



# 2024 2025 Educational Planning Guide

A CATALOG OF INTERMEDIATE  
SCHOOL COURSES

BAYSIDE | BROOKSIDE  
CLEAR CREEK | CLEAR LAKE  
CREEKSIDE | LEAGUE CITY  
SEABROOK | SPACE CENTER  
VICTORY LAKES | WESTBROOK



# We Believe

Everyone deserves to be physically and emotionally safe

Each child's voice deserves to be heard



Strength of character is a hallmark of growth and learning

Trust, compassion, and respect are essential to positive relationships

Determination, perseverance and resilience lead to achievement

There is a collective moral imperative to invest in each person's capacity for growth and excellence

Parents, community and school have a shared responsibility for the education of youth



Inclusivity creates unity

Service before self, strengthens community

An innovative mindset is essential for future success



## **MISSION STATEMENT**

The mission of the Clear Creek Independent School District, the visionary leader igniting learning for all, is to ensure each student achieves, contributes, and leads with integrity in a safe and nurturing environment distinguished by authentic relationships, service before self, and the spirit of exploration.

Scan the QR code below to learn more about Clear Creek Independent School District's promise to you.



## **BOARD OF TRUSTEES**

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Board President

**Jonathan Cottrell**  
Board Vice President

**Jay Cunningham**  
Board Secretary

**Scott Bowen**  
Trustee

**Jessica Cejka**  
Trustee

**Jeff Larson**  
Trustee

**Jamieson Mackay**  
Trustee

Discover more about the visionary leaders behind our School District's success.  
Scan the QR code below to gain valuable insights into our School District's Governance.



## CCISD LEADERSHIP TEAM

**Karen Engle, Ed.D.**  
Superintendent of Schools

**Franklin Moses**  
Assistant Superintendent  
of Secondary Education

**Holly Hughes**  
Assistant Superintendent  
of Elementary Education

**Susan Silva, Ed.D.**  
Assistant Superintendent  
of Teaching and Learning

**Angela Stallings, Ed.D.**  
Assistant Superintendent  
of Instructional Support

**Robert Branch, Ed.D.**  
Assistant Superintendent  
of Human Resources

**Paul Miller**  
Assistant Superintendent  
of Support Services

**Alice Benzaia**  
Chief Financial Officer

**Elaina Polsen**  
Chief Communications Officer

**Leila Sarmecanic, J.D.**  
General Counsel

CLEAR CREEK ISD

# CORE VALUES



### TRUSTWORTHINESS

Act with honesty in all  
that you do

### RESPECT

Value yourself and others

### RESPONSIBILITY

Own your choices

### FAIRNESS

Play by the rules and consider  
the needs of others

### CARING

Be kind to others

### CITIZENSHIP

Work to improve your school,  
community, and country

It is the policy of the Clear Creek Independent School District not to discriminate on the basis of race, color, national origin, gender, or disability in programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

This material is published early in the preceding school year, so some changes in procedure, policy, or course offerings may be required. Students and parents may access updates at: [www.ccisd.net/myepg](http://www.ccisd.net/myepg)

## CAMPUS CONTACTS

Please scan the QR codes below to view the most up-to-date Campus Contacts

### **Bayside Intermediate School**

4430 Village Way  
League City TX 77573

281-284-3000



### **League City Intermediate School**

2588 Webster Street  
League City TX 77573

281-284-3400



### **Brookside Intermediate School**

3535 East FM 528  
Friendswood TX 77546

281-284-3600



### **Seabrook Intermediate School**

2401 East Meyer Street  
Seabrook TX 77586

281-284-3100



### **Clear Creek Intermediate School**

2451 East Main Street  
League City TX 77573

281-284-2300



### **Space Center Intermediate School**

17400 Saturn Lane  
Houston TX 77058

281-284-3300



### **Clear Lake Intermediate School**

15545 El Camino Real  
Houston TX 77062

281-284-3200



### **Victory Lakes Intermediate School**

2880 West Walker  
League City TX 77573

281-284-3700



### **Creekside Intermediate School**

4320 West Main Street  
League City TX 77573

281-284-3500



### **Westbrook Intermediate School**

302 West El Dorado Blvd  
Friendswood TX 775

281-284-3800



# Table of Contents

Program Descriptions.....	1
Dual Language Magnet at Bayside, Clear Creek, and Clear Lake Intermediate.....	1
Science Magnet at Brookside Intermediate and Seabrook Intermediate.....	2
WAVE GT Magnet at League City Intermediate and Westbrook Intermediate.....	3
Programs Designed for Gifted and Talented Students.....	4
Probations/Furlough/Exit Procedures for Gifted and Talented Students.....	4
Advanced Academics Programs.....	5
Special Education/Section 504 Accommodations –Honors/GT.....	6
Special Education Services.....	7
English as a Second Language (ESL) and Sheltered Instruction.....	7
Intermediate School Promotion Standards.....	8
STAAR.....	8
Credit by Examination for Acceleration (Without Prior Instruction).....	8
Course Descriptions.....	9
Schedule Change Requests.....	10
Course Level Change Procedures.....	10
Waiver of Class Fees.....	10
LAUNCH For Success.....	11
Language Arts.....	13
Mathematics.....	18
Intermediate Math Course Pathways to Algebra I.....	22
Science.....	23
Intermediate Science Course Pathways to Biology.....	28
Social Studies.....	33
Health Fitness.....	37
Leadership Development Corps.....	39
Career and Technical Education.....	40
Visual and Performing Arts.....	42
World Languages and Cultures.....	48
WAVE GT Magnet.....	49
Naviance by POWERSCHOOL.....	50
CCISD Personal Graduation Plan & Naviance Task by Grade Level.....	50
High School Graduation Toolkit Supplement.....	51
Foundation High School Program (FHSP) Graduation Requirements and Endorsement Pathways.....	52
Endorsement Pathways.....	53
Stem Endorsement Pathways.....	53
Business & Industry Endorsement Pathways.....	53
Public Services Endorsement Pathways.....	54
Arts & Humanities Endorsement Pathways.....	54
Multidisciplinary Studies Endorsement Pathways.....	55
State Assessment Graduation Requirements.....	55
Performance Acknowledgments.....	56
Texas First Early High School Completion Program.....	57
Special Honors.....	58
Clear Horizons Early College High School (CHECHS).....	59
College of the Mainland Collegiate High School.....	59
Clear View High School.....	60
Alternative Options for Earning High School Credit.....	60
Credit Validation from Non-Accredited Schools.....	65
Online Options For Earning High School Credit During the School Day.....	66
Options for Earning High School and College Credits.....	67
Classification by Credits.....	68
Waiver of Fees.....	68
Grade Point Average, Rank, And Honors Graduates-Class of 2027 and Beyond.....	69
Diplomas.....	73

## PROGRAM DESCRIPTIONS

### *DUAL LANGUAGE MAGNET AT BAYSIDE, CLEAR CREEK, AND CLEAR LAKE INTERMEDIATE*

The Dual Language Magnet program is available at Bayside Intermediate, Clear Creek Intermediate, and Clear Lake Intermediate, in grades 6-8, as a continuation of the Dual Language Program available in CCISD. Dual Language is an educational model in which both native English speakers and native Spanish speakers receive instruction together in both languages to promote second language acquisition, high academic achievement, and cross-cultural understanding for all students. Language learning takes place primarily through content instruction. Linguistic proficiency in both languages is developed as students develop their knowledge of subject matter through performing academic tasks.

The benefits of the Dual Language Program are numerous. Research conducted concerning Dual Language has reflected positive results for the participating students. Some of the benefits of the Dual Language Program include:

- Bilingualism
- Development of language and cognitive skills
- Intellectual growth
- Interpersonal communication enhanced
- Increase in self-esteem
- Enhances empathy and social relations
- Listening skills increase
- Flexible thinking develops
- Future marketability increased
- Appreciation for other languages and cultures
- Better performance on standardized tests (2002 Collier-Thomas study)

Dual Language Magnet Program Design: Students in the Dual Language Magnet Program are provided the opportunity to take Language Arts and Social Studies in both English and Spanish while integrating the Spanish curriculum into their studies.

Dual Language Magnet Program Eligibility: Continuing Dual Language students in CCISD are eligible to participate. Students coming from outside programs will be evaluated for entry.

For more information, please scan the QR code below or visit the CCISD website: <https://www.ccisd.net/duallanguage>.



## *SCIENCE MAGNET AT BROOKSIDE INTERMEDIATE AND SEABROOK INTERMEDIATE*

The Science Magnet Program is housed at Brookside Intermediate School and Seabrook Intermediate School and serves over 600 students. A STEM-based curriculum is provided for all students while additional science electives and opportunities are available for students enrolled in the Science Magnet Program.

Science Magnet Program Design: The Science Magnet program provides unique opportunities for students with a high interest in science. Open to students in grades six through eight from throughout the district, this program combines traditional science instruction with student choice of additional science electives. Field trips and enrichment opportunities foster greater involvement of the scientific community in the classroom and bring the students into the real world of science. Family and Community STEM nights allow the entire family to become involved with the activities and experiences of the science magnet student.

Science Magnet Curriculum Requirements: Students in the science magnet program are required to take Honors level Language Arts and Science courses. In Honors, there is a priority on deep and complex discussions, rigorous learning, real-world applications, across-content connections, and clear and persuasive writing which prepares students for scientific research.

See page 6 for more information regarding Special Education/Section 504 Accommodations- Honors/GT

Science Magnet Program Eligibility: All students within the CCISD attendance zone boundaries are eligible to apply to attend the Science Magnet program. Students zoned to Clear Lake Intermediate, Creekside Intermediate, Westbrook Intermediate, and Victory Lakes Intermediate may apply to attend Brookside Intermediate's Science Magnet Program. Students zoned to Bayside Intermediate, Clear Creek Intermediate, League City Intermediate, and Space Center Intermediate may apply to attend Seabrook's Science Magnet Program. Students are admitted to the Program as 6<sup>th</sup> graders. At the end of the 6<sup>th</sup>-grade year, if space allows, the application process will open up for placement during a student's 7<sup>th</sup> and 8<sup>th</sup>-grade year.

For further information scan the QR below or, visit the CCISD website:  
<http://www.ccisd.net/sciencemagnet>.



