

# Middle School Course Catalog

## 2023-2024



### Spring Branch Independent School District

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

Cornerstone Academy (CSA)

Landrum Middle School (LMS)

Memorial Middle School (MMS)

Northbrook Middle School (NMS)

Spring Branch Academic Institute (SBAI-MS @ SHS)

Spring Branch Middle School (SBMS)

Spring Forest Middle School (SFMS)

Spring Oaks Middle School (SOMS)

Spring Woods Middle School (SWMS)

Westchester Academy  
for International Studies (WAIS)

# Table of Contents

Course Categories .....	1
Core Courses: Instructions for Completing Course Requests .....	2
Elective Listing by Campus .....	3
Core Classes—Sixth Grade .....	5
Language Arts .....	5
Mathematics .....	6
Science.....	7
Social Studies.....	7
Core Classes—Seventh Grade .....	8
Language Arts .....	8
Mathematics .....	9
Science.....	10
Social Studies.....	10
Core Classes—Eighth Grade .....	11
Language Arts .....	11
Mathematics .....	12
Science.....	13
Social Studies.....	13
Electives.....	14
Health Fitness.....	14
Fine Arts .....	16
Career & Technical Education .....	19
Languages Other than English .....	21
Other .....	23
Academic Intervention and Support.....	24
High School State Credit for Middle School Coursework .....	24
Appendix .....	25
Preparing for Your Future.....	26
Graduation Requirements .....	28
Endorsement Pathways.....	29
Search the Web.....	34
Special Education/504 Accommodations in AAC and Advanced Placement Courses .....	35

# Course Categories

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

## **English for Speakers of Other Languages**

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

## **Sheltered Instruction**

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

## **Gifted and Talented**

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

## **Academic Support Classes**

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

## **Advanced Academic Courses (AAC)**

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

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

Participation in these courses is outlined in the Advanced Academic/AP Parent/Student Contract. See Appendix.

*Note: Advanced Academic Contract and Special Education/504 Accommodations in Advanced Academic Courses can be found in Appendix.*

## **Special Education**

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

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

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

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

Additional information about SBISD instructional programs can be found at:

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

# Core Courses

## Instructions for completing course requests:

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

## Core Courses by Grade Level

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>English Language Arts Reading</li> <li>Mathematics</li> <li>Science</li> <li>World Cultures</li> </ul>	<ul style="list-style-type: none"> <li>English Language Arts Reading</li> <li>Mathematics/Algebra I</li> <li>Science</li> <li>Texas History</li> </ul>	<ul style="list-style-type: none"> <li>English Language Arts Reading</li> <li>Mathematics/Algebra I/Geometry</li> <li>Science</li> <li>U.S. History</li> </ul>

## AAC Courses in Middle School

### Middle School AAC Course Offerings

	CSA	LMS	MMS	NMS	SBMS	SFMS	SOMS	SWMS	WAIS
ELAR 6 AAC	X	X	X	X	X	X	X	X	X
ELAR 7 AAC	X	X	X	X	X	X	X	X	X
ELAR 8 AAC	X	X	X	X	X	X	X	X	X
Math 6 AAC	X	X	X	X	X	X	X	X	X
Math 7 AAC	X	X	X	X	X	X	X	X	X
Math 8 AAC	X			X		X	X		X
Algebra	X	X	X	X	X	X	X	X	X
Geometry	X	X	X		X	X	X	X	X
Sci 6 AAC	X	X		X	X	X	X	X	X
Sci 7 AAC	X	X	X	X	X	X	X	X	X
Sci 8 AAC	X	X	X	X	X	X	X	X	X
World Cultures AAC	X	X		X	X	X	X	X	X
TX History AAC	X	X	X	X	X	X	X	X	X
U.S. History AAC	X	X	X	X	X	X	X	X	X

Language Arts/Reading AAC —6, 7, 8  
 Spanish AAC, AP  
 Science AAC —6, 7, 8  
 Mathematics AAC —6  
 Mathematics AAC —7\*

Algebra I AAC —7 or 8\*\*  
 Geometry AAC —8\*\*\*  
 World Cultures AAC —6  
 Texas History AAC —7  
 U.S. History AAC —8

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

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

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

# Elective Listing by Campus

Electives	Grade	HS Credit	CSA	LMS	MMS	NMS	SBMS	SFMS	SOMS	SWMS	WAIS
Athletics	7, 8			yr	sem/yr	yr	sem/yr	sem/yr	sem/yr	yr	
Developmental 6 <sup>th</sup> Grade Athletics	6			yr	sem		yr	yr	yr		
Dance	6, 7, 8		yr					yr			8-sem
Health	8	0.5			sem						
Health Fitness (Required)	6, 7, 8		sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	sem
Health Fitness Swimming	6, 7, 8					yr	yr	yr	sem/yr	yr	
Off Campus Health Fitness	6, 7, 8		sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	sem/yr	sem/yr

## Investigating Careers

Architecture & Construction	7, 8			sem			sem	sem	sem		
Hospitality & Tourism	7, 8						sem	sem	sem	sem	
Manufacturing	7, 8			sem				sem	sem		
Technology Applications (Computer Literacy)	6				sem		yr	sem	sem	sem	

## Gateway to Technology

Design & Modeling	7, 8	0.5	sem	sem	sem	sem	sem	sem	sem	sem	
Automation & Robotics	7, 8	0.5	sem	sem	sem	sem	sem	sem	sem	sem	sem
Medical Detectives	7, 8	0.5	sem	sem	sem	sem	sem	sem	sem	sem	
Computer Science for Innovators & Makers	7, 8	0.5	sem	sem	sem	sem	sem	sem	sem	sem	sem
General Employability Skills	7, 8	0.5		sem		sem		sem			
Principles of Hospitality & Tourism	8	1.0					yr	yr	yr	yr	
Principles of Information Technology	7, 8	1.0	yr			yr	yr		yr	yr	
Principles of Manufacturing	8	1.0						yr	yr		
Business Information Management	8	1.0									yr
Professional Communication	8	.5		sem		yr	sem		yr		
Digital Communications in the 21st Century	8	1.0			yr			yr	yr		
Fundamentals of Computer Science	8	1.0							yr		
Art 6	6		sem	yr	yr	yr	yr	yr	yr	yr	9-wk
Beginning Art	7, 8		sem	yr	sem/yr	yr	sem	yr	yr	yr	sem
Intermediate Art	7, 8		6 wks	yr	sem/yr	yr	sem	yr	yr	yr	sem
Advanced Art	7, 8			yr		yr		yr			
Art I AAC	8	1.0	yr	yr	yr	yr	yr	yr	yr	yr	
Art I Photography AAC	8	1.0			yr						
Band—Beginning	6, 7, 8		sem/yr	6,7-yr	yr	yr	yr	yr	yr	yr	
Band—Concert	6, 7, 8			7,8-yr	yr	yr	yr	yr	yr	yr	
Band—Symphonic	7, 8			yr	yr	yr	yr	yr	yr	yr	
Choir—Beginning	6, 7, 8			6,7-yr	sem/yr	yr	yr	yr	yr	yr	7-sem
Choir—Intermediate	7, 8			yr	sem/yr	yr	yr	yr	yr	yr	8-sem
Choir—Advanced	7, 8			yr	sem/yr	yr	yr	yr	yr	yr	
Performing Arts Exploration	6, 7										9 wk, sem (7)
General Music	6, 7, 8										7-yr
Orchestra—Symphonic/Advanced	7, 8			yr	yr	yr	yr	yr	yr	yr	
Orchestra—Beginning Strings	6, 7, 8			6,7-yr	yr	yr	yr	yr	yr	yr	
Orchestra—Philharmonic Intermediate	7, 8			Yr	yr	yr	yr	yr	yr	yr	
Theater Arts (Sixth Grade)	6				sem	yr	yr	yr		yr	
Theater Arts A—Beginning	6, 7, 8		sem/yr	yr	sem	yr	yr	yr		yr	8-sem
Theater Arts B—Intermediate	7, 8			sem	sem	yr	yr	yr		yr	
Theater Arts—Advanced	8			yr	sem		yr	yr		yr	
Dance 1	6,7,8							yr			
Dance 2	7,8							yr			
Dance 3	8							yr			

