directed independent projects than in a regular eighth grade science class. Students will be expected to participate in the school Science Fair. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

SOCIAL STUDIES

WORLD CULTURES AND GEOGRAPHY

Prerequisite – None

6

Full year

The World Cultures and Geography course provides opportunities for students to study people, places, and societies of the contemporary world. Students will gain a deeper understanding of the many regions around the world and compare institutions common to all societies such as government, education, and religious institutions. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. The course design also helps students explain how the level of technology affects the development of various societies and identify different points of view about events.

WORLD CULTURES AND GEOGRAPHY GIFTED/TALENTED

Prerequisite – Admission to the Gifted Program

6

Full year

The Gifted and Talented World Cultures and Geography course expands from the standard sixth grade social studies program by providing students increased intellectual enrichment opportunities and new challenges. While content for the course remains similar to the standard curriculum, the GT class enhances learning by providing instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently; a continuum of learning experiences that lead to the development of advanced level products and performances; in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and opportunities to accelerate in areas of strength.

Students will analyze current events and historical content to understand the development of the various cultures of the major regions of the world. The course of study equips students with the skills to identify different points of view about world events, understand the concepts of government systems, and compare the institutions common to all societies. Students will be expected to participate in National History Day. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

WORLD CULTURES AND GEOGRAPHY ADVANCED

Prerequisite – None

6

Full year

Advanced classes are for students who are highly motivated and interested in social studies. Students will engage in active, high-level learning to develop skills and concepts needed to succeed at more rigorous academic levels of study in World Cultures and Geography. Learning will also be more in-depth than is generally offered in the general World Cultures and Geography course. The basic content is the same as that of the regular course, but this course provides the student with the opportunity to pursue topics in more detail. The student will research and develop products that encourage deeper understanding of history and geography. Students will be expected to participate in National History Day. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

TEXAS HISTORY AND GEOGRAPHY

Prerequisite – None

7

Full year

The design of this class provides opportunities for students to study the heritage and legacy of Texas from early days to present. Major events, people, issues, and conflicts provide a framework for analyzing the development of Texas culture. These include early inhabitants, Spanish colonization, independence from Mexico, nationhood, statehood, and the significance of Texas in United States policy and culture. Historical content reflects the concept of confluence of cultures in which people of various backgrounds and traditions, speaking different languages, came together in a new country and built a republic and later a state. Students will investigate the interaction of man and the environment including regional geography, land and water use, and the processes of ecological change occurring today. This course design explores two fundamental understandings of Texas history: scientific discoveries and technological innovations have had an important impact on the political, economic, and social development of Texas; and the economy of Texas is interdependent with that of the United States and that of other nations of the world.

TEXAS HISTORY & GEOGRAPHY GIFTED/TALENTED

Prerequisite – Admission to the Gifted Program

7

Full year

The Gifted and Talented Texas History course expands from the standard seventh grade social studies program by providing students increased intellectual enrichment and new challenges. While content for the course remains similar to the standard curriculum, the GT class enhances learning by providing instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently; a continuum of learning experiences that lead to the development of advanced- level products and performances; in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and opportunities to accelerate in areas of strength.

Students will analyze historical content focusing on the political, economic, and social events and issues related to the development of Texas. The course of study equips students with skills to evaluate the impact of major Texas events and issues such as early inhabitants, Spanish colonization, independence from Mexico, nationhood, statehood, and the significance of Texas in United States policy and culture. Prerequisites include academic performance and standardized evaluations. Students will be expected to participate in National History Day. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

TEXAS HISTORY & GEOGRAPHY ADVANCED

Prerequisite – None

7

Full year

Advanced Placement classes are for students who are highly motivated and interested in social studies. Students will engage in active, high-level learning to develop skills and concepts needed to succeed at more rigorous academic levels of study in Texas history and geography. Learning will also be in more depth than is generally offered in the regular class. The basic content is the same as that of the

regular course, but this course provides the student with the opportunity to pursue topics in more detail. The student will research and develop products that encourage deeper understanding of history and geography. Students will be expected to participate in National History Day. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

UNITED STATES HISTORY AND CITIZENSHIP

Prerequisite – Grade 7 Social Studies

8

Full year

U.S. History introduces the first half of our national history, heritage, and legacy. Students will study the second half in high school. The span of this course includes the earliest beginnings of our nation, the steps forward of the early republic, and the significant issues and events through the Civil War and Reconstruction. Early American history emphasizes the development and structure of the Constitution, as well as the relationship of the Bill of Rights to the nature of citizenship in the democracy of the United States. Emphasis on the multicultural nature of the American people demonstrates the value and contributions of a diverse society. Within this historical context, students will study the role of geography, immigration, and emerging capitalism as these, and other various forces shaped our national identity. This course design explores two fundamental understandings of early American history: several important reasons contributed to the growth of representative government in the United States; and citizens of the United States have both rights and responsibilities.