## ***WAVE GT MAGNET AT LEAGUE CITY INTERMEDIATE AND WESTBROOK INTERMEDIATE***

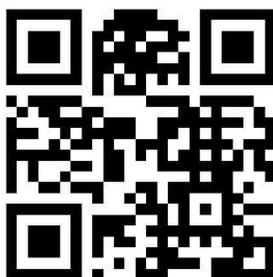
In 1996, Clear Creek Independent School District established an intermediate gifted and talented magnet at Webster Intermediate School, known as Webster Academy-Visions in Education (WAVE). The WAVE Magnet Program is housed at League City Intermediate and Westbrook Intermediate Schools and has expanded to more than 1,000 students in grades 6-8. These GT magnet academies bring together gifted and talented students from across the district for the opportunity to interact with their intellectual peers and to participate in a learning environment designed to facilitate and expand their opportunities and experiences. WAVE also helps the gifted learner to work with their unique strengths in academics as well as assisting in their personal-social development. Below are some of the unique attributes of WAVE:

- Differentiated, interdisciplinary, challenging academic classes
- Curriculum tied to universal themes and real-world issues
- Advanced-level, real-world products, and activities
- Language arts/reading integrated into one compacted literature-based course
- Acceleration in various subjects as appropriate
- Sixth grade WAVE Basics/ Health Fitness class for cognitive, physical, social/emotional, and leadership development as well as independent research in preparation for Texas Performance Standards Project
- WAVE mini-course opportunities are based on the research of Joseph Renzulli
- Independent Studies based on student interest
- Awareness of the unique social and emotional needs of gifted students

WAVE GT Magnet Program Design: The academic core and other required WAVE courses are differentiated, interdisciplinary, and challenging. Advanced level, real-world products and activities are tied to universal themes and other real-world issues. Language arts/reading is compacted into one literature-based course. Math and science acceleration options are available. During their 8<sup>th</sup> grade year, all WAVE students will participate in the development of sophisticated products and/or performances, such as the Texas Performance Standards Project (TPSP), as required by the Texas Education Agency (TEA). WAVE mini courses provide opportunities for student choice and real-world application. Each WAVE teacher has obtained or is pursuing a State GT Certification.

WAVE GT Magnet Program Eligibility: All students who have been identified by the Clear Creek Independent School District Gifted and Talented Education Program are eligible. The enrollment process begins each year in January with a WAVE Campus Tour and Parent Information Night followed by course selection in February.

For more information, please scan the QR code below or visit the CCISD website:  
<https://www.ccisd.net/wave>.



## PROGRAMS DESIGNED FOR GIFTED AND TALENTED STUDENTS

CCISD offers programs for gifted and talented students in grades K-12. Teachers and counselors in each secondary school aid these students in assessing their strengths and in determining their goals as they select their courses each year. At the high school level, the gifted and talented students are served through Honors, Advanced Placement Programs, and Independent Study Mentorship. Information concerning participation in the gifted/talented program may be obtained from the Office of Advanced Academics and Gifted and Talented Programs.

### ***PROBATIONS/FURLOUGH/EXIT PROCEDURES FOR GIFTED AND TALENTED STUDENTS***

See Policy EHBB (Local)

*Probation is for any GT student failing to demonstrate mastery of skills necessary for success at the next level in any core content course or grade level (English/Language Arts, Science, Mathematics, and/or Social Studies). Parents will be notified when a student is placed on probation. Collaboration between the parents and school will determine the type of interventions and how progress will be monitored during the probation period.*

#### Probation Guidelines:

Any GT student failing to demonstrate mastery of skills necessary for success at the next level, in any core content course or grade level, (English/Language Arts, Science, Mathematics, and/or Social Studies), will be placed on probationary status. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, nine week, or semester exams. Mastery of at least 70 percent of the objectives shall be required for those courses with a numerical grading system. Mastery of the majority of objectives is required for those grade levels utilizing standards-based grading.

The probation procedure may also be initiated by a classroom teacher, advanced academic specialist, campus GT liaison, counselor, principal, parent(s), or the Director of Advanced Academics and Gifted and Talented Program, based on academic struggles. A committee comprised of at least three gifted and talented trained district/local campus educators will determine the specific improvement actions the student must make within the probation period. A GT Committee may be called at any time the student is at risk of academic failure.

At the end of the probationary period, the student's progress will be re-evaluated by a committee. If the student is passing all core courses, the student will be removed from probation; if not, the committee will consider furlough.

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*Furlough is defined as a leave of absence from the GT program that may last for up to one year. A furlough may be initiated by a student/ parent/ teacher or for continuous low performance.*

#### Furlough Guidelines:

A student may be placed on furlough (leave of absence) from the GT program for up to one year for any of the following reasons:

- Recommendation of the GT Committee, based on continual academic struggles.
- The student elects not to participate in the levels of service offered to GT students at their grade level. (Independent Study and/or Honors/GT courses at the intermediate level).

A Webster Academy-Visions in Education (WAVE) Magnet student who is placed on furlough from the GT program will return to his/her home intermediate campus.

Intermediate students not taking at least one Honors/GT or Independent Study course will be placed on furlough for one year.

At the end of the furlough period, a student will be re-evaluated by a GT committee. A decision will be made regarding the reinstatement of the student in the GT program or to initiate exit procedures.

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## ***ADVANCED ACADEMICS PROGRAMS***

### **Benefits of Honors/GT Coursework**

- Honors courses will assist students in acquiring the deep and complex thinking skills needed to be successful in rigorous coursework in high school and college. Students will apply increasingly sophisticated thinking, reading, writing, listening, and speaking skills.
- In Honors, there is a priority on deep and complex discussions, rigorous learning, real-world application, across content connections, and clear and persuasive writing.

### **Considerations for Honors/GT Coursework**

- The ability to prioritize time and interests
- A positive attitude toward challenging coursework
- A strong work ethic
- Encouragement of current teachers to participate in advanced level academics
- Independent study habits
- Performance on state assessments
- Course Level Change Procedures (see page 10)

### **Equity and Access to Honors/GT Courses**

CCISD has a genuine commitment to preparing ALL students for challenging academic work. Honors/GT courses have open enrollment, and students are encouraged to reap the benefits of rigorous coursework.

Any schedule change requests or requests to level down submitted after this year's course verification deadline will be subjected to procedures outlined in CCISD policy EIA (REGULATION). For detailed information, please refer to page 10 of the 2024-2025 Intermediate Educational Planning Guide or visit [ccisd.net/courseselection](http://ccisd.net/courseselection).

## *SPECIAL EDUCATION/SECTION 504 ACCOMMODATIONS –HONORS/GT*

The following guidelines are intended to apply to eligible students who receive Special Education or Section 504 services who enroll in Honors/GT courses. While Honors/GT courses are open to all students, including students who receive Special Education or Section 504 services; counselors, parents, ARD Committees and Section 504 Committees should be aware that these are high-level academic classes. In order to be eligible for accommodations in an Honors/GT class, the student must be eligible for the same accommodation in a general education classroom. Accommodations will not be implemented if they fundamentally 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 Honors/GT courses:

1. Students who receive Special Education or Section 504 services must have equal opportunity to participate in Honors/GT courses.
2. While ARD and Section 504 Committees may wish to consider Honors/GT courses in connection with transition plans for students who will be attending college, ARD Committees and Section 504 Committees are not required to place students in Honors/GT classes unless they can be reasonably expected to be successful there with the allowable accommodations described in the guidelines referred to below.
3. Accommodations for students who receive Special Education or Section 504 services may not fundamentally alter the content or academic standards of the Honors/GT course. Thus, certain allowable accommodations may include, but are not necessarily limited to the following:
  - Extended time for testing
  - Preferred seating
  - Opportunity to repeat and explain instructions
  - Assignment notebook
  - Minimize distractions
  - Large print/Braille
  - 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 may alter the content or the standards of the course, and therefore might not be allowed:
  - Reduction in pacing of daily coursework
  - Reduced assignments
  - Special projects in lieu of assignments
  - Exams of reduced length
  - Open book exams
  - Peer tutoring/paired work arrangement (is not allowed except when offered to the entire class)
  - Any reduction of content or standards of the course
  - Reduced mastery

While the decision to enroll in an Honors/GT class is ultimately to be made by the parent or student, the ARD or Section 504 Committees 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.

## **SPECIAL EDUCATION SERVICES**

Each Intermediate School has the responsibility for providing educational and related services to eligible students in the least restrictive environment and ensuring students with disabilities have the opportunity to participate in educational programs and activities with students without disabilities to the extent appropriate. If a student has or is suspected of having a disability and requires specialized services, parents, teachers, administrators, or any other district employee should contact a campus Assistant Principal for information concerning the special education referral process.

The school district curriculum enables each student with disabilities to acquire knowledge and skills commensurate with the student's needs and abilities. These skills are developed with the support of special education accommodations, modification of instruction, and related services, as determined by the admission, review, and dismissal (ARD) committee for any course to enable the student to access and make progress with the general curriculum. The ARD committee shall determine the appropriate instructional setting for each student, and these shall be specified in the student's Individualized Education Program (IEP).

## **ENGLISH AS A SECOND LANGUAGE (ESL) AND SHELTERED INSTRUCTION**

It is the goal of the Clear Creek Secondary Emergent Bilingual (EB) Program to develop the English fluency of our Emergent Bilinguals by providing academic, linguistic, social, and cultural support for EBs, through English as a Second Language (ESL) and sheltered instruction strategies in the core content areas, which will include the use of sheltered instruction. The ESL Program enables our Eb student's to become competent in the comprehension, speaking, reading, and composition of the English language. Through the integrated use of second language methodology and sheltered instruction students also master the Texas Essential Knowledge and Skills of English Language Arts in addition to the core content areas of mathematics, science, and social studies.

The program is designed to transition EBs with limited English fluency to an advanced level of speaking, listening, reading, and writing within the developmental time frame suggested by the Texas Education Agency. Only students with limited English proficiency may qualify for the ESL program. Course placement will be determined by LPAC based upon student testing.

## INTERMEDIATE SCHOOL PROMOTION STANDARDS

See Policy EIE (Local)

Yearly averages are calculated averaging each of the 4 nine weeks' grades.

To be promoted to grade 6, a student shall demonstrate mastery of a majority of the grade 5 objectives.

To be promoted from grade 6 to grade 7, a student shall have an overall average of 70 on a scale of 100 for the following subject areas: mathematics, English/language arts (ELA), science, and social studies. In addition, students must have a grade of 70 or above in mathematics and ELA.