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

## Elective Listing by Campus

Electives	Grade	HS Credit	CSA	LMS	MMS	NMS	SBMS	SFMS	SOMS	SWMS	WAIS
French I	6, 7, 8	1.0	yr				yr				7-yr
French II	8	1.0	yr				yr				yr
Italian I	7, 8	1.0									yr
Italian II	8	1.0									yr
Spanish I, II, III, IV for Spanish Speakers	6, 7, 8	1.0		yr		yr	7,8-yr		yr	yr	
Spanish I	6, 7, 8	1.0	yr	yr	7,8-yr	yr	7,8-yr	yr	yr	yr	7-yr
Spanish II	6, 7, 8	1.0	yr	yr	8-yr	yr	7,8-yr	yr	yr	yr	8-yr
Spanish II Dual Language Program	6, 7, 8	1.0						yr		yr	6-yr
Spanish III AAC	7, 8	1.0				yr		yr		yr	7-yr
Spanish IV AP	8	1.0				yr		yr			8-yr
Mandarin Chinese I	7	1.0									yr
Mandarin Chinese II	8	1.0									yr
Exploratory Languages	6										yr
Broadcast	6, 7, 8			yr			sem	yr	yr	yr	
Advanced Broadcast	7, 8							sem			
Communication Applications	7, 8	0.5	sem		sem			sem			
Study Skills	6				sem						
Academic Lab	6, 7, 8				sem/ yr						
Yearbook, Desktop Publishing	7, 8				8-yr		sem	yr			8-yr
Applied Problem Solving	7, 8				sem			sem			
<b>SERVICE</b>											
Student Assistant	7, 8		sem	8-yr	sem	yr	8-sem	yr	sem	sem	
Student Council	6, 7, 8							yr			
Teacher Aide Lifeskills	8				sem		sem				
Teen Leadership	7, 8		yr	yr		yr	yr	yr			

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

## Core Classes—Sixth Grade

<h3 style="margin: 0;">English Language Arts Reading</h3>	<b>Options:</b> Grade Level AAC AAC /GT LA-SS AAC GT (Cornerstone Academy)
<p><b>6<sup>th</sup> Grade English Language Arts Reading 1631 AA/BB</b></p> <p>Sixth grade students develop an analytical approach to reading. Students are introduced to a wide array of literary terms in order to begin using the language of the critic. Using a wide variety of texts, both classical and contemporary, students will analyze how the author’s style, choice of words, and selected genre blend to create meaning. In writing, students are expected to use more complex sentence structures and grammatical constructions. Additionally, students learn to organize ideas in convincing and sophisticated ways for a variety of purposes and audiences. Evaluations stress higher level thinking skills and creativity in performance and products.</p>	
<p><b>6<sup>th</sup> Grade English Language Arts Reading AAC 1621 AA/BB</b></p> <p>Sixth grade AAC students continue to develop an analytical approach to reading in increasingly difficult texts. New literary terms are introduced so students can continue their development of the language of the critic. Using a wide variety of texts, both classical and contemporary, students analyze how the author’s style, choice of words and selected genre blend to create meaning. In writing, students are expected to use more complex sentence structures and grammatical constructions. Additionally, students learn to organize ideas in convincing and sophisticated ways for a variety of purposes and audiences.</p>	
<p><b>6<sup>th</sup> Grade English Language Arts for EBs 6516 AA/BB</b></p> <p><b>6<sup>th</sup> Grade Reading for EBs 6616 AA/BB</b></p> <p>Emergent bilingual students will apply earlier TEKS strands of developing and sustaining foundational language skills, comprehension; response; multiple genres; author’s purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance to think critically and adapt to the ever-evolving nature of language and literacy. Students will engage in academic discourse, reading, and writing daily with opportunities for cross-curricular content, independent, self-selected reading, and diverse texts.</p>	
<p><b>6<sup>th</sup> Grade English Language Arts Reading GT 1611 AA/BB</b></p> <p>In the Language Arts Gifted and Talented courses, students with advanced learning abilities are provided with an enriched academic environment using a variety of instructional methods and materials. Students will engage in self-initiated and self-directed learning. Students read widely in classic and contemporary selections and informational texts, as well as develop and express ideas through sophisticated and well-constructed compositions and presentations. Evaluations stress higher-level thinking skills, creativity and excellence in performance and products.</p>	
<p><b>6<sup>th</sup> Grade English Language Arts Reading /World Cultures AAC GT (LA-SS AAC GT) 1602I A/B</b></p> <p>The sixth grade Language Arts TEKS are integrated into the study of world cultures.</p>	
<p><b>6<sup>th</sup> Grade English Language Arts Reading /Social Studies World Cultures AAC (WAIS) 1602 AA/BB</b></p> <p>Our focus is on Language Arts and Writing with an integration of World Cultures. We cover all genres in reading and writing. In World Cultures we will learn how people, historical events, and environments have shaped cultures. We will also examine different types of governments, economies, and religious practices by people around the world.</p>	



# Core Classes—Sixth Grade

## Mathematics

**Options:** Grade Level  
AAC  
AAC/GT

### Traditional Course Sequence

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

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

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

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

### One-Year Accelerated Course Sequence

Grade 6	Grade 7	Grade 8
6 <sup>th</sup> Grade AAC Math	7 <sup>th</sup> Grade AAC Math	Algebra I (for high school credit)

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

#### 6<sup>th</sup> Grade AAC Math 3621 AA/BB

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

### Two-Year Accelerated Course Sequence

Grade 6	Grade 7	Grade 8
7 <sup>th</sup> Grade AAC Math	Algebra I (for high school credit)	Geometry (for high school credit)

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

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

## Core Classes—Sixth Grade

<b>Science</b>	<b>Options:</b> Grade Level Dual Language** (SFMS, SWMS, & Westchester Academy) AAC AAC /GT
<b>6<sup>th</sup> Grade Science 4631 AA/BB</b> The sixth grade science curriculum framework has four strands: Matter and Energy; Force, Motion, and Energy; Earth and Space; and Organisms and Environments. The two strands that are a major focus of study are Matter and Energy and Force, Motion, and Energy. The course has been designed to be a foundation that each student can build on through hands-on activities, inquiry-based investigations, and projects. Students understand science through a balance of content, process skills, problem-solving, and practical application and are encouraged to maintain their natural curiosity and love of learning. The student knows that science has a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models. The sixth-grade science student develops skills in the areas of investigation, data collection, data analysis, using scientific equipment, including technology.	
<b>6<sup>th</sup> Grade Science AAC/GT 4611 AA/BB</b> The sixth grade AAC curriculum encompasses the same topics as the grade level class. The AAC student will be challenged with a more in-depth study of each science discipline. The high expectations of this course will allow students to work at a faster pace while engaging in more in-depth investigations. *At WAIS, technology TEKS are integrated into this course.	
<b>6<sup>th</sup> Grade Science Dual Language 4632 AA/BB</b> **Only students who have gone through the Dual Language program in elementary and/or meet language and academic proficiency would be able to take Spanish/Dual Language Science which is offered at SFMS, SWMS, and Westchester Academy. Secondary Dual Language Science classes follow the same curriculum as outlined above but are instructed primarily in Spanish with assessment given in both languages.	

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

## Core Classes—Seventh Grade

<b>English Language Arts Reading</b>	<b>Options:</b> Grade Level AAC AAC/GT LA-SS AAC/GT
<b>7<sup>th</sup> Grade English Language Arts Reading 1731 AA/BB</b> <p>Seventh grade students continue to develop an analytical approach to reading in increasingly difficult texts. New literary terms are introduced so students can continue their development of the language of the critic. Using a wide variety of texts, both classical and contemporary, students analyze how the author’s style, choice of words and selected genre blend to create meaning. In writing, students are expected to use more complex sentence structures and grammatical constructions. Additionally, students learn to organize ideas in convincing and sophisticated ways for a variety of purposes and audiences. Evaluations stress higher level thinking skills and creativity in performance and products.</p>	
<b>7<sup>th</sup> Grade English Learners Language Arts (ELLA) 6517 AA/BB</b> <b>7<sup>th</sup> Grade Reading for EBs 6617 AA/BB</b> <p>Emergent bilingual students will apply the ELLA Texas Essential Knowledge and Skills (TEKS) of developing and sustaining foundational language skills; comprehension; response; multiple genres; author’s purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance to think critically and adapt to the ever-evolving nature of language and literacy.</p>	
<b>7<sup>th</sup> Grade English Language Arts Reading AAC 1721 AA/BB</b> <p>Seventh grade AAC students continue to develop an analytical approach to reading in increasingly difficult texts. New literary terms are introduced so students can continue their development of the language of the critic. Using a wide variety of texts, both classical and contemporary, students analyze how the author’s style, choice of words and selected genre blend to create meaning. In writing, students are expected to use more complex sentence structures and grammatical constructions. Additionally, students learn to organize ideas in convincing and sophisticated ways for a variety of purposes and audiences.</p>	
<b>7<sup>th</sup> Grade English Language Arts Reading AAC GT 1711 AA/BB</b> <p>In the language arts Gifted and Talented courses, students with advanced learning abilities are provided with an enriched academic environment using a variety of instructional methods and materials. Students will engage in self-initiated and self-directed learning. Students read widely in classic and contemporary selections and informational texts, as well as develop and express ideas through sophisticated and well-constructed compositions and presentations. Evaluations stress higher-level thinking skills, creativity and excellence in performance and products.</p>	
<b>7<sup>th</sup> Grade English Language Arts Reading and U.S. History (LA-SS AAC /GT) 1721 AA/BB—Cornerstone Academy AAC</b> <p>In 7<sup>th</sup> Grade LA/SS, students not only study Texas History from colonization through the creation of the Constitution, but also read a wide variety of genres of self-selected texts encompassing an analytical approach to reading and writing at a more rigorous level of study. Technology is woven into each discipline for a more in-depth study of history and literature. Emphasis is on speaking and writing as a writer, using academic language in both conversations and writing. Texas history will introduce map skills, contrast, and comparisons, use of primary sources and research skills through its study of landforms, history, and pioneer life in Texas.</p>	