U.S. HISTORY & CITIZENSHIP GIFTED/TALENTED

Prerequisite – Admission to the Gifted Program

8

Full year

The Gifted and Talented United States History course expands from the standard eighth grade social studies program by providing students increased intellectual enrichment and new challenges. While content for the course remains similar to the standard curriculum, the GT class enhances learning by providing instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently; a continuum of learning experiences that leads to the development of advanced- level products and performances; in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and opportunities to accelerate in areas of strength.

Students will analyze historical content focusing on the political, economic, and social events and issues related to the development of the Republic through the end of Reconstruction in 1877. The course of study equips students with skills to evaluate the impact of major American events and documents such as the creation and ratification of the U.S. Constitution, westward expansion, the Civil War, and Reconstruction. Students evaluate major Supreme Court decisions of the 19th century and examine the rights and responsibilities of citizenship in our unique American democracy. Prerequisites include academic performance and standardized evaluations. Students will be expected to participate in National History Day. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

U.S. HISTORY & CITIZENSHIP ADVANCED

Prerequisite – See description below

8

Full year

Advanced classes are for students who are highly motivated and interested in social studies. Students will engage in active, high-level learning to develop skills and concepts needed to succeed at more rigorous academic levels of study in United States history. Learning will also be in more depth than is generally offered in the regular class. The basic content is the same as that of the regular course, but this course provides the student with the opportunity to pursue topics in more detail. The student will research and develop products that encourage deeper understanding of United States history. Students will be expected to participate in National History Day. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

PHYSICAL EDUCATION

PHYSICAL EDUCATION

Prerequisite – See description below

6, 7, 8

Full year

Four semesters of physical education are required for all students in grades 6-8 unless substituted by participation in a school athletic (or pre-athletics for 6th grade) program. * Students must fulfill two semesters of their physical education requirement in sixth grade and may fulfill the remaining two semesters of their physical education requirement in either the seventh or eighth grade year. Students are expected to suit-out in appropriate attire and actively participate in movement activities to successfully fulfill course requirements. Emphasis is on: acquiring knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity understanding the relationship between physical activity and health throughout the lifespan application of similar concepts from one sport or movement setting to another identification of key elements in performance that lead to movement success knowledge of safety practices involved in active participation of movement activities and management of their own behavior acquiring the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate.

**Athletics includes the following sports: football, basketball, track and cross country, volleyball, and tennis.*

ELECTIVES

PRE-ATHLETICS

Prerequisite – None

6

Full year

This course is designed as a prep course for students who plan on participating in athletics in the seventh grade. Skill development is the primary focus. Terminology and systems of play relative to that middle school/high school feeder pattern will also be introduced. Boys 6th grade pre-athletics will focus on football, basketball, and physical skill development. Girls 6th grade pre-athletics will focus on volleyball, basketball, and physical skill development. Additional practice outside of the school day is not required.

ATHLETICS

Prerequisite – Meet UIL Constitution Sec. 147 requirements

7, 8

Full year

Athletics at the middle school includes football, basketball, tennis, track, cross country, and girls' volleyball. Middle School Golf is available for PE credit. The course is Monday – Friday, from 7:30-8:45am. Parent transportation will be required to Dr. John Horn High School. Buses will transport students back to their home campuses at 8:45am in time for 2nd period. A physical exam and a notarized release card are required for participation. Additional practice outside the school day will also be required for some sports.

SKILL-BASED LIFETIME ACTIVITIES

Prerequisite – None

8

Full year

Skill-Based Lifetime Activities offers students the opportunity to demonstrate mastery in the basic sports skills, basic sport knowledge, and health and fitness principles. Students experience opportunities that promote physical literacy and lifetime wellness. Students participate in a minimum of one lifelong activity from each of the following five categories during the course. Those are: (A) Target games (B) Striking and fielding (C) Fitness activities (D) Rhythmic activities and (E) Innovative games and activities with international significance. Students are expected to suit-out in appropriate attire and actively participate in movement activities to successfully fulfill course requirements. Upon successful completion of this class, students can earn one full high school credit for Skill-Based Lifetime Activities, a high school physical education course, but will not receive grade points.

LIFETIME RECREATION AND OUTDOOR PURSUITS

Prerequisite – None

8

Full year

Lifetime Recreation and Outdoor Pursuits provides opportunities for students to develop skills and competency in five or more life-long recreational and outdoor pursuits by using an integrated curriculum of science, math, writing, critical thinking skills, and technology. The focus is on outdoor activities such as: archery, orienteering, survival skills, CPR/first aid, trip planning, angling, hiking, backpacking, camping, outdoor cooking, and conservation/environmental issues. Upon successful

completion of this class, students can earn one full high school credit for Lifetime Recreation and Outdoor Pursuits, a high school physical education course, but will not receive grade points.

HEALTH EDUCATION

Prerequisite –None

7

Semester

The goal of this course is to provide instruction that allows students to develop and sustain health-promoting behaviors throughout their lives. There are six essential strands in health education. These strands include physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health. The skills taught within these strands include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetics.