To be promoted from grade 7 to grade 8, a student shall have an overall average of 70 on a scale of 100 for the following subject areas: mathematics, English/language arts (ELA), science, and social studies. In addition, students must have a grade of 70 or above in mathematics and ELA.

To be promoted from grade 8 to grade 9, a student shall have an overall average of 70 on a scale of 100 for the following subject areas: mathematics, English/language arts (ELA), science, and social studies. In addition, students must have a grade of 70 or above in mathematics and ELA.

## STAAR

See Policy EKB (Legal)

Every Student receiving instruction in the Texas Essential Knowledge and Skills shall take the appropriate criterion-references assessments as required by Education Code Chapter 39, Subchapter B and Education code 39.023(a), (c), (f); 19 TAC 101.5.

Each time a student fails to perform satisfactorily on an assessment instrument administered under Education Code 39.023(a) in the sixth, seventh, or eighth grade, the district in which the student attends school shall provide to the student accelerated instruction before school, after school, embedded in the school day, or during the subsequent summer.

## CREDIT BY EXAMINATION FOR ACCELERATION (WITHOUT PRIOR INSTRUCTION)

See Policy EHDC (Local)

Students have the opportunity to take an examination to earn credit for an academic course (provided an examination is available for the course) for which students have not had prior instruction. These exams will cover the regular curriculum and not the advanced-level curriculum. Students must receive an 80 or above on the examination (excluding examinations taken for World Languages and Cultures via the AAPPL, Advanced Placement, and the ASLPI) to receive credit for the course and this grade shall be posted on the student's transcript. Most year-long courses have two (2) Examination for acceleration, per policy EHDC (Local), the course(s) will appear on the transcript but will not be included in the GPA calculation.

Students may not attempt to earn Credit by Examination for acceleration for a specific high school course more than two times.

### **District-wide testing:**

Examinations are administered four times each year: two times during the summer months, one time during the fall semester, and once during the spring semester at no cost to the student. Students must contact their campus counselor to register and/or to obtain more information regarding credit by examination for acceleration. Students interested in the Credit by Examination process may visit the District's Assessment & Evaluation webpage, for a complete list of tests offered. Note that some exams do not correspond to a district course and may be subject to approval by the Department of Counseling and Student Services.

Study guides are available at:

[https://highschool.utexas.edu/cbe\\_study\\_guides](https://highschool.utexas.edu/cbe_study_guides)

<https://www.depts.ttu.edu/k12/cbe/review>

<https://apstudents.collegeboard.org/ap-exams-overview/practice-for-exams>

NOTE: The Guide for the College-Bound Student-Athlete published by the NCAA states that credit-by-exam courses are NOT a core course. Please refer to the NCAA website for further information at the [NCAA Eligibility Center](#).

## COURSE DESCRIPTIONS

This section of the Intermediate Educational Planning Guide contains descriptions of all courses offered in grades six through eight in Clear Creek Independent School District (CCISD) Intermediate Schools. Descriptions are divided into content areas and include information about course content, grade placement, eligibility, and high school credit when applicable. The Educational Planning Guide (EPG) Course Codes can be found after the course number throughout EPG.

### **English as a Second Language (ESL) and Sheltered Instruction:**

EPG Course Codes: English as a Second Language (ESL) and Sheltered Instruction (S)

ESL and Sheltered Instruction enables our Emergent Bilinguals to become competent in the comprehension, speaking, reading, and composition of the English language through ESL classes and sheltered math, science, social studies, as well as certain elective courses such as reading. Through the integrated use of second language methodology and sheltered instruction students also master the Texas Essential Knowledge and Skills of English Language Arts in addition to the core content areas of mathematics, science, and social studies.

### **Dual Language:**

EPG Course Codes: DL

Dual Language courses in Language Arts and Social Studies are provided in both English and Spanish while integrating the Spanish curriculum into their studies.

### **General Education:**

Courses designed to meet the requirements as established in the Texas Essential Knowledge and Skills (TEKS). Differentiated instructional strategies are implemented.

### **Honors/Gifted and Talented (Honors/GT):**

EPG Course Codes: H

Honors/GT courses are open enrollment courses whose content, rigor, and course sequence offer a challenging curriculum and prepare students for the option of taking Honors/GT and Advanced Placement courses in high school. These courses are not limited specifically to identified Gifted and Talented students. Refer to page 5 for further details.

### **Honors/Gifted and Talented (Honors/GT (WAVE))**

EPG Course Codes: HW

Honors/GT (Wave) courses include content, pacing, rigor and course sequence designed around a universal theme for each grade level. This challenging coursework prepared gifted and talented students for advanced placement courses while giving opportunities for differentiated, interdisciplinary, challenging thinking connected to real-world products, universal themes, and other real-world issues. Gifted and talented eligibility and enrollment in WAVE is required to register for these courses.

## **SCHEDULE CHANGE REQUESTS**

See Policy EIA (Regulation)

Students select courses in the spring prior to the next year by utilizing the information learned in the four-year planning process and through discussions with counselors, teachers, and parents. Careful thoughtful decisions must be made during this process. Verification listings are provided to the students in the spring so that each student can confirm that the correct choices have been input into the database. Each campus will set a final date for course request corrections to be submitted for review and processing. For students with disabilities, special education courses are determined by the Admission, Review, and Dismissal (ARD) committee. Students' schedules must coincide with ARD recommendations.

Master schedules and teacher employments are based on student request, therefore, few schedule changes are approved. Please remember that schedule changes can have a significant impact on the calculation of the nine-week average.

Schedule changes will be considered during the first 5 class days for the following reasons only:

1. Student has already earned credit for a course in which he/she is currently scheduled.
2. Student does not have the pre-requisite(s) for a class listed on his/her schedule.
3. Student has previously failed course with the same teacher.
4. Student has been dismissed from a program where approval must be granted for placement.
5. Student does not have a full schedule.
6. Data entry error (no lunch, class listed twice, free period, etc.) has occurred.
7. Student needs remedial coursework for state assessment graduation requirements.
8. A class is listed that the student did not request.

## **COURSE LEVEL CHANGE PROCEDURES**

See Policy EIA (Regulation)

Course level changes will be considered at the first progress report and at the end of the first nine-week grading period of the semester for each course that offers a different level of the same course. To be considered for a transfer from an Advanced Academic or Honors/GT course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, and by conferencing with his/her teacher. The parent must conference with the teacher before a course-level change will be considered. If these conditions are met and the student is earning less than a grade of 75 on the first progress report or at the end of the first nine-week grading period, that student will be considered for a change. Space availability in the receiving course will be a consideration for a course-level change.

Refer to CCISD's Grading and Reporting Procedures for further details.

## **WAIVER OF CLASS FEES**

See Policy FP (Local)

Upon receipt by the district of reliable proof that a student and his or her parent or guardian are unable to pay a fee or deposit required by the school, such fee or deposit shall be waived. Such student and his or her parent or guardian must present evidence of their inability to pay to the appropriate principal who shall determine eligibility for a fee waiver.

## LAUNCH FOR SUCCESS

The Clear Creek ISD Vision 2030 plan outlines bold objectives in support of student learning including the redesign of intermediate school learning systems. As a result of Vision 2030 work, we are launching a new intermediate course for all sixth-grade students. This course will empower students with a foundation of habits and tools for personal and interpersonal success as they transition from elementary school to middle school, high school and beyond. This course will utilize Stephen Covey's 7 Habits of Highly Effective People Framework as well as expand career exploration for sixth-grade students. All 6<sup>th</sup>-grade students will participate in this content based on the campus and program they attend through one of the four courses below. To read more about CCISD Vision 2030, please go to [ccisd.net/vision2030](http://ccisd.net/vision2030) or scan the QR code below.



### **11680 – LAUNCH: Grade 6**

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**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 80800LAU

**Notes:** This course is mandatory for all 6<sup>th</sup> grade students in alignment with CCISD vision 2030.

In Launch, 6<sup>th</sup> graders will be empowered with a foundation of habits and tools for personal and interpersonal success as they transition from elementary school to middle school, high school and beyond. This course will also provide a variety of career exploration experiences to support student development as they prepare for future career pathways.

### **11680DL – Dual Language Integrated LAUNCH: Grade 6**

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**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 80800LAU

**Eligibility:** Students who have successfully completed 5<sup>th</sup> Grade in a Dual Language Program or meet the Spanish language requirements.

**Notes:** This course is mandatory for all 6<sup>th</sup> grade students in alignment with CCISD Vision 2030. Upon successful completion of this course, 11611DL Dual Language Integrated Language Arts: Grade 6 and demonstration of mastery of embedded 5201 DLH Spanish 1 Honors/GT TEKS students will earn one credit for 5201DLH Spanish I Honors/GT for a World Languages and Cultures high school credit. *Credit earned will not count for high school grade points or class rank.*

**Campus:** Dual Language Magnet

In Dual Language Integrated Launch, 6<sup>th</sup> graders will be empowered with a foundation of habits and tools for personal and interpersonal success as they transition from elementary school to middle school, high school and beyond. This course will also provide a variety of career exploration experiences to support student development as they prepare for future career pathways. This course will be taught 100% in Spanish and will have embedded TEKS from 5201DSLH Spanish I Honors/GT.

## 11682 – Scientific LAUNCH: Grade 6

**Duration:** One Year

**Grade Level(s):** 6

**Service ID:**80800LAU

**Notes:** This course is mandatory for all 6th-grade Science Magnet Students to align with CCISD Vision 2030. This course may not be used to complete the one-year science requirement for sixth grade.

**Campus:** Science Magnet

Scientific LAUNCH: Grade 6 will empower students with a foundation of habits and tools for personal and interpersonal success and career exploration as they transition from elementary school to middle school, high school and beyond. This course will also connect the love of the written word to the exploration of science on a current stage. Students will collaborate using literacy skills to understand and examine a wide variety of scientific perspectives. This course will provide students with the opportunity to increase global awareness and forward thinking.

## 11495 – Wave Basics: Grade 6

**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 80800WAV

**Notes:** This course is a requirement for all 6<sup>th</sup>-grade WAVE students and replaces the LAUNCH course.

**Campus:** WAVE GT Magnet

In conjunction with 6th grade health/fitness, the purpose of the WAVE Basics course is to develop the GT student cognitively, physically, socially, and emotionally, with the goal of nurturing a well-rounded, gifted individual. First semester topics include organizational skills, creativity, problem solving, communications, and introspection using technology-driven instruction and advanced product development. During the second semester, students apply what they have learned about themselves to a continued development of themselves as a team and community member. Independent research skills, product development, and presentation skills are developed in the second semester of this course.