# Core Classes—Seventh Grade

## Mathematics

**Options:** Grade Level  
AAC  
AAC /GT  
Algebra I AAC

### Traditional Course Sequence

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

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

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

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

### One-Year Accelerated Course Sequence

Grade 6	Grade 7	Grade 8
6 <sup>th</sup> Grade AAC Math	7 <sup>th</sup> Grade AAC Math	Algebra I (for high school credit)

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

#### 7<sup>th</sup> Grade AAC Math 3721 AA/BB

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

**Prerequisite:** Successful completion of 6<sup>th</sup> Grade AAC Math.

### Two-Year Accelerated Course Sequence

Grade 6	Grade 7	Grade 8
7 <sup>th</sup> Grade AAC Math	Algebra I (for high school credit)	Geometry (for high school credit)

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

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

#### Algebra I (AAC) MT201 A/B

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

**Prerequisite:** Successful completion of 7<sup>th</sup> Grade AAC Math.

#### Geometry AAC MT301 A/B

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

## Core Classes—Seventh Grade

<b>Science</b>	<b>Options:</b> Grade Level Dual Language** (SFMS, SWMS, Westchester Academy) AAC AAC/GT
<b>7<sup>th</sup> Grade Science 4731 AA/BB</b> The seventh grade science curriculum framework has four strands: Matter and Energy; Force, Motion and Energy; Earth and Space; and Organisms and Environments. Organisms and Environments are the major focus of study. Within the framework of this science content, students develop the scientific practices needed to investigate any topic. These practices include problem solving, designing and carrying out investigations, use of scientific tools, data collecting, data analysis, and the use of technology.	
<b>7<sup>th</sup> Grade Science AAC/GT AAC 4821 AA/BB; GT 4811 AA/BB</b> The seventh grade AAC curriculum encompasses the same topics as the grade level class. The AAC student will be challenged with a more in-depth study of each science discipline. The high expectations of this course will allow students to work at a faster pace while engaging in more in-depth investigations.	
<b>7<sup>th</sup> Grade Science Dual Language 4732 AA/BB</b> **Only students who have gone through the Dual Language program in elementary and/or meet language and academic proficiency would be able to take Spanish/Dual Language Science which is offered at SFMS, SWMS, and Westchester Academy. Secondary Dual Language Science classes follow the same curriculum as outlined above but are instructed primarily in Spanish with assessment given in both languages.	

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

## Core Classes—Eighth Grade

<h3>English Language Arts Reading</h3>	<b>Options:</b> Grade Level AAC AAC /GT LA-SS AAC/GT
<p><b>8<sup>th</sup> Grade English Language Arts Reading 1831 AA/BB</b></p> <p>Eighth grade students continue to develop an analytical approach to reading in increasingly difficult texts. Students will continue to expand their use of literary terms as they develop and refine the language of the critic. Using a wide variety of texts, both classical and contemporary, students analyze how the author’s style, choice of words and selected genre blend to create meaning. In writing, students are expected to use more complex sentence structures and grammatical constructions. Additionally, students will be organizing their ideas in convincing and sophisticated ways for a variety of purposes and audiences. Evaluations stress higher level thinking skills and creativity in performance and products.</p>	
<p><b>8<sup>th</sup> Grade English Learners Language Arts (ELLA) 6518 AA/BB</b></p> <p><b>8<sup>th</sup> Grade Reading for EBs 6618 AA/BB</b></p> <p>Emergent bilingual students will apply the ELLA Texas Essential Knowledge and Skills (TEKS) of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance to think critically and adapt to the ever- evolving nature of language and literacy.</p>	
<p><b>8<sup>th</sup> Grade English Language Arts Reading AAC 1821 AA/BB</b></p> <p>Eighth grade AAC students continue to develop an analytical approach to reading in increasingly difficult texts. Students will continue to expand their use of literary terms as they develop and refine the language of the critic. Using a wide variety of texts, both classical and contemporary, students analyze how the author’s style, choice of words and selected genre blend to create meaning. In writing, students are expected to use more complex sentence structures and grammatical constructions. Additionally, students will be organizing their ideas in convincing and sophisticated ways for a variety of purposes and audiences.</p>	
<p><b>8<sup>th</sup> Grade English Language Arts Reading AAC GT 1811 AA/BB</b></p> <p>In the Language Arts Gifted and Talented courses, students with advanced learning abilities are provided with an enriched academic environment using a variety of instructional methods and materials. Students will engage in self-initiated and self-directed learning. Students read widely in classic and contemporary selections and informational texts, as well as develop and express ideas through sophisticated and well-constructed compositions and presentations. Evaluations stress higher-level thinking skills, creativity and excellence in performance and products.</p>	
<p><b>8<sup>th</sup> Grade English Language Arts Reading /Social Studies AAC GT (LA-SS 8 AAC GT) 1821 AA/BB—Cornerstone Academy AAC</b></p> <p>In 8<sup>th</sup> grade LA/SS, students not only study Texas History from colonization through the creation of the Constitution, but also read a wide variety of genres of self-selected texts encompassing an analytical approach to reading and writing at a more rigorous level of study. Technology is woven into each discipline for a more in-depth study of history and literature. Emphasis is on speaking and writing as a writer, using academic language in both conversations and writing. Texas history will introduce map skills, contrast, and comparisons, use of primary sources and research skills through its study of landforms, history, and pioneer life in Texas.</p>	

# Core Classes—Eighth Grade

<b>Mathematics</b>	Options: Grade Level AAC AAC/GT						
<b>Traditional Course Sequence</b>							
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<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>					
<b>6<sup>th</sup> Grade Level Math</b>	<b>7<sup>th</sup> Grade Level Math</b>	<b>8<sup>th</sup> Grade Level Math</b>					
<p><b>Reminder:</b> Students who successfully complete this course sequence will be prepared for Algebra I in the 9<sup>th</sup> grade.</p> <p><b>8<sup>th</sup> Grade Level Math 3831 AA/BB</b></p> <p>The primary focal points for 8<sup>th</sup> grade math include representing, applying, and analyzing proportional relationships, using expressions and equations to describe relationships—including the Pythagorean Theorem, and making inferences from data. Problem solving will be incorporated throughout all concepts.</p>							
<b>One-Year Accelerated Course Sequence</b>							
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<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>					
<b>6<sup>th</sup> Grade AAC Math</b>	<b>7<sup>th</sup> Grade AAC Math</b>	<b>Algebra I (for high school credit)</b>					
<p><b>Note:</b> Students in this course sequence will take Algebra I for high school credit while in middle school. The state of Texas requires that all Algebra I students take a state-designed End-of-Course (EOC) exam. Students in this sequence will be prepared for Geometry in the 9<sup>th</sup> grade.</p> <p><b>Algebra I (AAC) MT201 A/B</b></p> <p>Algebra I is the study of algebraic expressions, equations, inequalities, systems of equations and linear, quadratic, and other non-linear functions along with their graphs and applications. A strong background in Algebra I is essential for success in higher level math classes.</p> <p><b>Prerequisite:</b> Successful completion of 7<sup>th</sup> Grade AAC Math. (Not required at WAIS.)</p>							
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<b>7<sup>th</sup> Grade AAC Math</b>	<b>Algebra I (for high school credit)</b>	<b>Geometry (for high school credit)</b>					
<p><b>Note:</b> Participation in this course sequence is available only to students who scored 80% or higher on Grade 6 Mathematics Credit by Examination at the end of 5<sup>th</sup> grade.</p> <p>Students in this course sequence will take Algebra I and Geometry for high school credit while in middle school. The state of Texas requires that all Algebra I students take a state-designed End-of-Course (EOC) exam. Students will be prepared for Algebra II in the 9<sup>th</sup> grade.</p> <p><b>Geometry (AAC) MT301 A/B</b></p> <p>Geometry includes the Euclidean study of geometric figures and their relationships, and the study of measurement, area, volume, and similarity.</p> <p><b>Prerequisite:</b> Successful completion of Algebra I.</p>							