HEALTH EDUCATION

Prerequisite –Written parent permission

8

Semester

Health is a comprehensive course that leads students to a better understanding about the issues surrounding personal wellness, mental health, nutrition, interpersonal relationships, the rights and responsibilities of parenting, CPR instruction, and the detrimental effects of substance abuse. This course will also examine the individual and societal cost of sexually transmitted diseases. The goal of this class is to give students sufficient information to make good health choices that promote a long and healthy life. Upon successful completion of this class, students can earn one-half high school credit of high school health but will not receive grade points.

FINE ARTS

BEGINNING TREBLE CHOIR

Prerequisite – None

6, 7, 8

Full year

This course provides a choral experience for the young female vocal student who is in her first year of middle school. Students are encouraged to discover the academic, historical, and aesthetic aspects of choral music and its relationship to all areas of their lives.

INTERMEDIATE TREBLE CHOIR

Prerequisite – Audition/Prior choral participation

7, 8

Full year

The intermediate treble choir is primarily a performance organization for female students with one year of choir experience. Members of this organization should have developed a moderate degree of performance ability. The musical development of the first year is continued with a growing emphasis on musicianship, control, technique, and performance. Placement in this choir would be determined by audition.

ADVANCED TREBLE CHOIR

Prerequisite – Audition/Prior choral participation

7, 8

Full year

The advanced treble choir is primarily a performance organization for female students with one year of choir experience. Members of this organization should have developed a high degree of performance ability. The musical development of the first year is continued with a growing emphasis on musicianship, control, technique, and performance. Placement in this choir would be determined by audition.

BEGINNING TENOR/BASS CHOIR

Prerequisite – None

6, 7, 8

Full year

This course provides a choral experience for the young male vocal student who is in his first year of middle school. Students are encouraged to discover the academic, historical, and aesthetic aspects of choral music and its relationship to all areas of their lives.

ADVANCED TENOR/BASS CHOIR

Prerequisite - Audition/Prior choral participation

7, 8

Full year

The advanced tenor /bass choir is primarily a performance organization for male students with one year of choir experience. Members of this organization should have developed a high degree of performance ability. The musical development of the first year is continued with a growing emphasis on musicianship, control, technique, and performance. Placement in this choir would be determined by audition.

BEGINNING ORCHESTRA

Prerequisite – None

6, 7

Full year

This is a class for the student who is a beginner on an orchestral string instrument. Proper instrument care, correct playing techniques, finger positions, tone production, counting, basic musical terms, and notation are stressed. String instruments include: violin, viola, cello, and double bass. Placement on individual instruments will be determined by teacher recommendation based on consultation with students and parents. Classes will be assigned by like instruments.

INTERMEDIATE ORCHESTRA

Prerequisite – Beginning Orchestra and Audition

7, 8

Full year

The intermediate orchestra is primarily a performance organization for students with at least one year of orchestra experience. Members of this organization should have developed a moderate degree of performance ability. The work of the first year is continued with a greater emphasis placed upon growing musical awareness and continued development of musicianship, control, and technical facility. Members of this class are expected to participate in all orchestra activities.

ADVANCED ORCHESTRA

Prerequisite – Beginning or Intermediate Orchestra & Audition

7, 8

Full year

The advanced orchestra is primarily a performance organization for students with at least one year of orchestra experience. Members of this organization should have developed a high degree of performance ability. The work of the previous year is continued with a greater emphasis placed upon growing musical awareness and continued development of musicianship, control, and technical facility. Members of this class are expected to participate in all orchestra activities.

BEGINNING BAND

Prerequisite – None

6, 7

Full year

This is a class for the student who is a beginner on a band instrument. Proper instrument care, correct playing techniques, fingerings, tone production, counting, basic musical terms, and notations are stressed. Wind Instruments include: flute, oboe, bassoon, clarinet, saxophone, trumpet, French horn, trombone, euphonium, and tuba. Percussion instruments include snare drum, timpani, and keyboard instruments. Students will be placed on individual instruments based upon consultations with the band director. Classes will be assigned by like instruments. Additional audition procedures may be necessary to determine instrument placement.

INTERMEDIATE BAND

Prerequisite – Beginning Band and Audition

7, 8

Full year

The intermediate band is primarily a performance organization for students with at least one year of band experience. Members of this organization should have developed a moderate degree of performance ability. The work of the first year is continued with a greater emphasis placed upon growing musical awareness and continued development of musicianship, control, and technical facility. Members of this class are expected to participate in all full band activities. Placement in this band would be determined by audition.

ADVANCED BAND

Prerequisite – Beginning Band, Intermediate Band & Audition

7, 8

Full year

The advanced band is primarily a performance organization for students with at least one year of band experience. Members of this organization should have developed a high degree of performance ability. The work of the previous year is continued with a greater emphasis placed upon growing musical awareness and continued development of musicianship, control, and technical facility. Members of this class are expected to participate in all full band activities. Placement in this band would be determined by audition.

BEGINNING ART

Prerequisite – None

6, 7, 8

Full year

This program consists of an introduction to design, drawing, sculpture, painting, art history, printing, and art forms. The course includes an orientation in the use of a variety of media and the basic skills essential in the use of each.