## The Profile of CCISD Learners

### CREATORS & CRITICAL THINKERS

Students learn in a culture of innovation, wonderment, questioning, and creation. They seek opportunities to solve real-world problems and envision future possibilities. Students apply what they have learned to create new knowledge. Physical space and designated time are dedicated for creative and courageous thought and action.

### COLLABORATORS & CONTRIBUTORS

Students acquire the skills to be leaders and contributors of productive teams. They share responsibility in the work and hold each other accountable. They celebrate diversity of thoughts, ideas, and abilities. Their work contributes positively to the community and the democratic society.

### COMMUNICATORS & CONNECTORS

Students seek understanding before being understood. They are respectful and effective in their written and oral communication. They are connected globally and utilize digital communication responsibly. Students offer and accept feedback to grow as learners.

### COMPASSIONATE & CONFIDENT

Students develop interpersonal skills to be caring individuals, exhibiting CCISD Core Values. They are physically, emotionally, and mentally healthy resulting in confident individuals who pursue their interests and conquer obstacles.



## LANGUAGE ARTS

### **11611 Language Arts: Grade 6**

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**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 03200510

**Notes:** 11611S Language Arts, Grade 6: Sheltered (for Emergent Bilinguals); LPAC approval required; see page 7.

In Language Arts: Grade 6, students master previously learned language arts skills while reading and writing increasingly complex texts. Sixth-grade students make inferences, synthesize information, and provide text evidence to support their thinking. They read novels and non-fiction texts of their choosing, as well as excerpts from classic and contemporary fiction, and informational articles. They write in various genres including narrative, creative, informational, analytical, argumentative, and correspondence. Students search and evaluate multiple sources of information in support of reading comprehension and the writing process, and evaluate the purposes and effects of graphics, film, print, and digital texts.

### **11611ESL English as a Second Language (ESL): Grade 6**

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**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 03210530

**Eligibility:** LPAC approval

**Notes:** Students with Limited English proficiency may qualify; course placement will be determined by LPAC based on student testing; see page 7.

In English as a Second Language (ESL): Grade 6, Emergent Bilingual students receive intensive instruction in listening, speaking, reading, writing, and comprehending English, with a focus on the TEKS in English using strategies and methodologies appropriate for EB students. These students increase and refine communication skills, practice all types of writing, and are exposed to a variety of genres from world literature. Within this course, students also learn about various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills. Students develop competence in English, preparing them to be successful in all academic subjects.

### **11611DL Dual Language Integrated Language Arts: Grade 6**

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**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 03200510

**Eligibility:** Students who have successfully completed 5<sup>th</sup> Grade in a Dual Language Program or meet the Spanish language requirements; see page 1.

**Notes:** Upon successful completion of this course, 11680DL Dual Language Integrated Launch, and demonstration of mastery of embedded 5201 DLH Spanish 1 Honors/GT TEKS, students will earn up to one credit for **5201DLH Spanish I** Honors/GT for a World Languages and Cultures high school credit. *Credit earned will not count for high school grade points or class rank.*

**Campus:** Dual Language Magnet

This course is designed for students who have successfully completed 5<sup>th</sup> Grade in a Dual Language or meet the Spanish language requirements. The Integrated English Language Course scope and sequence, course objectives, TEKS, and curriculum are identical to the Integrated English Language Arts course for Grade 6. This course will be taught 50% in Spanish.

### **11611H Language Arts: Grade 6 Honors/GT**

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**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 03200510

**Eligibility:** See page 5.

In Language Arts: Grade 6 Honors/GT, students master previously learned language arts skills while reading and writing increasingly complex texts. Sixth-grade students make inferences, synthesize information, and provide text evidence to support their thinking. They read novels and non-fiction texts of their choosing, as well as excerpts from classic and contemporary fiction, and informational articles. They write in various genres including narrative, creative, informational, analytical, argumentative, and correspondence. Students search for and evaluate multiple sources of information in support of reading comprehension and the writing process, and evaluate the purposes and effects of graphics, film, print, and digital texts.

## **11611HW Language Arts: Grade 6 Honors/GT (WAVE)**

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**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 03200510

**Eligibility:** Gifted and Talented Eligibility and WAVE enrollment.

**Campus:** WAVE GT Magnet

In Language Arts: Grade 6 Honors/GT (WAVE), students master previously learned language arts skills while reading and writing increasingly complex texts. Sixth grade students make inferences, synthesize information, and provide text evidence to support their thinking. They read novels and non-fiction texts of their choosing, as well as excerpts from classic and contemporary fiction, and informational articles. They write in various genres including narrative, creative, informational, analytical, argumentative, and correspondence. Students search and evaluate multiple sources of information in support of reading comprehension and the writing process, and evaluate the purposes and effects of graphics, film, print, and digital texts to connect to the universal theme of relationships that is taught across content areas in the 6<sup>th</sup> grade WAVE program.

## **11711 Language Arts: Grade 7**

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**Duration:** One Year

**Grade Level(s):** 7

**Service ID:** 03200520

**Notes:** 11711S Language Arts, Grade 7: Sheltered (for Emergent Bilinguals); LPAC approval required; see page 7.

In Language Arts: Grade 7, students master previously learned language arts skills while reading and writing increasingly complex, refined texts. Seventh-grade students make inferences and synthesize within and across texts, citing multiple sources of text evidence that support their understandings. They read novels and non-fiction texts of their choosing, as well as excerpts from classic and contemporary fiction, and informational articles. They write in various genres including narrative, creative, informational, analytical, argumentative, and correspondence using effective organizational strategies and sentence structures. Students search and evaluate multiple sources of information in support of reading comprehension and the writing process, and evaluate the purposes and effects of graphics, film, print, and digital texts.

## **11711ESL English as a Second Language (ESL): Grade 7**

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**Duration:** One Year

**Grade Level(s):** 7

**Service ID:** 03200400

**Eligibility:** LPAC approval

**Notes:** Students with Limited English proficiency may qualify; course placement will be determined by LPAC based upon student testing;-see page 7.

In English as a Second Language (ESL): Grade 7, Emergent Bilingual (EB) students receive intensive instruction in listening, speaking, reading, writing, and comprehending English, with a focus on the TEKS in English using strategies and methodologies appropriate for EB students. These students increase and refine communication skills, practice all types of writing, and are exposed to a variety of genres from world literature. Within this course, students also learn about various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills. Students develop competence in English, preparing them to be successful in all academic subjects.

## **11711DL Dual Language Integrated Language Arts: Grade 7**

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**Duration:** One Year

**Grade Level(s):** 7

**Service ID:** 03200520

**Eligibility:** Students who have successfully completed 6<sup>th</sup> Grade in a Dual Language Program or meet the Spanish language requirements; see page 1.

**Campus:** Dual Language Magnet

This course is designed for students who have successfully completed 6<sup>th</sup> Grade in a Dual Language Program or meet the Spanish language requirements. The Integrated English Language Course scope and sequence, course objectives, TEKS, and curriculum are identical to the Integrated English Language Arts course for Grade 7. This course will be taught 50% in Spanish. Students enrolled in this course will automatically be enrolled in **5211DLH Spanish II Honors/GT** for a World Languages and Cultures high school credit. *Credit earned will not count for high school grade points or class rank.*

## **11711H Language Arts: Grade 7 Honors/GT**

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**Duration:** One Year

**Grade Level(s):** 7

**Service ID:** 03200520

**Eligibility:** See page 5.

In Language Arts: Grade 7 Honors/GT, students master previously learned language arts skills while reading and writing increasingly complex, refined texts. Seventh-grade students make inferences and synthesize within and across texts, citing multiple sources of text evidence that support their understandings. They read novels and non-fiction texts of their choosing, as well as excerpts from classic and contemporary fiction, and informational articles. They write in various genres including narrative, creative, informational, analytical, argumentative, and correspondence using effective organizational strategies and sentence structures. Students search and evaluate multiple sources of information in support of reading comprehension and the writing process, and evaluate the purposes and effects of graphics, film, print, and digital texts.

## **11711HW Language Arts: Grade 7 Honors/GT (WAVE)**

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**Duration:** One Year

**Grade Level(s):** 7

**Service ID:** 03200520

**Eligibility:** Gifted and Talented eligibility and WAVE enrollment.

**Campus:** WAVE GT Magnet

In Language Arts: Grade 7 Honors/GT (WAVE), students master previously learned language arts skills while reading and writing increasingly complex, refined texts. Seventh-grade students make inferences and synthesize within and across texts, citing multiple sources of text evidence that support their understandings. They read novels and non-fiction texts of their choosing, as well as excerpts from classic and contemporary fiction, and informational articles. They write in various genres including narrative, creative, informational, analytical, argumentative, and correspondence using effective organizational strategies and sentence structures. Students search and evaluate multiple sources of information in support of reading comprehension and the writing process, and evaluate the purposes and effects of graphics, film, print, and digital texts to connect to the universal theme of conflict taught across content areas in the seventh-grade WAVE program.

## **11811 Language Arts: Grade 8**

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**Duration:** One Year

**Grade Level(s):** 8

**Service ID:** 03200530

**Notes:** 11811S Language Arts, Grade 8: Sheltered (for Emergent Bilinguals); LPAC approval required; see page 7.

In Language Arts: Grade 8, students master previously learned language arts skills while reading and writing increasingly complex, refined texts. Eighth-grade students make inferences and synthesize within and across texts, citing multiple sources of text evidence that support their understandings. They read novels and non-fiction texts of their choosing, as well as excerpts from classic and contemporary fiction, and informational articles. They write in various genres including narrative, creative, informational, analytical, argumentative, and correspondence with refined focus, word choice, and sentence structures. Students search and evaluate multiple sources of information in support of reading comprehension and the writing process, and evaluate the purposes and effects of graphics, film, print, and digital texts. Eighth-grade students also create digital, oral, and/or written presentations using a genre of writing that helps accomplish their purpose and considers their intended audience.

## **11811ESL English as a Second Language (ESL): Grade 8**

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**Duration:** One Year

**Grade Level(s):** 8

**Service ID:** 03200500

**Eligibility:** LPAC approval.

**Notes:** Students with Limited English proficiency may qualify; course placement will be determined by LPAC based upon student testing; see page 7.