## Core Classes—Eighth Grade

<b>Science</b>	<b>Options:</b> Grade Level Dual Language** (SFMS, SWMS, Westchester Academy) AAC AAC /GT
<p><b>8<sup>th</sup> Grade Science 4831 AA/BB</b></p> <p>The eighth-grade curriculum framework has four strands: Matter and Energy; Force, Motion, and Energy; Earth and Space; and Organisms and Environments. The two strands that are a major focus are Earth and Space and Matter and Energy. Students will build on scientific practices and concepts that were learned in sixth and seventh grade science. These practices include problem solving, designing and carrying out investigations, use of scientific tools, data collecting, data analysis, and the use of technology.</p>	
<p><b>8<sup>th</sup> Grade Science AAC/GT AAC: 4821 AA/BB; GT: 4811 AA/BB</b></p> <p>The eighth grade AAC/GT curriculum encompasses the same topics as the grade level class.-The high expectations of this course will allow students to work at a faster pace while engaging in more in-depth investigations. <b>Students must have successfully completed or be currently enrolled in Algebra I. Dismissal from Algebra I will result in dismissal from 8<sup>th</sup> Grade AAC/GT Science.</b></p>	
<p><b>8th Grade Science Dual Language 4832 AA/BB</b></p> <p>**Only students who have gone through the Dual Language program in elementary and/or meet language and academic proficiency would be able to take Spanish/Dual Language Science which is offered at SFMS, SWMS, and Westchester Academy. Secondary Dual Language Science classes follow the same curriculum as outlined above but are instructed primarily in Spanish with assessment given in both languages.</p>	

<b>Social Studies</b>	<b>Options:</b> Grade Level U.S. History AAC U.S. History AAC/GT LA-SS AAC/GT
<p><b>8<sup>th</sup> Grade U.S. History—Colonial History through Reconstruction 5831 AA/BB</b></p> <p>Students study the history of the United States from the early colonial period to the Reconstruction period following the Civil War. This year lays the foundation for deep understanding of early American and U.S. history through examination of primary sources with emphasis on foundational documents and significant leaders. Historical content focuses on the political, economic, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early Republic, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the Republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents.</p>	
<p><b>8<sup>th</sup> Grade U.S. History AAC 5821 AA/BB</b></p> <p>The eighth grade AAC course is a fast-paced rigorous program that follows the same course chronology as the regular 8<sup>th</sup> grade U.S. History—Colonial History through Reconstruction course but provides more opportunities for enrichment, the writing of DBQ (Document-Based Questions), and higher levels of reading. The course is designed to prepare students for the habits of mind necessary for students to be successful in Advanced Placement Studies courses in high school.</p>	
<p><b>8<sup>th</sup> Grade Texas History/Language Arts AAC (LA-SS AAC/GT) 5821 AA/BB—Cornerstone Academy</b></p> <p>An integrated course which teaches U.S. History from the Exploration Era through (and including) (**Reconstruction after the Civil War) while emphasizing the composing process utilizing narrative, descriptive and comparative essay writing skills. Sentence structure, grammar, mechanics, and usage will be included. Exposure to multiple genres through reading will provide models and topics for writing.</p>	



# Electives—Health Fitness

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

<p><b>Health Fitness</b></p> <p>In Health Fitness, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. The student exhibits a physically active lifestyle and understands the relationship between physical activity and health throughout the life span, Content focus is on wellness, exposure to various skills in team, individual and recreational sports/activities and establishing an individual wellness routine.</p>	<p><b>9113 AA/BB</b>  <b>Grades:</b> 6, 7, 8</p>
<p><b>Athletic Program</b></p> <p>Students may obtain their Health Fitness credit for 7<sup>th</sup> and 8<sup>th</sup> grade through participation in the Athletic Course. All athletics are governed and regulated by the University Interscholastic League guidelines. This course includes required practice times before and/or after school as well as attendance at games and meets. Students must have permission from parents and coach to enroll in any athletic program. Physical examinations are also required to enter this course. Students who do not have time to include athletics in their schedule may request to participate in the selected program after school. Sports programs included in the Athletic Course are:</p> <p style="padding-left: 40px;">Boys: Football, Cross Country, Basketball, Track and Soccer          Girls: Volleyball, Cross Country, Basketball, Track and Soccer</p>	<p><b>9223 AA/BB (Boys)</b>  <b>9213 AA/BB (Girls)</b>  <b>Prerequisite:</b> Coach's approval  <b>Grades:</b> 7, 8</p>
<p><b>Developmental Sixth Grade Athletics</b></p> <p>Moves beyond the traditional middle school Health Fitness curriculum and is designed for students interested in becoming future athletes. The course will focus on fundamental skill development, fitness, and character development along with leadership skill building. Students will participate at a high energy level each day to place the students at their next level of athletic ability.</p>	<p><b>9125 AA/BB</b>  <b>Grade:</b> 6</p>
<p><b>Off Campus Health Fitness Waiver Program</b> (semester/full year)</p> <p>Students may obtain their Health Fitness credit through approval of private or commercially sponsored physical activities under a Category 1 or Category 2 request. This program is designed for the highly elite and intense training athlete. Documentation of practice times and qualifications of facility and coach are to be submitted for <b>prior approval</b>. For outside activities an alternative activity must be in place for practice times and activities due to inclement weather.</p> <p><a href="https://www.springbranchisd.com/studentsfamilies/support-services/healthfitness/off-campus-health-fitness-fitness">https://www.springbranchisd.com/studentsfamilies/support-services/healthfitness/off-campus-health-fitness-fitness</a></p> <p><b>Category 1:</b> (Waivers in Category 1 must be approved by the local board and submitted to the Texas Education Agency.) These programs typically involve a minimum of 15 hours per school week of highly intense, professionally supervised training. Students qualifying and participating at this level may be dismissed from school one period per day for such participation.</p> <p><b>Category 2:</b> (Waivers in Category 2 must be approved by the local board but <u>do not</u> require submission or approval to the Texas Education Agency.) Requests considered under this category are for private or commercially sponsored physical activity programs as certified by the superintendent or his/her designee to be of high quality, well supervised by appropriately trained instructors, and consisting of a minimum of five (5) hours per school week (school week is Monday-Friday). Students qualifying and participating at this level <u>are not</u> dismissed from any part of the regular school day.</p>	<p><b>9133 AA/BB</b>  <b>Prerequisite:</b> Principal/ District approval  <b>Grades:</b> 6, 7, 8</p> <p><i>Applications must be submitted to the campus counselor by May 1<sup>st</sup>. Facility must be on approved SBISD OCHF Facility List prior to May 1<sup>st</sup>. See counselor for Student Application Packet</i></p> <p>*Apply each year for program</p>
<p><b>Health</b> (semester) (High school credit received upon successful completion of course)</p> <p>This course is designed for the mature student due to content material relevant for that of a high school student. In health education, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.</p>	<p><b>HPE102</b>  <b>Grade:</b> 8  <b>Type:</b> HS Elective Credit (.5)</p>
<p><b>Health Fitness Swimming</b> (year)</p> <p>Moves beyond the traditional middle school Health Fitness curriculum. The course will be held at the W.W. Emmons Natatorium. Students will acquire a foundation of fundamental knowledge, skill development and fitness in swimming and diving. Students must have permission from parents and the Health Fitness teacher. Note: W.W. Emmons Natatorium water depth is 6 feet.</p>	<p><b>9126 AA/BB</b>  <b>Grade:</b> 7, 8  <b>Prerequisite:</b> Students must have ability to put face in water and front float.</p>

# Electives—Health Fitness

## Human Sexuality Instruction

Choosing the Best is an abstinence-centered, sexual risk avoidance and relationship education program shown to delay sex among middle school students. Choosing the Best offers computer-based programs specifically tailored for each grade level at the middle school to promote abstinence and to teach students about their bodies, healthy relationships, personal boundaries, and protecting themselves from pregnancy and STDs. Curriculum also covers the structure and function of the human body, general health, and general hygiene. The seven-lesson instructional unit is instructed during Health/Fitness classes in grades 6-8 in the spring semester. Parents/guardians can access full lesson content by visiting the appropriate grade level link:

- 6<sup>th</sup> grade: Choosing the Best Way
- 7<sup>th</sup> grade: Choosing the Best Path
- 8<sup>th</sup> grade: Choosing the Best Life

According to state law, parents must opt-in for their students to receive this instruction. SBISD will send the opt-in forms to parents/guardians in December 2023 as human sexuality instruction will occur in Spring 2024.