INTERMEDIATE ART**7, 8**

Prerequisite – Beginning Art

Full Year

This class focuses on a stronger understanding of the elements and principles of design with more attention to technique. Students will create original artworks using a variety of media to create 2D and 3D artwork. Students will begin to analyze their own work, justify decisions, draw from observation, and learn about the creative process in visual communication.

ADVANCED ART BASIC DESIGN**8**Prerequisite – Beginning Art and Teacher Recommendation
or Intermediate Art and Teacher Recommendation

Full year

The intent of this program is to refine art skills developed in previous art classes. The class is composed of a selected group of students exhibiting exceptional talents in the field of art. Students taking this class would earn high school credit for Art 1. The successful completion of a portfolio will enable students to be ready for a more rigorous art curriculum and will allow them the opportunity to enroll in a greater number of advanced level art courses during their high school experience.

BEGINNING THEATRE**6, 7, 8**

Prerequisite – None

Full year

This course is designed to introduce students to theatre by teaching expression through theatre performance. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Topics include theatre heritage and traditions, interpreting, character development using the voice and body expressively, technical elements of theatre, theatre design, and directing and production concepts and skills, all designed to instill an appreciation of live theatre.

INTERMEDIATE THEATRE**7, 8**

Prerequisite – Beginning Theatre & Teacher Recommendation

Full Year

This course is designed to develop students' theatrical skills by teaching expression through theatre performance. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Topics include theatre heritage and traditions, interpreting, character development using the voice and body expressively, technical elements of theatre, theatre design, and directing and production concepts and skills, all designed to instill an appreciation of live theatre. *Additional supplies will need to be purchased.

ADVANCED THEATRE**7, 8**Prerequisite – Beginning Theatre & Teacher Recommendation
or Intermediate Theatre & Teacher Recommendation

Full year

This theatre course is intended to further refine the skills developed in previous Theatre

courses. The class is focused on students exhibiting exceptional talents in the field of theatre. Students will use improvisation and pantomime and will learn to further express thoughts and feelings using effective voice and diction. The students will apply elements of drama to interpret characters using the voice and body expressively. They will learn and apply theatre production skills in the areas of sets, sound, costuming, makeup and publicity. The students will delve deeper into theatre history, exploring major time periods of theatrical development.

MISCELLANEOUS

READING FOR SUCCESS OR MATH LAB

Prerequisite – None

6

Full year

This course may be required for students not mastering state assessment in fifth grade. Skills reinforced in this course will provide the student with activities which will demonstrate the practical aspects of math, reading, composition, and grammar skills. Since there will be a focus on remediation of writing, reading, and math skills targeted to state assessment, instruction will be individualized to eliminate specific areas of deficiency.

CREATIVE PROBLEM SOLVING

Prerequisite – None

6

Full year

This course allows students to develop critical and creative thinking skills while collaborating to solve relevant problems. Students will actively engage in research as they work in teams to solve challenges with unique approaches. Creative Problem Solving nurtures research and inquiry skills and develops teamwork and leadership skills. Students' presentation skills will also be enhanced. Students enrolled in this course are required to participate in the Destination Imagination tournament, which is held on a Saturday in late February or early March each year.

CREATIVE WRITING

Prerequisite – None

7, 8

Semester

Creative Writing is an elective course open to seventh and eighth grade students with an interest in writing. Teacher guidance in areas such as fiction, poetry, memoir, nonfiction, and publishing can deepen student knowledge of the writing process as individual writing occurs. All integrated language arts TEKS are addressed in the curriculum.

SPEECH

Prerequisite – None

7, 8

Semester

Middle school students will develop effective communication skills to further their academic pursuits and to prepare for interaction in social, civic, and professional roles. To become competent communicators, students will develop and apply skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic, and public contexts.

CREATIVE PROBLEM SOLVING

Prerequisite – None

7, 8

Semester

This course allows students to develop critical and creative thinking skills while collaborating to solve relevant problems. Students will actively engage in research as they work in teams to solve challenges with unique approaches. Creative Problem-Solving nurtures research and inquiry skills and develops teamwork and leadership skills. Students' presentation skills will also be enhanced. Students enrolled in this course are required to participate in the Destination Imagination tournament which is held on a Saturday in late February or early March each year.

NEWSPAPER

Prerequisite – None

7, 8

Full year

This course is offered as an elective for students who wish to apply their writing skills to journalism. Students write and edit school publications, including the periodic school newspaper. Production will involve photography, layout and design, and extensive writing.

YEARBOOK

Prerequisite – None

7, 8

Full year

This class produces lasting memories in form of the school's yearbook. Students will learn to take quality pictures to design and organize the pages, and to cooperate with fellow classmates. Students must be self-disciplined, responsible and must be able to meet deadlines.

*A middle school campus may choose to group Yearbook/Newspaper together as one class.

INDEPENDENT STUDY

Prerequisite – None

7-8

Semester

Some campuses have electives that fall under Independent Study. Check with the campus registrar for available options.