In English as a Second Language (ESL): Grade 8, students receive intensive instruction in listening, speaking, reading, writing, and comprehending English, with a focus on the TEKS in English using strategies and methodologies appropriate for Emergent Bilinguals. These students increase and refine communication skills, practice all types of writing, and are exposed to a variety of genres from world literature. Within this course, students also learn about various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills. Students develop competence in English, preparing them to be successful in all academic subjects.

## **11811H Language Arts: Grade 8 Honors/GT**

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**Duration:** One Year

**Grade Level(s):** 8

**Service ID:** 03200530

**Eligibility:** See page 5.

In Language Arts: Grade 8 Honors/GT, students master previously learned language arts skills while reading and writing increasingly complex, refined texts. Eighth-grade students make inferences and synthesize within and across texts, citing multiple sources of text evidence that support their understandings. They read novels and non-fiction texts of their choosing, as well as excerpts from classic and contemporary fiction, and informational articles. They write in various genres including narrative, creative, informational, analytical, argumentative, and correspondence with refined focus, word choice, and sentence structures. Students search and evaluate multiple sources of information in support of reading comprehension and the writing process, and evaluate the purposes and effects of graphics, film, print, and digital texts. Eighth-grade students also create digital, oral, and/or written presentations using a genre of writing that helps accomplish their purpose and considers their intended audience.

## **11811HW Language Arts: Grade 8 Honors/GT (WAVE)**

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**Duration:** One Year

**Grade Level(s):** 8

**Service ID:** 03200530

**Eligibility:** Gifted and Talented eligibility and WAVE enrollment.

**Campus:** WAVE GT Magnet

In Language Arts: Grade 8 (WAVE), students master previously learned language arts skills while reading and writing increasingly complex, refined texts. Eighth-grade students make inferences and synthesize within and across texts, citing multiple sources of text evidence that support their understandings. They read novels and non-fiction texts of their choosing, as well as excerpts from classic and contemporary fiction, and informational articles. They write in various genres including narrative, creative, informational, analytical, argumentative, and correspondence with refined focus, word choice, and sentence structures. Students search and evaluate multiple sources of information in support of reading comprehension and the writing process, and evaluate the purposes and effects of graphics, film, print, and digital texts. Eighth-grade students also create digital, oral, and/or written presentations using a genre of writing that helps accomplish their purpose and considers their intended audience and connects to the universal theme of change taught across content areas in Eighth-grade WAVE program.

## *LANGUAGE ARTS ELECTIVES*

### **11602/11601/11702/11701/11803/11801/11804/11802 Target Reading**

11602/11601 Grade 6; 11702/11701 Grade 7; 11803/11801 Grade 8; 11804/11802 Grade 7/8      **Grade Level(s): 6-8**

**Duration:** One Semester/One Year

**Service ID:** 80800TRG(6)/82910TRG(7)/83000TRG(8)/83000TRG(7/8)

**Notes:** This course is designed for students who scored “Did Not Meet Grade Level” on the previous year’s STAAR Reading Language Arts test and may be placed in this course with administrator approval.

This course is designed to help the student find success with reading and writing in authentic situations, as well as on STAAR. It is deeply aligned with the student’s grade level ELA course: pre-teaching key skills, developing students’ independent reading level, and bridging those skills to state assessments.

### **11601S/11701S/11801S/11802S Target Reading, Sheltered (for Emergent Bilinguals)**

11601S Grade 6; 11701S Grade 7; 11801S Grade 8; 11802S Grade 7/8      **Grade Level(s): 6-8**

**Duration:** One Semester/One Year

**Service ID:** 80800TRG(6)/82910TRG(7)/83000TRG(8)/83000TRG(7/8)

**Notes:** Students with Limited English proficiency may qualify; LPAC approval is required.

Target Reading, Sheltered offers Emergent Bilingual (EB) students’ supplemental instruction in word recognition, vocabulary building, and comprehension strategies in order to ensure that our EB students have increased opportunity to read with competence, confidence, and understanding. These courses supplement the literacy instruction students receive in the ESL classes. These courses are also designed to help EB students improve their reading and writing skills in preparation for the STAAR test. On some campuses, students will use computer programs designed to strengthen and remediate reading and writing skills.

### **11942 Journalism I**

**Duration:** One Year

**Grade Level(s): 7-8**

**Service ID:** 82910JRN

**Eligibility:** Application may be required.

**Campus:** Based upon enrollment

In this course, students actively participate in the production of the school yearbook and/or newspaper in this year-long course. Activities include extensive news, feature and editorial writing, interviewing, graphic design, photography, layout and paste-up, and advertising.

### **11948 Journalism II**

**Duration:** One Year

**Grade Level(s): 8**

**Service ID:** 83000JRN

**Eligibility:** Application may be required.

**Campus:** Based upon enrollment

This course is a continuation of Journalism I. Students actively participate in the production of the school yearbook and/or newspaper in this year-long course. Activities include extensive news, feature and editorial writing, interviewing, graphic design, photography, layout and paste-up, and advertising.

### **11809 ESL (English as a Second Language) 8 Academic Support**

**Duration:** One Year

**Grade Level(s): 8**

**Service ID:** 83800ESL

**Eligibility:** LPAC approval required; see page 7.

**Notes:** Students with limited English proficiency may qualify; course placement will be determined by LPAC based upon student testing; this course is offered for elective credit only.

ESL (English as a Second Language) 8 Academic Support offers Emergent Bilingual (EB) students’ supplemental instruction in listening, speaking, reading, writing, and comprehending English, with a focus on the TEKS in English using strategies and methodologies appropriate for EB students. Students develop competence in English, preparing them to be successful in all academic subjects. This course supplements the English language instruction students receive in their classes.

## MATHEMATICS

Clear Creek ISD encourages parents and families to actively participate in guiding their students to choose courses that align with their individual needs while fostering an environment that empowers students to pursue their dreams. We offer open enrollment opportunities for courses, aiming to enable students to reach their academic, social, and personal potential.

<sup>New</sup>With the recent passing of Senate Bill 2124 (§TAC 74.2101), every school district must establish advanced mathematics programs for middle school students, enabling their enrollment in Algebra I by eighth grade. Please consult the “Intermediate Math Course Pathways to Algebra I” outlined on page 22 of the 2024-2025 Intermediate Educational Planning Guide to explore the various pathways CCISD provides for students to achieve Algebra I readiness by eighth grade.

Senate Bill 2124 (§TAC 74.2101) also recognizes that students who perform in the top 40% on the fifth-grade State of Assessment of Academic Readiness (STAAR) mathematics assessment stand to gain from enrolling in an advanced mathematics course in 6<sup>th</sup> grade. Additional guidance regarding the advantages and considerations of Honors/GT coursework is outlined on page 5 of the Intermediate 2024-2025 Educational Planning Guide. While fifth-grade STAAR scores will be unavailable until after the deadline for course verification, we urge you to evaluate your student’s performance in previous assessments and math coursework. You can access your student’s previous STAAR scores through Skyward Family Access. If your student did not opt for Honors Mathematics Grade 6 and you believe they would benefit from advanced mathematics in 6<sup>th</sup> grade, please follow the outlined steps to request a course change. If you decide to keep your student’s current math course selection for the 2024-2025 school year, regardless of meeting the criteria above, no further action is necessary regarding course verification for math.

### **11621 Mathematics: Grade 6**

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**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 02640060

**Notes:** 11621S Mathematics, Grade 6: Sheltered (for Emergent Bilinguals); LPAC approval required; see page 7.

Mathematics: Grade 6 focuses on concepts and skills using ratios to describe proportional relationships involving numbers, geometry, measurement, and probability. Additional skills in 6<sup>th</sup> grade mathematics include operations with decimals and fractions.

The primary focal areas in Mathematics: Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

### **11621H Mathematics: Grade 6 Honors/GT**

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**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 02640060

**Eligibility:** See page 5.

**Notes:** 11621HS Mathematics, Grade 6 Honors/GT: Sheltered (for Emergent Bilinguals); LPAC approval required; See page 7.

**Course Sequence:** Mathematics: Grade 6 Honors/GT is a compacted and accelerated curriculum. All Grade 6 math standards (TEKS) as well as some Grade 7 math standards (TEKS) are taught in Mathematics: Grade 6 Honors/GT/. It is recommended that students complete Mathematics: Grade 6 Honors/GT and Mathematics: Grade 7 Honors/GT to prepare for Algebra I at the Intermediate school level.

This course encompasses and extends upon all the concepts and skills included in Grade 6 mathematics, while providing for development of higher level and critical thinking skills through more rigorous problem-solving opportunities. Emphasis will be on building procedural fluency with operations with rational numbers and to strengthen skills necessary for Algebra including writing and solving two-step equations, and inequalities, and developing algebraic skills through the study of proportional relationships. Additional concepts and skills from Grade 7 mathematics standards will be taught in Grade 6 Honors/GT mathematics.

### **11621HW Mathematics: Grade 6 Honors/GT (WAVE)**

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**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 02640060

**Eligibility:** Gifted and Talented eligibility and WAVE enrollment

**Notes:** A minimum of one project will be required per semester.

**Campus:** WAVE GT Magnet

In Mathematics: Grade 6 Honors/GT (WAVE) encompasses and extends upon all the concepts and skills included in Mathematics: Grade 6 and a portion of Mathematics: Grade 7 while providing for development of higher level and critical thinking skills through more rigorous problem-solving opportunities. Skills in this rigorous, fast paced mathematics course are taught using the universal theme or relationships taught in 6<sup>th</sup> grade WAVE. The students will incorporate this theme into interdisciplinary daily activities, lessons, and projects as well as to find real world application of mathematics. Please refer to the Intermediate Math Course Pathways for Algebra 1 located at the end of the mathematics section.

### **11721 Mathematics: Grade 7**

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**Duration:** One Year

**Grade Level(s):** 7

**Service ID:** 03103000

**Notes:** 11721S Mathematics, Grade 7: Sheltered (for Emergent Bilinguals); LPAC approval required; see page 7.

The primary focal areas in Mathematics: Grade 7 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations.

### **11721H Mathematics: Grade 7 Honors/GT**

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**Duration:** One Year

**Grade Level(s):** 7

**Service ID:** 03103000

**Eligibility:** See page 5.

**Notes:** 11721HS Mathematics, Grade 7 Honors/GT: Sheltered (for Emergent Bilinguals); LPAC approval required; see page 7.