# Electives—Fine Arts

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

<p><b>Art 6—grade 6 only (year)</b> This course is recommended for students who want to take 3 years of art in middle school to earn Art I high school credit in grade 8. Art 6 is a full-year course that provides students with introductory experiences in problem-solving and expression of personal ideas through a variety of art experiences, media, and techniques. Emphasis is placed on art production, incorporating the study of artists and styles, as well as the Elements and Principles of Art and Design. Each student is expected to maintain a portfolio.</p>	<p><b>7113 AA/BB</b> <b>Type:</b> Fine Arts credit <b>Grade:</b> 6 only</p>
<p><b>Beginning Art 7-8—1<sup>st</sup> year art course for 7th or 8th grade only (semester/year)</b> This is a beginning art course which will be an introductory art class for 7th and 8th grade students only. Art study will connect the study of world cultures through an exploration of universal themes such as Symbolism, Identity, Telling Stories, and observation of environment. The course explores the elements and principles of design through a variety of media such as painting, drawing, printmaking, ceramics, sculpture, and electronic media.</p>	<p><b>7113 CC/DD</b> <b>Type:</b> Fine Arts credit <b>Grade:</b> 7, 8 only</p>
<p><b>Intermediate Art 7-8—2<sup>nd</sup> year art course for 7th and 8th grade (semester/year)</b> This course must have Beginning Art 7-8 A/B as a prerequisite. It is a more advanced art course using visual language to solve a variety of visual problems. The course expands on student knowledge of the elements and principles of design through exploration in a variety of media such as painting, drawing, printmaking, ceramics, sculpture, and electronic media. Students will study art works of diverse styles, cultures, and historic periods.</p>	<p><b>7123 AA/BB</b> <b>Prerequisite:</b> Art 6 or Beginning Art 7-8 <b>Type:</b> Fine Arts credit <b>Grade:</b> 7, 8</p>
<p><b>Advanced Art 7-8—2<sup>nd</sup> year art course for 7th and 8th grade (semester/year)</b> This advanced course is for experienced 7th or 8th grade students. The students will have the choice to specialize in 2-D, 3-D or Digital Media/Photo medias. 2-D will be an in-depth exploration in painting, drawing, printmaking, and mixed media. 3-D will be an in-depth exploration in ceramics, sculpture, jewelry, fibers experimental media and installation art. Digital and photo will also include animation, short film, and other experimental digital media.</p>	<p><b>7133 AA/BB</b> <b>Prerequisite:</b> Art 6 A/B, or Intermediate Art 7-8 A/B <b>Type:</b> Fine Arts credit <b>Grade:</b> 8</p>
<p><b>Art I AAC (HS) (year)</b> This is a rigorous art course for students seeking a high school credit in art. The student will use the elements and principles of design to develop works in painting, drawing, printmaking, ceramics, sculpture, and electronic media. It requires the development of a portfolio. Provides one high school credit upon successful completion of Art I A and B. Students are required to participate in the district 8<sup>th</sup> grade portfolio review at the end of the year. At MMS, Art I A/B is also offered with an emphasis on photography.</p>	<p><b>FA102 A/B</b> <b>Prerequisite:</b> Art 6 or Beginning Art 7-8; teacher approval and portfolio review <b>Type:</b> Fine Arts credit (1.0) <b>Fee:</b> \$10 <b>Grade:</b> 8</p>
<p><b>Performing Arts 6—(9 weeks)</b> This course is an introduction to the areas of music and theater arts. Students will move through a continuum that begins with a focus on music and transitions into theater over the course of the term. This course is a hands-on, project-based course in which students have the opportunity to take ownership of their learning through units such as rock music and expression, jazz music and concert advertising, open scenes, and monologues.</p>	<p><b>7186 AA/BB</b> <b>Grade:</b> 6</p>
<p><b>Performing Arts 7—(semester)</b> This course is a continuation of the 6<sup>th</sup> grade performing arts course. Students will have the opportunity to take ownership of their learning through units such as music reading, world music and cultural reflection, and music theater and musical creation.</p>	<p><b>7187 AA/BB</b> <b>Grade:</b> 7</p>
<p><b>Band—Beginning (year)</b> Students may enter beginning band with no previous experience and are taught the basic skills of playing an instrument and music reading. Through an interview process, the band director will guide students to the instrument where they have the highest likelihood of individual success and to balance the instrumentation of the band program. Participation in a performing group offers the student the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills. School instruments are available for a minimal fee for students who need financial assistance. <i>It is strongly recommended that students interested in learning an instrument begin in the 6<sup>th</sup> grade.</i></p>	<p>Percussion      <b>7356 AA/BB</b> Trumpet          <b>7386 AA/BB</b> Clarinet         <b>7326 AA/BB</b> Flute              <b>7336 AA/BB</b> Saxophone      <b>7366 AA/BB</b> French Horn     <b>7346 AA/BB</b> Low Brass       <b>7376 AA/BB</b> Oboe/Bassoon   <b>7316 AA/BB</b> <b>Prerequisite:</b> Teacher approval <b>Grade:</b> 6, 7, 8</p>

## Electives—Fine Arts

<p><b>Concert Band (year)</b> Development and refinement of basic individual and ensemble skills are the priority of this class and as a result, students will experience more performance opportunities. Students also participate in solo and ensemble contests, festivals, and concert contests. Participation in outside-of-the-school-day rehearsals, sectionals and performances is a requirement. Participation in a performing group offers the student the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills. Only through an audition process established by the director may students advance to higher levels of band.</p>	<p><b>7227 AA/BB</b> <b>Prerequisite:</b> Teacher approval <b>Grade:</b> 6, 7, 8</p>
<p><b>Symphonic Band (year)</b> Members in this ensemble have the highest skill level in the band program. Performances take place throughout the year and include concerts, pre-UIL festival, UIL concert and sight-reading contest, solo and ensemble contest, and may include All-Region band auditions and performances. Symphonic Band is strictly regulated for instrumentation and balance. Only through an audition process established by the director may students advance to higher levels of band. Participation in outside-of-the-school-day rehearsals, sectionals and performances is a requirement. Participation in a performing group offers the student the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills.</p>	<p><b>7248 AA/BB</b> <b>Prerequisite:</b> Teacher approval <b>Grade:</b> 7, 8</p>
<p><b>Choir—Beginning; 6<sup>th</sup> Grade Mixed</b> No previous musical knowledge is needed to be a member of beginning choir. Students will learn to read music with the Kodaly solfeggio system. Students will participate in concerts and will learn to appreciate music of all types including Pop, Contemporary, and Classic styles.</p>	<p><b>7526 AA/BB</b> <b>Prerequisite:</b> Teacher approval <b>Grade:</b> 6, 7, 8</p>
<p><b>Choir—Intermediate</b> This choir is not auditioned and is open to any 7<sup>th</sup> or 8<sup>th</sup> grader. Students learn to apply critical thinking and problem solving in many ways. Students also participate in solo and ensemble contests, festivals, and concert contests. Participation in a performing group offers the student the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills.</p>	<p><b>7537 AA/BB</b> <b>Prerequisite:</b> Teacher approval <b>Grade:</b> 7, 8</p>
<p><b>Advanced Choir (Boys, Girls, Mixed)</b> Students may enter this choir upon audition and placement by the director. This choir is ability grouped and may be taught in formats that are mixed or as a Boys Ensemble or Girls Ensemble. Choir develops strong skills in analysis and interpretation as well as details. These elements are then unified into cohesive works. Students learn to apply critical thinking and problem solving in many ways. Students also participate in solo and ensemble contests, festivals, and concert contests. Participation in outside-of-the-school-day rehearsals, sectionals and performances are a requirement. Participation in a performing group offers the student the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills.</p>	<p><b>7529 AA/BB (Boys)</b> <b>7530 AA/BB (Girls)</b> <b>7527 AA/BB (Mixed)</b> <b>Prerequisite:</b> Teacher approval <b>Grade:</b> 7, 8</p>
<p><b>Beginning Strings/Orchestra</b> Students may enter beginning strings with no previous experience and are taught the basic skills of playing an instrument and music reading. Students are placed on instruments by recommendation of the director. Every effort is made to honor the instrument request of the student. Directors will try to place a student on an instrument where they have the highest likelihood of individual success and to balance the instrumentation of the orchestra program. School instruments are available for a minimal fee. <i>It is strongly recommended that students interested in learning an instrument begin in the 6<sup>th</sup> grade.</i></p>	<p>Cello <b>7456 AA/BB</b> String Bass <b>7446 AA/BB</b> Viola <b>7466 AA/BB</b> Violin Beginning <b>7476 AA/BB</b> <b>Grade:</b> 6, 7, 8</p>
<p><b>Philharmonic/Intermediate</b> There are two levels of orchestra—Advanced Symphony and Intermediate Philharmonic. Placement is generally based on a combination of instrumentation and performance ability. Both orchestras will perform several times during the year. The Symphonic Orchestra will participate in the UIL concert and sight-reading contest. This class is for the serious music student and placement is determined by audition. Students will have additional rehearsals before or after school, usually once a week. Performances may be scheduled in the evening and on weekends. <u>Attendance at all performances and rehearsals is required.</u></p>	<p><b>7443 AA/BB</b> <b>Grade:</b> 7, 8</p>