READING FOR SUCCESS OR MATH LAB

Prerequisite – None

8

Full year

This course may be required for students not mastering state assessment in seventh grade. Skills reinforced in this course will provide the student with activities which will demonstrate the practical aspects of math, reading, composition, and grammar skills. Since there will be a focus on remediation of writing, reading, and math skills targeted to state assessment, instruction will be individualized to eliminate specific areas of deficiency.

AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)

Prerequisite – Application and acceptance into program

7, 8

Full year

The AVID class continues to address key elements in college preparation: academic

survival skills, college entry skills, tutorials, motivational activities, and career and college exploration. Additionally, students will improve their oral communication skills through presentation and Socratic Seminar, participate in writing to learn activities, including note taking, learning logs, and essay writing, prepare for college entrance examinations, including the SAT and ACT, and complete and present a multi-grade level portfolio of their work.

SCIENTIFIC RESEARCH

Prerequisite – Teacher Recommendation

8

Semester

The Scientific Research course is designed for students who have an interest in designing and conducting scientific research in a meaningful way. Students will investigate the process of scientific inquiry, its historical development, and its modern application. Students will be led through a systematic process to identify a significant problem or question, and then guided in the research process. They will design and carry out an investigation to study the problem and will then communicate their findings to the public.

Foreign Language

SPANISH 1

Prerequisite – None

8

Full year

The student uses the four fundamental communicative skills of listening, speaking, reading, and writing with emphasis on listening and speaking. Students read and write material containing vocabulary and grammar that is comprehended aurally and reproduced orally. The student studies the way of life, the history, and the customs of Spanish-speaking peoples. With a focus on oral proficiency, extended time is devoted to listening and responding. High school credit for Spanish 1 is earned for this course. Students passing this course will receive one high school credit but will not receive grade points.

SPANISH FOR SPANISH SPEAKERS 1

Prerequisite – Home Language is Spanish

8

Full year

The Spanish for Spanish Speakers class is designed to meet the needs of those students who are already able to communicate orally in fluent Spanish. Geared for the first-year Spanish student who speaks Spanish at home, this course will focus on improving grammar, reading, and writing skills in Spanish. Please note that this course is conducted solely in Spanish. High school credit for Spanish for Spanish Speakers 1 is earned for this course. Students passing this course will receive one high school credit but will not receive grade points.

Career & Technical Education

COLLEGE AND CAREER READINESS

Prerequisite – None

7, 8

Semester

This course will provide students with the opportunity to use decision-making and

problem-solving skills for college and career planning. Students will evaluate skills for personal and professional success as well as investigate the impact of college and career choices on their life. The goal of this course is for students to determine a future path of interest in our ever-changing job market.

INVESTIGATING CAREERS IN BUSINESS/FINANCE/MARKETING 7, 8

Prerequisite – None

Semester

This course will allow students to investigate the various career opportunities in Business/Finance/Marketing professions. Within this course, students will learn the professional skills needed for college and career success, labor market information, job seeking skills and the educational and professional requirements for employment. The goal of this course is to provide middle school students with a foundation for success in high school, future studies, and careers.

INVESTIGATING CAREERS – SURVEY COURSE

7, 8

Prerequisite – None

Full Year

The goal of this course is to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics; Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. The students research labor market information, learn job-seeking skills, and create documents required for employment. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

PRINCIPLES OF HUMAN SERVICES

8

Prerequisite – None

Full year

One high school credit

This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Content includes a focus on personal development, interpersonal studies, child development, nutrition and wellness, budgeting and consumer-buying practices, and personal care. Students successfully completing course requirements will receive one high school graduation credit but will not receive grade points.

*Additional supplies or materials will be required. Cost will be dependent upon the projects the student chooses.

SPECIAL EDUCATION COURSES

Placement in any Special Education class is dependent on eligibility and the decision of the Admission, Review, and Dismissal (ARD) Committee. Placement and course selections are reviewed, at a minimum, on an annual basis. The following is a list of the courses with modified Texas Essential Knowledge and Skills (TEKS) which are taught by special education teachers. Goals and objectives are developed for each class based on individual student needs. All Special Education courses are taken for credit as are

General Education courses.

ENGLISH LANGUAGE ARTS MTI

6

Prerequisite – Placement by ARD Committee

Full year

ELA MTI courses use general education curriculum in conjunction with individual goals and objectives to focus on reading, writing, listening, speaking, and thinking through an integrated English Language Arts block. Students will build on prior knowledge to address the general curriculum and individual goals exploring the interconnected nature of English Language Arts through the strands of foundational language, comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course will focus on academic expression, authentic reading, and reflective writing as students develop the knowledge and skills with increasing complexity.

ENGLISH LANGUAGE ARTS ALT

6

Prerequisite – Placement by ARD Committee

Full year

ELA ALT is a basic course of study in concentrated areas of reading, writing, listening, speaking, and thinking through an integrated English Language Arts block. Students work on individual goals focusing on the strands of foundational language, comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course will focus on academic expression, authentic reading, and reflective writing as students develop the knowledge and skills in English Language Arts.