**Course Sequence:** Mathematics: Grade 7 Honors/GT is a compacted and accelerated curriculum. All Grade 7 math standards (TEKS) as well as some Grade 8 math standards (TEKS) are taught in Mathematics: Grade 7 Honors/GT. It is recommended that students complete Mathematics: Grade 6 Honors/GT and Mathematics: Grade 7 Honors/GT to prepare for Algebra I at the Intermediate school level.

This course encompasses and extends upon all of the concepts and skills included in Mathematics: Grade 7, while providing for development of higher level and critical thinking skills through more rigorous problem-solving opportunities. Additional concepts and skills from Mathematics: Grade 8 standards will be taught in Mathematics: Grade 7 Honors/GT including linear proportional and linear non-proportional relationships and writing linear equations to prepare students for Algebra I.

### **11721HW Mathematics: Grade 7 Honors/GT (WAVE)**

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**Duration:** One Year

**Grade Level(s):** 7

**Service ID:** 03103000

**Eligibility:** Gifted and Talented eligibility and WAVE enrollment

**Notes:** A minimum of at least one project per nine weeks will be required.

**Campus:** WAVE GT Magnet

Mathematics: Grade 7 Honors/GT (WAVE) focuses on concepts using principles of algebra with rational numbers to analyze and represent proportional and non-proportional relationships, geometry, measurement, probability, and percent. Skills in this course will emphasize the use of problem-solving strategies to communicate ideas in real world mathematical applications. In this rigorous, fast paced mathematics course, these concepts and skills will be covered in great depth and complexity and connected to the universal theme of conflict taught in 7<sup>th</sup> grade WAVE.

## **11821 Mathematics: Grade 8**

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**Duration:** One Year

**Grade Level(s):** 8

**Service ID:** 03103100

**Notes:** 11821S Mathematics, Grade 8: Sheltered (for Emergent Bilinguals); LPAC approval required; see page 7.

The primary focal areas in Mathematics: Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

## **11821H Mathematics: Grade 8 Honors/GT**

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**Duration:** One Year

**Grade Level(s):** 8

**Service ID:** 03103100

**Eligibility:** see page 5.

**Notes:** 11821HS Mathematics, Grade 8 Honors/GT: Sheltered (for Emergent Bilinguals); LPAC approval required; see page 7.

This course encompasses and extends upon all the concepts and skills included in Mathematics: Grade 8, while providing learning opportunities to better prepare students for Algebra. Additional concepts and skills from Algebra 1 standards will be taught in Mathematics: Grade 8 Honors/GT focusing on solving multistep equations and inequalities, the standard form of linear equations and the systems of linear equations.

## **11821HW Mathematics: Grade 8 Honors/GT (WAVE)**

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**Duration:** One Year

**Grade Level(s):** 8

**Service ID:** 03103100

**Eligibility:** Gifted and Talented Eligibility and WAVE enrollment.

**Notes:** A minimum of at least four projects will be required.

**Campus:** WAVE GT Magnet

Mathematics: Grade 8 Honors/GT (WAVE) focuses on concepts and skills using principles of algebra to analyze and represent proportional and non-proportional relationships, as well as using probability to describe data and make predictions. Skills covered in Mathematics: Grade 8 Honors/GT (WAVE) include an introduction to polynomials, linear and non-linear functions, systems of linear equations, and analysis and application of two- and three-dimensional geometry concepts. This course is specifically designed to meet the needs of gifted learners. The course is fast-paced, hands-on, and project-based with a strong algebra component at the end of the year to introduce several Algebra 1 concepts. Skills in this course are taught using a universal theme and incorporate interdisciplinary activities into daily lessons. This course will emphasize the use of problem-solving strategies to communicate mathematical ideas in order to prepare students for Algebra I. In this rigorous mathematics course, these and other concepts and skills will be covered in greater depth and breadth and connected to the universal theme of change taught in Eighth Grade WAVE.

## **2011H Algebra I Honors/GT**

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**Duration:** One Year

**Grade Level(s):** 7-8

**Service ID:** 03100500

**Prerequisite(s):** See Intermediate Course Pathways to Algebra I on page 22

**Eligibility:** Mathematics: Grade 7 Honors/GT students receive mandatory instruction on content from Grade 8 math standards (TEKS) in addition to the Grade 7 math standards (TEKS). Students who take Mathematics: Grade 7 will be eligible for Algebra I upon successful completion of the Mathematics: Grade 8 CBE with a score of 80 or above.

**Notes:** Upon successful completion of each semester of Algebra I Honors/GT, students will be awarded 0.5 high school credit toward graduation; the high school level semester and final exams are required in this course. *Credit earned will not count for high school grade points or class rank.* Students will be required to take the Algebra I STAAR EOC exam.

**Campus:** Based upon enrollment.

This course encompasses and extends upon all the concepts and skills included in Algebra I, while providing for development of higher level and critical thinking skills through more rigorous problem-solving opportunities. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

## **2111H Geometry Honors/GT**

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**Duration:** One Year

**Grade Level(s):** 8

**Service ID:** 03100700

**Prerequisite(s):** Algebra I Honors/GT; see page 5.

**Notes:** Upon successful completion of each semester of this course, students will be awarded 0.5 high school credit toward graduation; the high school level semester and final exams are required in this course; *this course will not count for high school grade points or class rank.*

**Campus:** Based upon enrollment.

This course encompasses and extends upon all the concepts and skills included in Geometry, as well as providing students with an opportunity to study topics on the history and development of geometry. This course also includes extended study in the areas of trigonometry, coordinate and non-Euclidean geometry, symbolic logic, and probability.

## ***MATHEMATICS ELECTIVES***

### **11604/11603/11704/11703/11807/11805/11808/11806 Target Math**

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11604/11603 Grade 6; 11704/11703 Grade 7; 11807/11805 Grade 8; 11808/11806 Grade 7/8

**Grade Level(s):** 6-8

**Duration:** One Semester/One Year

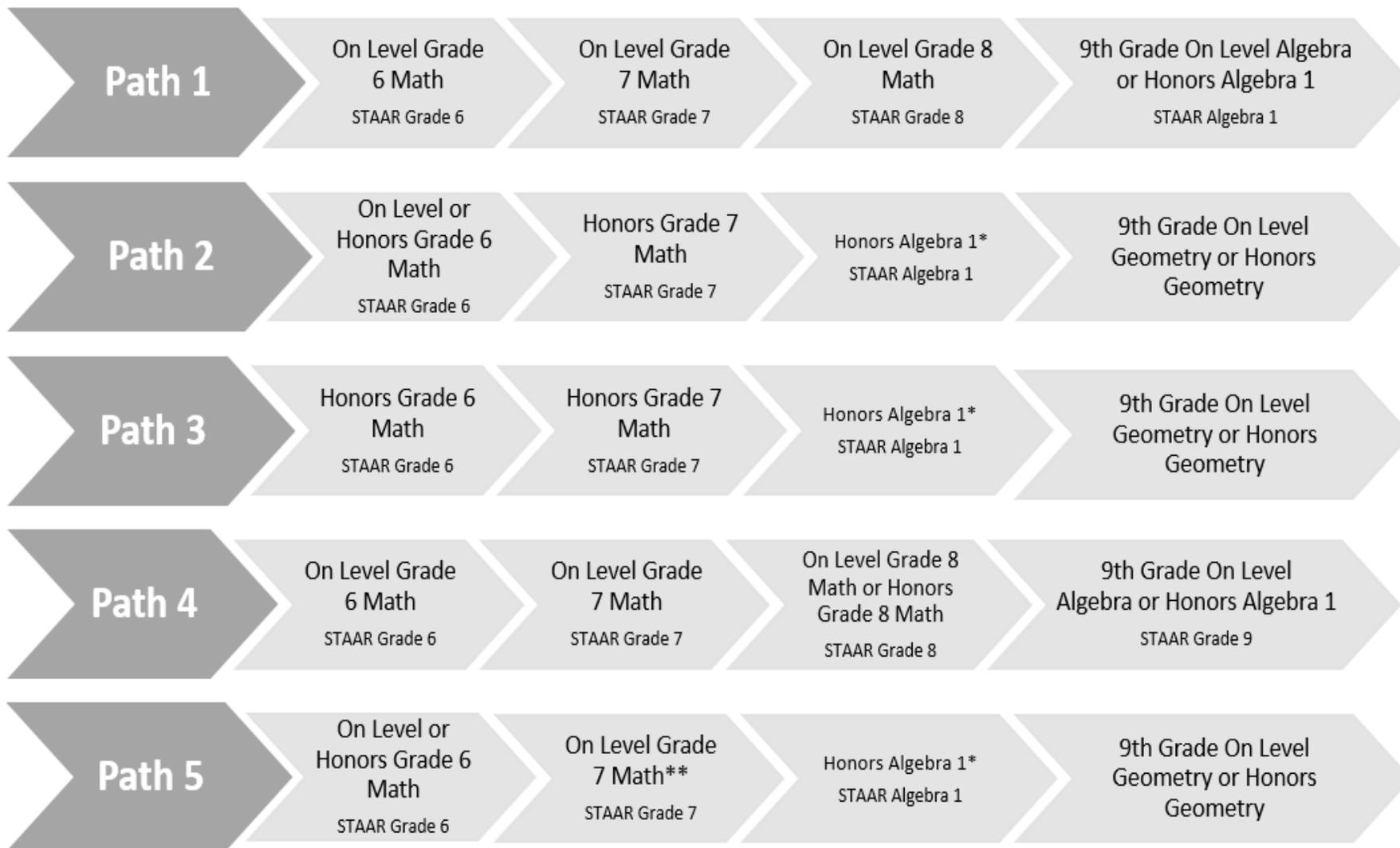
**Service ID:** 80800MTH(6)/82990MTH(7)/83800MTH(8)/83800MTH(7/8)

**Eligibility:** This course is designed for students who scored “Did not Meet Grade Level” on the previous year’s STAAR Mathematics test and may be placed in this course with administrator approval.

This course is designed to help students find success with math in authentic situations, as well as on STAAR. Students will have additional opportunities to use manipulatives and work with supplementary hands-on activities. Problem-solving activities will provide enrichment opportunities that enhance the traditional curriculum.