## Electives—Fine Arts

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

## Electives—Career & Technical Education

<p><b>General Employability Skills</b> (semester)</p> <p>This course helps students develop a plan for achieving their goals once they graduate. It includes several post-secondary planning components, such as personal strengths and interest analysis, career pathways investigation, developing a personal graduation plan, college/career planning, developing a Naviance portfolio, and soft skills development. Students will complete the course prepared to make effective decisions in making plans for their futures.</p>	<p><b>CGE550</b>  <b>Grade:</b> 7, 8  <b>Type:</b> HS Elective Credit (.5)</p>
<p><b>Investigating Careers in Architecture &amp; Construction</b> (semester)</p> <p>This exciting hands-on class will teach you about the different careers and skills needed in the Architecture &amp; Construction cluster. While learning about the careers, you will also get to safely operate several different portable and stationary power tools and use proper measuring techniques in creating a variety of woodworking projects. Some of the major concepts that will be learned are lab safety, exploring specific careers in Architecture &amp; Construction, basic drafting techniques, CO2 car design, and model rocket design.</p>	<p><b>CTMS22</b>  <b>Grade:</b> 7, 8</p>
<p><b>Investigating Careers in Culinary Arts</b> (semester)</p> <p>Interested in learning about the great jobs that are offered in the Culinary Arts field? If so, take this fun and exciting hands-on class. In this class you will learn about the various exciting careers in Culinary Arts and you will also gain some hands-on experience in the cooking labs.</p>	<p><b>CTMS28</b>  <b>Grade:</b> 7, 8</p>
<p><b>Investigating Careers in Manufacturing</b> (semester)</p> <p>After taking Career Portals in Architecture &amp; Construction you will be ready to take on this exciting and fun class where you will focus on building a variety of woodworking products using the manufacturing approach. Key concepts you will learn during the semester are lab safety, careers related to manufacturing, drafting techniques, and skills related to mass production.</p>	<p><b>CTMS33</b>  <b>Grade:</b> 7, 8</p>
<p><b>PLTW Gateway</b> students are provided opportunities to investigate problems and apply a problem-solving or design process to creatively identify solutions. Students are introduced to problems and are asked to make connections throughout the lessons. Students learn and use methods for communicating design ideas through sketches, solid models, mathematical, and computerized models. Students work in teams to identify design requirements, research the topic, and engage stakeholders.</p>	
<p><b>Gateway (1) Design &amp; Modeling</b></p> <p>Design and Modeling: Students design a toy or game, fabricate and test it, and make necessary modifications to optimize their design solution.</p>	<p><b>CST001</b>  <b>Grade:</b> 7, 8  <b>Type:</b> HS Elective credit (.5/semester)</p>
<p><b>Gateway (2) Automation &amp; Robotics</b></p> <p>Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer-control systems. Students use robotics to design, build, and program real-world objects.</p>	<p><b>CST002</b>  <b>Grade:</b> 7, 8  <b>Type:</b> HS Elective credit (.5/semester)</p>
<p><b>Gateway (3) Medical Detectives</b></p> <p>Students simulate the role of medical detectives as they analyze genetic testing results to diagnose diseases and study DNA evidence found at a “crime scene.” They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.</p>	<p><b>CST003</b>  <b>Grade:</b> 7, 8  <b>Type:</b> HS Elective credit (.5/semester)</p>
<p><b>Gateway (4) Computer Science for Innovators &amp; Makers</b></p> <p>Students discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects. Students will learn about programming for the physical world by blending hardware design and software development. They will design, plan and develop code for microcontrollers that bring their physical designs to life.</p>	<p><b>CST004</b>  <b>Grade:</b> 7, 8  <b>Type:</b> HS Elective credit (.5/semester)</p>

## Electives—Career & Technical Education

<p><b>Principles of Hospitality &amp; Tourism (HS)</b>          This course will introduce you to careers in the hospitality industry, with hands-on cooking experiences. We provide individual and group work activities as we research each area of the industry. You will investigate fast food and full-service restaurants, hotels, cruise lines, catering, and gourmet take home. You will also be provided the opportunity to gain valuable cooking techniques involving vegetables, egg preparation, meats, and starches.</p>	<p><b>CHT00 A/B</b>  <b>Grade: 8</b>  <b>Type: HS Elective credit (1.0)</b></p>
<p><b>Principles of Information Technology (HS)</b>          This high-school level course will give you a clear picture of the skills needed and options available in the Information Technology sector of industry. Almost every company either has their own department or outsources their IT needs, including computer repair, local area networks, basic programming, and digital workplace software and tools like word processing, databases, spreadsheets, and imaging.</p>	<p><b>CIT10 A/B</b>  <b>Grade: 8</b>  <b>Type: HS Elective credit (1.0)</b></p>
<p><b>Principles of Manufacturing (HS)</b>          You will design, manufacture, and market a product in either a metal lab or wood lab, in this student-directed, product-driven manufacturing class. You will gain knowledge and skills offered in the manufacturing related fields as well as a basic understanding of employment opportunities. Other corporate issues and manufacturing topics that will be covered are stock sales, management teams, quality control, employee relations, job satisfaction, and benefit allotment.</p>	<p><b>CMF00 A/B</b>  <b>Grade: 8</b>  <b>Type: HS Elective credit (1.0)</b></p>
<p><b>Professional Communications (HS)</b>          Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.</p>	<p><b>CTAV11</b>  <b>Grade: 7, 8</b>  <b>Type: HS Elective credit (.5)</b></p>
<p><b>Technology Applications (Computer Literacy) (semester)</b>          Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.</p>	<p><b>TA104C (Grade 6)</b></p>
<p><b>Fundamentals of Computer Science (HS) (year)</b>          Intended as a first course designed for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts.</p>	<p><b>TA103 A/B</b>  <b>Type: HS Elective credit</b>  <b>Grade: 8</b>  <b>HS credit: 1.0</b></p>
<p><b>Digital Communications in the 21<sup>st</sup> Century</b>          Will prepare students for the societal demands of increased civic literacy, independent working environments, global awareness, and the mastery of a base set of analysis and communication skills. Students will be expected to design and present an effective product based on well-researched issues in order to thoughtfully propose suggested solutions to authoritative stakeholders. The outcome of the process and product approach is to provide students an authentic platform to demonstrate effective application of multimedia tools within the contexts of global communication and collaborative communities and appropriately share their voices to affect change that concerns their future.</p>	<p><b>TA507 A/B</b>  <b>Type: HS Elective credit</b>  <b>Grade: 8</b>  <b>HS credit: 1.0</b></p>