ENGLISH LANGUAGE ARTS MTI

7

Prerequisite – Placement by ARD Committee

Full year

ELA MTI courses use general education curriculum in conjunction with individual goals and objectives to focus on reading, writing, listening, speaking, and thinking through an integrated English Language Arts block. Students will build on prior knowledge to address the general curriculum and individual goals exploring the interconnected nature of English Language Arts through the strands of foundational language, comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course will focus on academic expression, authentic reading, and reflective writing as students develop the knowledge and skills with increasing complexity.

ENGLISH LANGUAGE ARTS ALT

7

Prerequisite – Placement by ARD Committee

Full year

ELA ALT is a basic course of study in concentrated areas of reading, writing, listening, speaking, and thinking through an integrated English Language Arts block. Students work on individual goals focusing on the strands of foundational language, comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course will focus on academic expression, authentic reading, and reflective writing as students develop the knowledge and skills in English Language Arts.

ENGLISH LANGUAGE ARTS MTI

8

Prerequisite – Placement by ARD Committee

Full year

ELA MTI courses use general education curriculum in conjunction with individual goals and objectives to focus on reading, writing, listening, speaking, and thinking through an integrated English Language Arts block. Students will build on prior knowledge to address the general curriculum and individual goals exploring the interconnected nature of English Language Arts through the strands of foundational language, comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course will focus on academic expression, authentic reading, and reflective writing as students develop the knowledge and skills with increasing complexity.

ENGLISH LANGUAGE ARTS ALT

8

Prerequisite – Placement by ARD Committee

Full year

ELA ALT is a basic course of study in concentrated areas of reading, writing, listening, speaking, and thinking through an integrated English Language Arts block. Students work on individual goals focusing on the strands of foundational language, comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course will focus on academic expression, authentic reading, and reflective writing as students develop the knowledge and skills in English Language Arts.

MATHEMATICS MTI

6

Prerequisite – Placement by ARD Committee

Full year

Math 6 MTI focuses on the Math 6 Curriculum in conjunction with individualized goals and objectives. Sixth grade math involves number and operations, proportionality, expressions, equations, algebraic relationships, and measurement and data. The students use rational numbers, proportional relationships, algebraic relationships, expressions, equations, inequalities, geometry, and coordinate geometry to represent and solve problems.

MATHEMATICS ALT

6

Prerequisite – Placement by ARD Committee

Full year

Mathematics ALT focuses on the basic mathematical functions and pre-requisite skills in conjunction with individualized goals and objectives. It includes number and operations, proportionality, expressions, equations, algebraic relationships, and measurement and data. The students use rational numbers, proportional relationships, algebraic relationships, expressions, equations, inequalities, geometry, and coordinate geometry to represent and solve problems.

MATHEMATICS MTI

7

Prerequisite – Placement by ARD Committee

Full year

Math 7 MTI focuses on the Math 7 Curriculum in conjunction with individualized goals and objectives. Seventh grade math involves addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals as well as percent and geometry for everyday use. The course also includes work on exponents, place value, integers,

sets, number theory, prime numbers, graphing, measurement and problem solving.

MATHEMATICS ALT

7

Prerequisite – Placement by ARD Committee

Full year

Mathematics ALT focuses on the basic mathematical functions and pre-requisite skills in conjunction with individualized goals and objectives. It includes addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals as well as percent and geometry for everyday use. The course also includes work on exponents, place value, integers, sets, number theory, prime numbers, graphing, measurement and problem solving.

MATHEMATICS MTI

8

Prerequisite – Placement by ARD Committee

Full year

Eighth grade math MTI focuses on the Math 8 curriculum in conjunction with individualized goals and objectives. The eighth-grade math course will cover the same topics as Pre-Algebra. Problem solving in the real world, number and numeration concepts, operations and computation, geometry and measurement, probability and statistics, graphing, and relations and functions are topics that will be included.

MATHEMATICS ALT

8

Prerequisite – Placement by ARD Committee

Full year

Mathematics ALT focuses on the basic mathematical functions and pre-requisite skills in conjunction with individualized goals and objectives. It includes problem solving in the real world, number and numeration concepts, operations and computation, geometry and measurement, probability and statistics, graphing, and relations and functions are topics that will be included.

SCIENCE MTI

6

Prerequisite – Placement by ARD Committee

Full year

Science MTI focuses on the 6th grade Science curriculum in conjunction with individualized goals and objectives necessary to understand foundational instruction in life and physical science topics that will prepare them for future science courses. Students will learn about cells and differentiate between prokaryotes and eukaryotes. Organisms will be classified into different kingdoms using basic characteristics, and the levels of organization within ecosystems will be identified. Students will increase their knowledge about elements, compounds, and the Periodic Table of the Elements. Physical properties of materials, including a focus on density, will be covered. This will lead to differentiating between physical and chemical changes. Forces, including Newton's laws, velocity and acceleration will be studied and explored. Students will also extend their understanding of energy conversions. The layers of the Earth, along with an introduction to plate tectonics, will be explored. Students will also investigate various components of the universe and methods of space exploration.