## *INTERMEDIATE MATH COURSE PATHWAYS TO ALGEBRA I*

### CCISD Intermediate Math Course Pathways to Algebra 1



Note\* Students are required to be concurrently enrolled in Intermediate Honors Algebra 1 if taking Honors Biology.  
 Note\*\* Students who take On Level Grade 7 Math are required to take Grade 8 Math Credit by Examination and pass with a score of 80 or above to enroll in Honors Intermediate Algebra 1 Intermediate. Refer to page 8 of the Intermediate Educational Planning Guide for Credit by Examination information.

## SCIENCE

### **11631 Science: Grade 6**

**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 03060600

**Notes:** 11631S Science, Grade 6: Sheltered (for Emergent Bilinguals); LPAC approval required; see page 7.

Science: Grade 6 is a hands-on course in which students learn science skills and concepts. The skills and concepts are integrated in an environment stressing verbal and written communication as well as teamwork. Students will extend their knowledge of matter. Students will investigate force, motion, and energy. Earth processes, including the organization of our solar system, the role of gravity, and space exploration, will be explored. Students will also gain an understanding of organisms and their environments.

### **11631H Science: Grade 6 Honors/GT**

**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 03060600

**Eligibility:** See page 5.

**Notes:** All sixth-grade science magnet students attending Brookside or Seabrook Intermediate must select 11635HSM Science: Grade 6 Honors/GT – Wild and Free or 11637HSM Science: Grade 6 Honors/GT – Oceans Alive as their Honors Science Grade 6 course. 11631HS Science, Grade 6 Honors/GT: Sheltered (for Emergent Bilinguals); LPAC approval required; see page 7.

**Course Sequence:** Students should complete Science: Grade 6 Honors/GT and Science: Grade 7 Honors/GT to prepare for Biology at the Intermediate School Level. Grade 6 science standards (TEKS) as well as some grade 7<sup>th</sup> and 8<sup>th</sup> grade science concepts are presented in this course.

Science: Grade 6 Honors/GT is an advanced-level course that goes beyond the standard curriculum, emphasizing scientific and engineering practices. Through inquiry and the engineering design process, students gain a profound understanding of the 6th-grade concepts. The course seamlessly integrates 7<sup>th</sup> and 8<sup>th</sup> grade TEKS, preparing students for more in-depth content. Hands-on exploration, experiments, and problem-solving foster critical thinking and creativity in the science classroom. The course emphasizes the investigation of plant and animal interactions and adaptations, with teams exploring the impact of wildlife management on the environment. Field trips may complement and extend classroom learning, creating a dynamic and immersive scientific exploration experience.

### **11631HW Science: Grade 6 Honors/GT (WAVE)**

**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 03060600

**Eligibility:** Gifted and Talented eligibility and WAVE enrollment.

**Notes:** This course is an interdisciplinary approach using GT strategies in Honors/GT Language Arts, Honors/GT Science, and Honors/GT Social Studies; advanced-level products and independent research are required in this course.

**Course Sequence:** Students should complete Science: Grade 6 Honors/GT (WAVE) and Science: Grade 7 Honors/GT (WAVE) to prepare for Biology at the Intermediate School Level. Grade 6 science standards (TEKS) as well as some grade 7<sup>th</sup> and 8<sup>th</sup> grade science concepts are presented in this course.

**Campus:** WAVE GT Magnet

Science: Grade 6 Honors/GT(Wave) is an advanced-level course designed to provide students with a heightened understanding of scientific and engineering practices. Our engaging curriculum delves into laboratory activities that seamlessly integrate both inquiry and the engineering design process, enabling students to cultivate a deeper appreciation for the scientific method and engineering innovation. While many concepts align with those covered in grade 6 science, our Honors/GT (WAVE) course offers a more accelerated exploration, presenting content in greater depth and complexity. Emphasizing the universal theme of relationships, the course is carefully connected to the sixth-grade WAVE program, fostering an interdisciplinary approach to learning.

### **11635HSM Science: Grade 6 Honors/GT - Wild and Free**

**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 03060600

**Notes:** This course may be used to complete the one-year science requirement for sixth grade. 6<sup>th</sup> Grade Science Magnet students at Brookside Intermediate or Seabrook Intermediate must select either 11635HSM Science: Grade 6 Honors/GT – Wild and Free or 11637HSM Science: Grade 6 Honors/GT – Oceans Alive as their Honors Science: Grade 6 course.

**Course Sequencing:** Grade 6 science standards (TEKS) as well as some grade 7<sup>th</sup> and 8<sup>th</sup> grade science concepts are presented in this course which prepares students for Biology at the Intermediate School Level.

**Campus:** Science Magnet

Science: Grade 6 Honors/GT – Wild and Free is an advanced level course that goes beyond the standard curriculum, emphasizing scientific and engineering practices. Through inquiry and the engineering design process, students gain a profound understanding of 6<sup>th</sup>-grade concepts. The course seamlessly integrates 7<sup>th</sup> and 8<sup>th</sup> grade TEKS, preparing students for more in-depth content. Hands-on exploration, experiments, and problem-solving foster critical thinking and creativity in the science classroom. The course emphasizes the investigation of plant and animal interactions and adaptations, with teams exploring the impact of wildlife management on the environment. Field trips may complement and extend classroom learning, creating a dynamic and immersive scientific exploration experience.

### **11637HSM Science: Grade 6 Honors/GT - Oceans Alive**

**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 03060600

**Notes:** This course may be used to complete the one-year science requirement for sixth grade. 6<sup>th</sup> Grade Science Magnet students at Brookside Intermediate or Seabrook Intermediate must select either 11635HSM Science: Grade 6 Honors/GT – Wild and Free or 11637HSM Science: Grade 6 Honors/GT – Oceans Alive as their Honors Science: Grade 6 course.

**Course Sequencing:** Grade 6 science standards (TEKS) as well as some grade 7<sup>th</sup> and 8<sup>th</sup> grade science concepts are presented in this course which prepares students for Biology at the Intermediate School Level.

**Campus:** Science Magnet

Science: Grade 6 Honors/GT – Oceans Alive is an advanced level course that goes beyond the standard curriculum, emphasizing scientific and engineering practices. Through inquiry and the engineering design process, students gain a profound understanding of 6<sup>th</sup>-grade concepts. The course seamlessly integrates 7<sup>th</sup> and 8<sup>th</sup>-grade TEKS, preparing students for more in-depth content. Hands-on exploration, experiments, and problem-solving foster critical thinking and creativity in the science classroom. The course emphasizes the investigation and exploration of ocean environments, from Galveston Bay and its wetlands to the deepest ocean trenches. Field Trips may enhance students learning and allow students to witness firsthand how plants and animals interact to thrive in these dynamic aquatic settings, extending the classroom experience.

### **11731 Science: Grade 7**

**Duration:** One Year

**Grade Level(s):** 7

**Service ID:** 03060700

**Notes:** 11731S Science, Grade 7: Sheltered (for Emergent Bilinguals); LPAC approval required; see page 7.

In Science: Grade 7, students engage in scientific and engineering practices to investigate the natural world, using methods like descriptive, correlative, and experimental investigations. They explore topics like elements and compounds, forces, motion, and energy, Earth and space systems, ecosystems, and the taxonomic classifications of organisms. They learn about recurring themes and concepts in science and develop skills in data analysis, evidence-based explanations, and communication. Students also understand the impact of scientific research on society and explore the ethical aspects of scientific decision-making.

## **11731H Science: Grade 7 Honors/GT**

**Duration:** One Year

**Grade Level(s):** 7

**Service ID:** 03060700

**Eligibility:** See page 5.

**Notes:** All seventh-grade science magnet students attending Brookside or Seabrook Intermediate must select 11735HSM Science: Grade 7 Honors/GT – Coastal Conservation or 11739HSM Science: Grade 7 Honors/GT – Grow Lab as their Honors Science: Grade 7 course. 11731HS Science, Grade 7 Honors/GT: Sheltered (for Emergent Bilinguals); LPAC approval required; see page 7.

**Course Sequence:** Students should complete Science: Grade 7 Honors/GT to prepare for Biology at the Intermediate School Level. Grade 7 science standards (TEKS) as well as some grade 8<sup>th</sup> grade science concepts are presented in this course.

Science: Grade 7 Honors/GT is an advanced level course that goes beyond the standard curriculum, emphasizing scientific and engineering practices. Through inquiry and the engineering design process, students gain a profound understanding of 7<sup>th</sup>-grade concepts. The course seamlessly integrates 8<sup>th</sup>-grade TEKS, preparing students for more in-depth content. Hands-on exploration, experiments, and problem-solving foster critical thinking and creativity in the science classroom.

## **11731HW Science: Grade 7 Honors/GT (WAVE)**

**Duration:** One Year

**Grade Level(s):** 7

**Service ID:** 03060700

**Eligibility:** Gifted and Talented eligibility and WAVE enrollment

**Notes:** This course is designed for the highly capable student and GT student; it is an interdisciplinary approach using GT strategies in Honors/GT Language Arts, Honors/GT Science, and Honors/GT Social Studies; advanced level products and independent research are required in this course; this course must be taken with Honors/GT Language Arts and Honors/GT Social Studies.

**Course Sequence:** Students should complete Science: Grade 7 Honors/GT(WAVE) to prepare for Biology at the Intermediate School Level. Grade 7 science standards (TEKS) as well as some grade 8<sup>th</sup> grade science concepts are presented in this course.

**Campus:** WAVE GT Magnet

Science: Grade 7 Honors/GT (WAVE) is an advanced-level course, designed to provide students with a heightened understanding of scientific and engineering practices. Our engaging curriculum delves into laboratory activities that seamlessly integrate both inquiry and the engineering design process, enabling students to cultivate a deeper appreciation for the scientific method and engineering innovation. While many concepts align with those covered in grade 7 science, our Honors/GT course offers a more accelerated exploration, presenting content in greater depth and complexity. Emphasizing the universal theme of relationships, the course is carefully connected to the seventh-grade WAVE program, fostering an interdisciplinary approach to learning.

## **11735HSM Science: Grade 7 Honors/GT - Coastal Conservation**

**Duration:** One Year

**Grade Level(s):** 7

**Service ID:** 03060700

**Eligibility:** See page 5.

**Notes:** This course may be used to complete the one-year science requirement for seventh grade. 7<sup>th</sup> Grade Science Magnet students at Brookside Intermediate or Seabrook Intermediate must select either 11735HSM Science: Grade 7 Honors/GT - Coastal Conservation or 11739HSM Science: Grade 7 Honors/GT – Grow Lab as their Honors Science: Grade 7 course.