## Electives—Languages Other than English

<p><b>French I A/B (HS) (year)</b> The French I curriculum offers accelerated instruction in listening, speaking, reading, writing, oral proficiency, increased vocabulary, and understanding the French culture. <i>Provides one high school credit on successful completion.</i></p>	<p><b>FL201 A/B</b> <b>Grade:</b> 6, 7, 8 <b>HS credit:</b> 1.0</p>
<p><b>French II (HS) (year)</b> The second level expands beginning curriculum with an emphasis on oral proficiency, reading, writing and increased vocabulary, grammatical structures and understanding of culture. <i>Provides one high school credit on successful completion.</i></p>	<p><b>FL202 A/B</b> <b>Grade:</b> 8 <b>HS credit:</b> 1.0</p>
<p><b>Italian I A/B (HS) (year)</b> The course offers accelerated instruction in listening, speaking, reading, writing, culture, and language related to Italian. <i>Provides one high school credit on successful completion.</i></p>	<p><b>FL501 A/B</b> <b>Grade:</b> 7, 8 <b>HS credit:</b> 1.0</p>
<p><b>Italian II A/B (HS) (year)</b> The second level expands beginning curriculum with an emphasis on oral proficiency, reading, writing and increased vocabulary, grammatical structures and understanding of culture. <i>Provides one high school credit on successful completion.</i></p>	<p><b>FL502 A/B</b> <b>Grade:</b> 7, 8 <b>HS credit:</b> 1.0</p>
<p><b>Mandarin Chinese I A/B (HS) (year)</b> The course offers accelerated instruction in listening, speaking, reading, writing, culture, and language related to Mandarin Chinese. <i>Provides one high school credit on successful completion.</i></p>	<p><b>FL801 A/B</b> <b>Grade:</b> 7, 8 <b>HS credit:</b> 1.0</p>
<p><b>Mandarin Chinese II A/B (HS) (year)</b> The second level expands beginning curriculum with an emphasis on oral proficiency, reading, writing and increased vocabulary, grammatical structures and understanding of culture. <i>Provides one high school credit on successful completion.</i></p>	<p><b>FL802 A/B</b> <b>Grade:</b> 7, 8 <b>HS credit:</b> 1.0</p>
<p><b>Spanish I, II, III, IV for Spanish Speakers (HS) (semester)</b> This course is designed for native speakers of Spanish who listen, read, write, and speak in Spanish. These basics skills will be strengthened with an emphasis on language structure and vocabulary. See counselor for details. <i>Provides one high school credit for successful completion of each level.</i></p>	<p><b>FLA101; FLA102</b> <b>FLA103; FLA104</b> <b>Grade:</b> 6, 7, 8 <b>HS credit:</b> 1.0</p>
<p><b>Spanish I A/B (HS) (year)</b> This course offers accelerated instruction in listening, speaking, reading, writing, culture and language related to Spanish. <i>Provides one high school credit on successful completion.</i></p>	<p><b>FL101 A/B</b> <b>Grade:</b> 6, 7, 8 <b>HS credit:</b> 1.0</p>
<p><b>Spanish II A/B (HS) (year)</b> The second level expands beginning curriculum with an emphasis on oral proficiency, reading, writing and increased vocabulary, grammatical structures and understanding of culture. <i>Provides one high school credit after successful completion.</i></p>	<p><b>FL102 A/B</b> <b>Grade:</b> 6, 7, 8 <b>HS credit:</b> 1.0</p>
<p><b>Spanish—Dual Language Program (HS) (offered at Spring Forest MS, Spring Woods MS, and Westchester Academy)</b> The Dual Language (DL) Program is a two-way immersion (TWI) program that integrates instruction for native English speakers and native speakers of Spanish. The objective is to promote high academic achievement, first and second language development, and cross-cultural understanding for all students. Some of the most relevant goals and characteristics of the DL program consist of having balanced student populations, with both native English speakers and native speakers of Spanish. Students entering middle school will be expected to take Spanish Science (SFMS, SWMS, Westchester Academy), and Spanish Language Arts and the rest of the content area subjects are in English. As a rule, only students who have gone through the Dual Language program in elementary would be able to take Spanish Science at SFMS, SWMS, and Westchester Academy; however, students who are Spanish native speakers could take advantage of Dual Language Spanish Language Arts as long as they meet the requirements for each specific level in middle school.</p>	<p><b>FL6DL A/B</b> <b>FL7DL A/B</b> <b>FL8DL A/B</b> <b>Grade:</b> 6, 7, 8 <b>HS credit:</b> 1.0</p>



# Electives—Languages Other than English

<p><b>Spanish III AAC (HS) (year)</b>  <b>Requirements:</b> <i>Must have passed the Credit by Examination and/or have earned credit for Spanish Levels I and II. Tests may be taken during the school year at any of the SBISD high schools. Students will take Spanish Credit by Examination as their final exam in May and must earn credit for Level III in order to continue with Spanish AP.</i>  This course offers students the opportunity to read widely and deeply, appreciate the writer's craft, study a variety of genres and texts with authentic Spanish Literature, gain an understanding of the literary elements, and act as literary critics. In writing, students are offered opportunities to write to demonstrate their understanding of their reading and thinking; to respond to works of literature in a variety of ways; to make judgments about and analyze an author's craft; to learn to organize ideas in a clear, coherent, and persuasive manner; and to use the elements of style to convey a message. Students are also offered opportunities to understand how the structure of a sentence, a paragraph, or an essay alters meaning; use language to accomplish many purposes; and appreciate the power and potential of the Spanish language.</p>	<p><b>FL103 A/B</b>  <b>Grade:</b> 7, 8  <b>HS credit:</b> 1.0</p>
<p><b>Spanish IV AP (HS) (year)</b>  <b>Requirements:</b> <i>Must have passed the Credit by Examination and/or have earned credit for Spanish Levels I, II, and III. Tests may be taken during the school year at any of the SBISD high schools. Students will take Advanced Placement Spanish test in May. Students earning from 3 to 5 points on the AP examination can obtain some college credits for Spanish at many institutions across the state and the nation.</i>  This course offers opportunities for student involvement of careful readings from different periods, disciplines, and rhetoric purposes. Students will develop writing strategies for a variety of purposes and audiences; respond to works of literature in a variety of ways; make judgments about and analyze an author's craft; learn to organize ideas in clear, coherent, and persuasive language; and use the elements of style to convey a message. Reading and writing will focus on how the author's purpose, theme, and style interact to convey meaning. The study of grammar is incorporated into the student's reading and writings, giving careful attention as to how the authors construct sentences to attain specific purposes; how the structure of a sentence, a paragraph, or an essay alters meaning; and how to appreciate the power and potential of the Spanish language.  Students at this level should expect rigorous time requirement outside the school schedule for reading, research, and completion of assignments.</p>	<p><b>FL141 A/B</b>  <b>Grade:</b> 8  <b>HS credit:</b> 1.0</p>
<p><b>Exploratory Languages (year)</b>  This course is designed for the study of selective aspects of multiple languages and cultures to develop basic sociolinguistic and communicative skills.</p>	<p><b>FL010 A/B</b>  <b>Grade:</b> 6</p>
<p><b>Japanese I (Saturday class available at WAIS)</b>  The course offers basic instruction in listening, speaking, reading, writing and culture with emphasis on active use of these language skills. It is approved by the Japanese government.</p>	<p><b>FL612 A/B</b>  <b>Grade:</b> 6, 7, 8  <b>HS credit:</b> 1.0</p>
<p><b>Japanese II (Saturday class available at WAIS)</b>  The second level expands beginning curriculum with an emphasis on oral proficiency, reading, writing and increased vocabulary, grammatical structures and understanding of culture.</p>	<p><b>FL622 A/B</b>  <b>Grade:</b> 6, 7, 8  <b>HS credit:</b> 1.0</p>
<p><b>Japanese III (Saturday class available at WAIS)</b>  These classes allow pre-approved students to develop upper-level skills in reading, writing, listening and speaking that prepare them for advanced levels of Japanese.</p>	<p><b>FL632 A/B</b>  <b>Grade:</b> 6, 7, 8  <b>HS credit:</b> 1.0</p>
<p><b>Japanese IV (Saturday class available at WAIS)</b>  This class refines and enhances upper-level skills that prepare students to perform at advanced levels with in-depth understanding of culture.</p>	<p><b>FL632 A/B</b>  <b>Grade:</b> 6, 7, 8  <b>HS credit:</b> 1.0</p>