SCIENCE ALT

6

Science ALT focuses on pre-requisite skills in conjunction with individualized goals and objectives necessary to understand foundational instruction in life and physical science topics that will prepare them for future science courses. Students will learn about cells and differentiate between prokaryotes and eukaryotes. Organisms will be classified into different kingdoms using basic characteristics, and the levels of organization within ecosystems will be identified. Students will increase their knowledge about elements, compounds, and the Periodic Table of the Elements. Physical properties of materials, including a focus on density, will be covered. This will lead to differentiating between physical and chemical changes. Forces, inducing Newton's laws, velocity and acceleration will be studied and explored. Students will also extend their understanding of energy conversions. The layers of the Earth, along with an introduction to plate tectonics, will be explored. Students will also investigate various components of the universe and methods of space exploration.

SCIENCE MTI**7**

Prerequisite – Placement by ARD Committee

Full year

Science MTI focuses on the 7th grade Science curriculum in conjunction with individualized goals and objectives. Seventh grade science focuses on living systems and how they interact with the nonliving factors in the environment.

Matter and energy are conserved throughout living systems. Organic compounds are composed of carbon and other elements that are recycled due to chemical changes that rearrange the elements for the needs of that living system. Force, motion, and energy are observed in living systems and the environment in several ways such as, interactions between muscular and skeletal system, the direction and growth of seedlings, turgor pressure, and geotropism. Different environments support different living organisms that are adapted to different regions of the Earth. Students learn that all organisms obtain energy, get rid of wastes, grow, and reproduce. All living organisms are made up of smaller units called cells. Students will also investigate earth and space phenomena. Earth and space phenomena can be observed in a variety of settings. Students will also investigate characteristics of Earth and relationships of objects in our solar system that allow life to exist.

SCIENCE ALT**7**

Prerequisite – Placement by ARD Committee

Full year

Seventh grade science ALT focuses on pre-requisite skills in conjunction with individualized goals and objectives necessary to understand living systems and how they interact with the nonliving factors in the environment. Matter and energy are conserved throughout living systems. Organic compounds are composed of carbon and other elements that are recycled due to chemical changes that rearrange the elements for the needs of that living system. Force, motion, and energy are observed in living systems and the environment in several ways such as, interactions between muscular and skeletal system, the direction and growth of seedlings, turgor pressure, and geotropism. Different environments support different living organisms that are adapted to different regions of the Earth. Students learn that all organisms obtain energy, get rid of wastes, grow, and reproduce. All living organisms are made up of smaller units called cells. Students will also investigate earth and space phenomena. Earth and space phenomena can be observed in a variety of settings. Students will

also investigate characteristics of Earth and relationships of objects in our solar system that allow life to exist.

SCIENCE MTI

Prerequisite – Placement by ARD Committee, Grade 7

8

Full year

Science MTI focuses on the 8th grade science curriculum in conjunction with individualized goals and objectives necessary to understand earth and space science. Students will recognize that matter is composed of atoms. Lab activities will allow students to demonstrate evidence of chemical reactions. Students will experiment with the relationship between forces and motion through the study of Newton's three laws and how these forces relate to geologic processes and astronomical phenomena. Students will identify the role of natural events in altering Earth systems. They will interpret land and erosional features on topographic maps. In studies of living systems, students will explore the interdependence between these systems. Interactions between organisms in ecosystems, including producer/consumer, predator/prey, and parasite/host relationships, are investigated in aquatic and terrestrial systems.

SCIENCE ALT

Prerequisite – Placement by ARD Committee, Grade 7

8

Full year

Eighth grade science ALT focuses on pre-requisite skills in conjunction with individualized goals and objectives necessary to understand earth and space science. Students will recognize that matter is composed of atoms. Lab activities will allow students to demonstrate evidence of chemical reactions. Students will experiment with the relationship between forces and motion through the study of Newton's three laws and how these forces relate to geologic processes and astronomical phenomena. Students will identify the role of natural events in altering Earth systems. They will interpret land and erosional features on topographic maps. In studies of living systems, students will explore the interdependence between these systems. Interactions between organisms in ecosystems, including producer/consumer, predator/prey, and parasite/host relationships, are investigated in aquatic and terrestrial systems.

SOCIAL STUDIES-WORLD CULTURES AND GEOGRAPHY MTI

Prerequisite – Placement by ARD Committee

6

Full year

Social Studies MTI focuses on the 6th grade Social Studies curriculum in conjunction with individualized goals and objectives necessary to understand many regions around the world and compare institutions common to all societies such as government, education, and religious institutions. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. The course design also helps students explain how the level of technology affects the development of various societies and identify different points of view about events.

SOCIAL STUDIES-WORLD CULTURES AND GEOGRAPHY ALT

Prerequisite – Placement by ARD Committee

6

Full year

Social Studies ALT focuses on pre-requisite skills in conjunction with individualized goals and objectives necessary to understand the study of people, places, and societies of the contemporary world. Students will gain a deeper understanding of the many regions around the world and compare institutions common to all societies such as government, education, and religious institutions. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. The course design also helps students explain how the level of technology affects the development of various societies and identify different points of view about events.

SOCIAL STUDIES-TEXAS HISTORY AND GEOGRAPHY MTI

7

Prerequisite – Placement by ARD Committee

Full year

Texas History and Geography MTI focuses on the 7th grade Social Studies curriculum in conjunction with individualized goals and objectives necessary to understand the study of the heritage and legacy of Texas from early days to present. Major events, people, issues, and conflicts provide a framework for analyzing the development of Texas culture. These include early inhabitants, Spanish colonization, independence from Mexico, nationhood, statehood, and the significance of Texas in United States policy and culture. Historical content reflects the concept of confluence of cultures in which people of various backgrounds and traditions, speaking different languages, came together in a new country and built a republic and later a state.

Students will investigate the interaction of man and the environment including regional geography, land and water use, and the processes of ecological change occurring today. This course design explores two fundamental understandings of Texas history: scientific discoveries and technological innovations have had an important impact on the political, economic, and social development of Texas; and the economy of Texas is interdependent with that of the United States and that of other nations of the world.

SOCIAL STUDIES-TEXAS HISTORY AND GEOGRAPHY ALT

7

Prerequisite – Placement by ARD Committee

Full year

Texas History and Geography ALT focuses on pre-requisite skills in conjunction with individualized goals and objectives necessary to understand the study of the heritage and legacy of Texas from early days to present. Major events, people, issues, and conflicts provide a framework for analyzing the development of Texas culture. These include early inhabitants, Spanish colonization, independence from Mexico, nationhood, statehood, and the significance of Texas in United States policy and culture. Historical content reflects the concept of confluence of cultures in which people of various backgrounds and traditions, speaking different languages, came together in a new country and built a republic and later a state.

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SOCIAL STUDIES-US HISTORY AND CITIZENSHIP MTI

Prerequisite – Placement by ARD Committee

8

Full year

U.S. History focuses on the 8th grade Social Studies curriculum in conjunction with individualized goals and objectives necessary to understand the first half of our national history, heritage, and legacy. Students will study the second half in high school. The span of this course includes the earliest beginnings of our nation, the steps forward of the early republic, and the significant issues and events through the Civil War and Reconstruction. Early American history emphasizes the development and structure of the Constitution, as well as the relationship of the Bill of Rights to the nature of citizenship in the democracy of the United States. Emphasis on the multicultural nature of the American people demonstrates the value and contributions of a diverse society. Within this historical context, students will study the role of geography, immigration, and emerging capitalism as these, and other various forces shaped our national identity. This course design explores two fundamental understandings of early American history: several important reasons contributed to the growth of representative government in the United States; and citizens of the United States have both rights and responsibilities.

SOCIAL STUDIES-US HISTORY AND CITIZENSHIP ALT

Prerequisite – Placement by ARD Committee

8

Full year

U.S. History focuses on pre-requisite skills in conjunction with individualized goals and objectives necessary to understand the first half of our national history, heritage, and legacy. Students will study the second half in high school. The span of this course includes the earliest beginnings of our nation, the steps forward of the early republic, and the significant issues and events through the Civil War and Reconstruction. Early American history emphasizes the development and structure of the Constitution, as well as the relationship of the Bill of Rights to the nature of citizenship in the democracy of the United States. Emphasis on the multicultural nature of the American people demonstrates the value and contributions of a diverse society. Within this historical context, students will study the role of geography, immigration, and emerging capitalism as these, and other various forces shaped our national identity. This course design explores two fundamental understandings of early American history: several important reasons contributed to the growth of representative government in the United States; and citizens of the United States have both rights and responsibilities.

OCCUPATIONAL PREP

Prerequisite – Placement by ARD Committee

6-8

Full year

Occupational Preparation investigates the areas of job skills and interests; the application and interview process; understanding the job experience; quality employment skills; employment policies; procedures; rights and responsibilities; positive productive work experiences; work ethic and job attitudes; co-worker, supervisor, and customer relationships; safety; self-initiative, follow-through, and best efforts are skills applied in the process for a positive work experience.

DAILY LIVING SKILLS

Prerequisite – Placement by ARD Committee

6-8

Full year

Daily Living Skills is designed to help students develop skills related to everyday survival. Activities involve instruction in the areas of functional reading and math, personal social skills, communications, and domestic skills.

STATE ASSESSMENT

STAAR (State of Texas Assessment of Academic Readiness) is the state's student testing program. Middle School students will be tested in the following core subjects:

Grade 6: Reading; Math

Grade 7: ELA - Reading & Writing; Math

Grade 8: ELA - Reading; Math; Science; Social Studies

The STAAR is more rigorous than previous state tests. It will contain more test items and most of the test will assess material students studied that year. The test has a time limit. Unless a student is eligible for an accommodation, each student will have four hours to complete each assessment.

If a student enrolled in grade 8 is taking a course for which there is a high school STAAR End-of-Course assessment, the student will be required to take the applicable STAAR EOC assessment.

For further information on state assessment, please access the following website: <https://tea.texas.gov/student.assessment>