## CREDIT BY EXAMINATION (CBE)

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

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

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

## Electives—Other

<p><b>Student Council</b> (year)</p> <p>Student Council is a service-based organization. Students use their class time to complete projects that benefit others at the school, community, city, state, and national levels, which include projects as needed by staff members. We are dedicated to educating people about issues such as drugs, health, safety, the environment, and patriotism. We hold fundraisers in order to finance our projects. During the school year, we attend meetings at the district and state levels. Student members will also be asked to give up some of their own time after school hours to complete projects as needed. Members are elected by the student body in the spring (for 7<sup>th</sup> and 8<sup>th</sup> grade) and the fall (for 6<sup>th</sup> grade) to serve on the Council for the following school year. Student Council members must maintain an acceptable academic standard as well as an outstanding behavioral record according to the constitution.</p>	<p><b>0518 AA/BB</b> <b>Grade: 6, 7, 8</b></p>
<p><b>Student Assistant</b></p> <p>This course is available to selected 7<sup>th</sup> and 8<sup>th</sup> grade students with the approval of the principal. Students may work in the office, library, or classroom. Students requesting office assistant must have an A/B average, good conduct, and good attendance. No disciplinary referrals are allowed.</p>	<p><b>0358 AA/BB/CC</b> <b>Grade: 7, 8</b></p>
<p><b>Teen Leadership</b></p> <p>This course provides opportunities to enhance a positive self-image through developing a stronger sense of self-esteem and self-confidence. In addition, emphasis will be placed throughout the course on identifying community needs and ways to meet those needs utilizing reading, math, and science skills.</p>	<p><b>0546 AA/BB/CC</b> <b>Grade: 7, 8</b></p>
<p><b>Life Skills Aide</b></p> <p>A reverse-inclusion experience geared at increasing student empathy and respect for diversity as typically developing students engage and interact with their peers in the Life Skills program. General education students will do activities, such as reading books, playing educational games, doing crafts, etc. in an effort to enhance the communication and socialization skills of the Life Skills students. A certified teacher will be in the room at all times.</p>	<p><b>0388 BB</b> <b>Grade: 8</b></p>
<p><b>Broadcast</b></p> <p>The purpose of this course is to provide opportunities for students to develop introductory skills in television production. They will be taught media skills, verbal skills, and teamwork.</p>	<p><b>7743 AA/BB/CC</b> <b>Grade: 7, 8</b></p>
<p><b>Advanced Broadcast</b></p> <p>This course is for students who have already taken Beginning Broadcast. The course will provide students opportunities to develop advanced skills in television production. They will learn media skills, verbal skills, and teamwork.</p>	<p><b>Grade: 8</b></p>
<p><b>Communication Applications/Speech (HS)</b> (semester)</p> <p>Students will understand and employ concepts and processes in sending and receiving oral messages, evaluating, recognizing using nonverbal communication, listening, and speaking for a variety of purposes. They will develop communication competence in interpersonal, group, and public interaction to establish and maintain productive relationships and function effectively in social, academic, professional, and citizenship roles. Students must research, outline, write, prepare, and deliver a minimum of five oral presentations to the class, including informative speaking, persuasive speaking, cross-examination style debate, extemporaneous, and impromptu presentations.</p>	<p><b>ELA502</b> <b>Grade: 8</b></p>
<p><b>Yearbook, Desktop Publishing</b> (semester)</p> <p>Provides the student with the background and fundamentals of layout and design, desktop publishing, and skills for successful publication of the yearbook.</p>	<p><b>0411 AA/BB</b> <b>Grade: 7, 8</b></p>
<p><b>Applied Problem Solving</b></p> <p>A hands-on semester-long introduction to engineering concepts and simple machines. Teams will use the design process to develop and build simple and compound machines then finish the semester with a complex machine.</p> <p>Students will apply real world problem solving and critical thinking skills at every step of the design process and in team/class interactions. Students will learn to: collaborate with peers to collectively solve the design challenge; communicate effectively in written reflections; develop a strong sense of personal responsibility, self-motivation, ethics, and an aptitude for following directions; and recognize and evaluate quality in both individual and group performance.</p>	<p><b>4931 CC</b> <b>Grade: 7, 8</b></p>

## Academic Intervention and Support

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

### High School State Credit for Middle School Coursework

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

- Algebra I AAC (Year)
- Art I AAC (Year)
- Art I Photography AAC (Year)
- Communication Applications/Speech A (Semester)
- Digital Communications in the 21st Century (Year)
- Fundamentals of Computer Science (Year)
- Gateway to Technology (Year)
- Geometry AAC (Year)
- Health (Semester)
- Principles of Hospitality & Tourism (Year)
- Principles of Information Technology (Year)
- Principles of Manufacturing (Year)
- Languages Other Than English (Year)

# ***Appendix***

# Preparing for Your Future

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

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

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

- Get to know your teachers and school counselors.
- Take challenging courses in Math, English, Social Studies, Science and Languages Other Than English.
- Develop good study habits - attend tutorials and ask for help when you need it.
- Be an active learner—take good notes, ask questions, participate in class discussions, complete homework assignments, and stay motivated.
- Participate in clubs and after-school activities.
- Complete the Career Key assessment in Naviance.
- Tour the Career Exploration on Texas OnCourse Middle School Galaxy.
- Talk with your parents, teachers, and counselors about possible post-secondary options and careers.
- Read for pleasure. Good readers make good thinkers.

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

- Begin thinking about the high school classes that will prepare you for college.
- Take the most challenging classes you can handle.
- Practice good study habits—take good notes, ask questions, participate in class discussions, complete homework assignments, and stay motivated.
- Set realistic goals for yourself and keep track of meeting those goals.
- Consider summer academics, enrichment camps, and other learning opportunities that will increase your skill and content knowledge.
- Complete the Career Cluster Finder in Naviance.
- Explore Texas OnCourse MapMyGrad and zero in on skills and interests to learn the ropes on endorsements, careers, and education pathways.
- Take advantage of the career exploration opportunity through Bridge Year.
- Participate in clubs and after school activities.
- Talk with your parents, teachers, and counselors about possible post-secondary options.
- Talk to your counselor about classes that meet the Foundation plan and your Endorsement pathway.
- Read for pleasure. Good readers make good thinkers.
- Start taking high school level courses in middle school.
- Start researching career options and plan high school courses accordingly.

**8th Grade Activities:**

- Begin thinking about the high school classes that will prepare you for college.
- Take the most challenging classes you can handle.
- Participate in clubs and after school activities.
- Review career options based on your Career Cluster Finder results. Utilize results to help guide endorsement selection.
- Create your 4-Year plan in Naviance.
- Take advantage of the high school transition visits.
- Consider enrolling in a summer enrichment program.
- Talk with your parents about saving and paying for college.
- Read for pleasure. Good readers make good thinkers.

# Graduation Program – Overview

## Foundation High School Program

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

### The program contains:

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

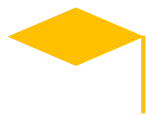
### Foundation Plan (22 credits)

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

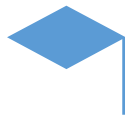
### Foundation Plan with Endorsements (26 credits)

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

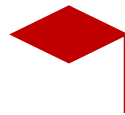
Select an endorsement below to view specific graduation requirements:



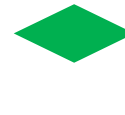
[STEM](#)



[Business/Industry](#)



[Public Services](#)



[Arts/Humanities](#)



[Multidisciplinary](#)

### Enhancements

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

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

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

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

Source: Texas Education Agency Graduation Tool

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

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

### General Course Requirements

**19 credits**

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

### Pathway Requirements

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

*Select one of the options below.*

<b>Mathematics</b>	<a href="#">2 additional advanced mathematics credits</a> for which Algebra II is a prerequisite
<b>Science</b>	<a href="#">1 additional advanced science</a>
<b>Career &amp; Technical Education</b>	<a href="#">Programming and Software Development</a> <a href="#">Engineering</a> <a href="#">Cybersecurity</a>

### Additional Credit Requirements

**Remaining Credits to 26 – Choice Electives**

#### Distinguished Level of Achievement

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



## Business & Industry Endorsement 26 Credits

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

### General Course Requirements

**19 credits**

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

### Pathway Requirements

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

*Select one of the options below.*

<b>Language Arts Electives</b>	<a href="#">4 ELA elective credits</a> with 3 levels in the same area
<b>Career &amp; Technical Education</b>	<a href="#">CTE Career Clusters</a>

### Additional Credit Requirements

**Remaining Credits to 26 – Choice Electives**

**Distinguished Level of Achievement**

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

## Public Services Endorsement 26 Credits

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

### General Course Requirements

**19 credits**

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

### Pathway Requirements

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

*Select one of the options below.*

<b>Navy Junior Reserve Officers Training Corps (NJROTC)</b>	<a href="#">ROTC I – IV</a>
<b>Career &amp; Technical Education</b>	<a href="#">CTE Career Clusters</a>

### Additional Credit Requirements

**Remaining Credits to 26 – Choice Electives**

**Distinguished Level of Achievement**

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

## Arts & Humanities Endorsement 26 Credits

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

### General Course Requirements

**19 credits**

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

### Pathway Requirements

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

*Select one of the options below.*

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

### Additional Credit Requirements

**Remaining Credits to 26 – Choice Electives**

**Distinguished Level of Achievement**

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

## Multidisciplinary Endorsement 26 Credits

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

### General Course Requirements

**19 credits**

4 credits English – ELA I, II, III, & English IV

4 credits Mathematics – Algebra I, Geometry, and two additional math, at least one of which is an advanced math course

4 credits Science – Biology, Chemistry or Physics, and two additional science, at least one of which is an advanced science course

3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics 2 credits in same Language Other than English

1 credit in Physical Education 1

credit in Fine Arts

### Pathway Requirements

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

*Select one of the options below.*

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

### Additional Credit Requirements

**Remaining Credits to 26 – Choice Electives**

#### Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4<sup>th</sup> science + Algebra II

(Distinguished Level of Achievement required for top 10% consideration)

## Search the Web

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

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

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

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

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

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

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

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

Provides a comprehensive guide to college readiness

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

Allows investigation of careers with detailed information

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

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

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

Search for information on career and post-secondary planning

## Special Education/504 Accommodations in AAC and Advanced Placement Courses

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

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

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