**Course Sequencing:** Grade 7 science standards (TEKS) as well as some grade 8 science concepts are presented in this course which prepares students for Biology at the Intermediate School Level.

**Campus:** Science Magnet

Science: Grade 7 Honors/GT - Coastal Conservation is an advanced level course that goes beyond the standard curriculum, emphasizing scientific and engineering practices. Through inquiry and the engineering design process, students gain a profound understanding of 7<sup>th</sup>-grade concepts. The course seamlessly integrates 8<sup>th</sup>-grade TEKS, preparing students for more in-depth content. Centered on environmental science, the course addresses real-world issues in the Coastal Prairie Ecoregion, exploring biological interactions, species survival, genetics, and human impact on wetlands. Students engage in designing models to investigate erosion causes and flood control strategies, fostering practical problem-solving skills for a comprehensive science education.

## **11739HSM Science: Grade 7 Honors/GT – Grow Lab**

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**Duration:** One Year

**Grade Level(s):** 7

**Service ID:** 03060700

**Eligibility:** See page 5.

**Notes:** This course may be used to complete the one-year science requirement for seventh grade. 7<sup>th</sup> Grade Science Magnet students at Brookside Intermediate or Seabrook Intermediate must select either 11735HSM Science: Grade 7 Honors/GT - Coastal Conservation or 11739HSM Science: Grade 7 Honors/GT – Grow Lab as their Honors Science: Grade 7.

**Course Sequencing:** Grade 7 science standards (TEKS) as well as some grade 8 science concepts are presented in this course which prepares students for Biology at the Intermediate School Level.

**Campus:** Science Magnet

Science: Grade 7 Honors/GT Grow Lab is an advanced level course that goes beyond the standard curriculum, emphasizing scientific and engineering practices. Through inquiry and the engineering design process, students gain a profound understanding of 7<sup>th</sup>-grade concepts. The course seamlessly integrates 8<sup>th</sup>-grade TEKS, preparing students for more in-depth content. Focused on plant growth, gardening, and landscape design, the course engages students in teams to cultivate and care for native plants, wildflowers, and vegetables. Plant identification and their significance in the ecosystem become key components of the learning experience.

## **11831 Science: Grade 8**

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**Duration:** One Year; Science Magnet One Semester (12831)

**Grade Level(s):** 8

**Service ID:** 03060800

**Notes:** 11831S Science, Grade 8: Sheltered (for Emergent Bilinguals); LPAC approval required; see page 7.

Science: Grade 8 is a hands-on course in which students learn science skills and concepts. The skills and concepts are integrated in an environment stressing verbal and written communication as well as teamwork. Students will expand their understanding of chemistry, including atoms, chemical formulas, chemical reactions, and equations. Students will experiment with the relationship between force and motion and relate these to geologic processes and astronomical phenomena. The role of natural events in altering Earth systems will be explored including tides, plate tectonics and weather. The interdependence between organisms and the environment will be further explored.

## **11831H Science: Grade 8 Honors/GT**

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**Duration:** One Year

**Grade Level(s):** 8

**Service ID:** 03060800

**Eligibility:** See page 5.

**Notes:** 11831HS Science, Grade 8 Honors/GT: Sheltered (for Emergent Bilinguals); LPAC approval required; see page 7.

Science: Grade 8 Honors/GT is an advanced-level course that goes beyond the standard curriculum, focusing on scientific and engineering practices, inquiry, and the engineering design process. Students delve into Grade 8 science concepts with heightened depth, engaging in problem-based learning units within the curriculum. Hands-on exploration, experiments, and problem-solving become the cornerstones of the classroom experience, fostering critical thinking and creativity. This enriching learning environment empowers students to master Grade 8 science through practical application and deep exploration.

## **11831HW Science: Grade 8 Honors/GT (WAVE)**

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**Duration:** One Year

**Grade Level(s):** 8

**Service ID:** 03060800

**Eligibility:** Gifted and Talented eligibility and WAVE enrollment

**Notes:** This course is designed for the highly capable student and GT student; it is an interdisciplinary approach using GT strategies in Honors/GT Language Arts, Honors/GT Science, and Honors/GT Social Studies; advanced-level products and independent research are required in this course; this course must be taken with Honors/GT Language Arts and Honors/GT Social Studies.

**Campus:** WAVE GT Magnet

Science: Grade 8 Honors/GT (WAVE) offers a more advanced level of experience in the concepts of science. Laboratory activities are presented as a combination of inquiry and confirmatory exercises. Many of the concepts are the same as those in Science: Grade 8 except the presentation is more accelerated, in greater depth/complexity, and is connected to the universal theme of change that is taught across content areas in the eighth-grade WAVE program. The curriculum is interdisciplinary and is taught using researched-based gifted and talented strategies.

## **11835HSM Science: Grade 8 Honors/GT-Extreme Science**

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**Duration:** One Year

**Grade Level(s):** 8

**Service ID:** 03060800

**Eligibility:** See page 5.

**Notes:** This course may be used to complete the one-year science requirement for eighth grade. 8<sup>th</sup> Grade Science Magnet students at Brookside Intermediate or Seabrook Intermediate must select either 11835HSM Science: Grade 8 Honors/GT-Extreme Science or 11932HSM Science: Grade 8 Honors/GT-Science Investigations as their Honors Science: Grade 8.

**Campus:** Science Magnet

Science: Grade 8 Honors/GT – Extreme Science is an advanced-level course that goes beyond the standard curriculum, focusing on scientific and engineering practices, inquiry, and the engineering design process. Earth's extremes are studied using problem-based learning to investigate deep space, frozen realms, and tropical paradises. This enriching learning environment empowers students to master Grade 8 science through practical application and deep exploration.

## **3011H Biology Honors/GT**

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**Duration:** One Year

**Grade Level(s):** 8

**Service ID:** 03010200

**Prerequisite(s):** Please See Intermediate Course Pathways to Biology on page 28, Algebra 1 or concurrent enrollment.

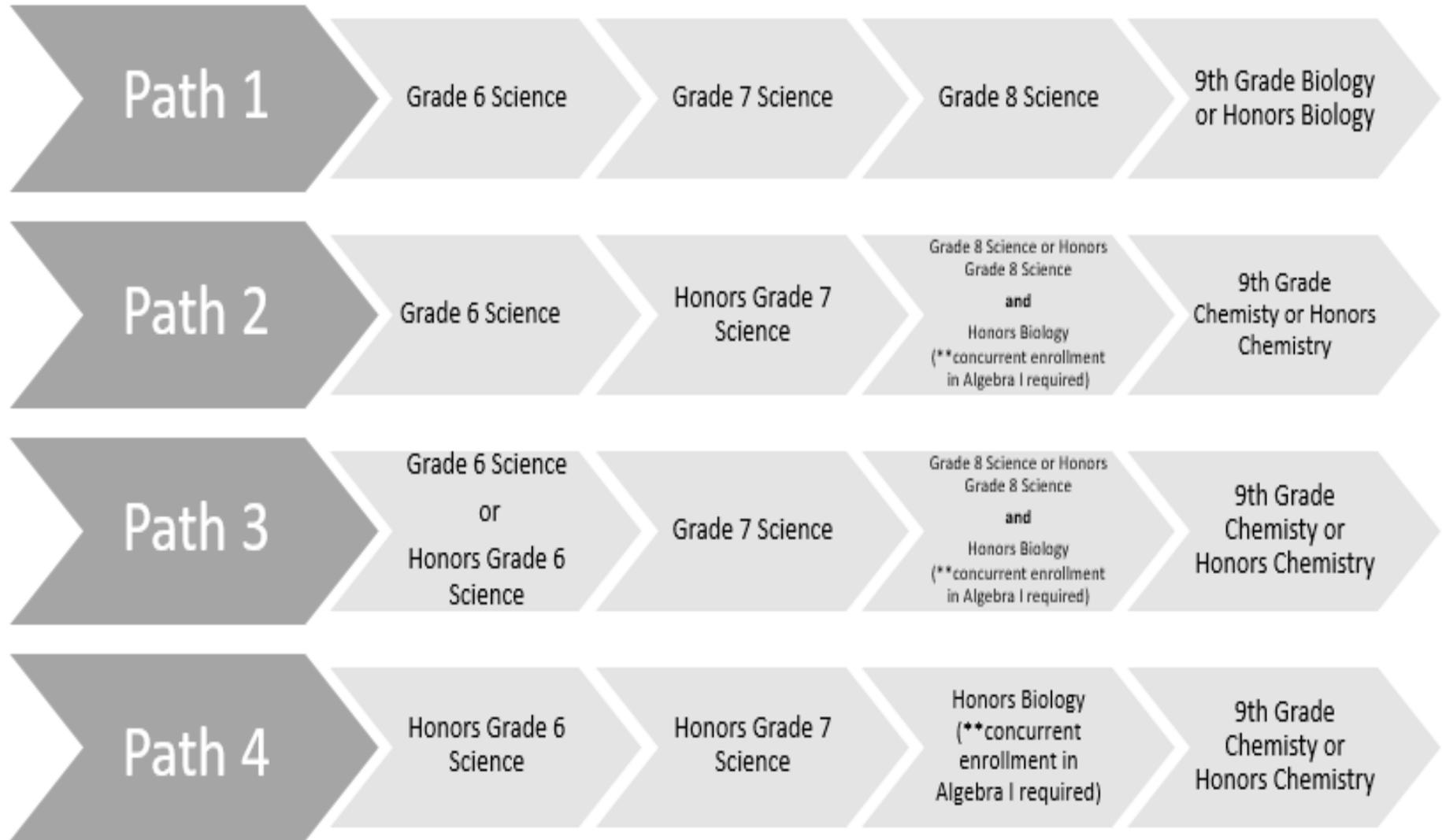
**Eligibility:** Successful completion of 6<sup>th</sup> grade Honors Science and 7<sup>th</sup> grade Honors Science or concurrent enrollment in 8<sup>th</sup> grade science. Algebra I prerequisite or concurrent enrollment. If a student drops concurrent enrollment in Algebra I due to low performance, the student must also drop biology. State law requires successful completion of Algebra I prior to enrollment in Chemistry.

**Notes:** This course may be used to complete the one-year science requirement for eighth grade. Upon successful completion of each semester of this course, students will be awarded one state high school science credit toward graduation requirements; the high school level semester and final exams are required in this course; *this course will not count for high school grade points or class rank*; students will be required to take the Biology STAAR EOC exam.

**Campus:** Based upon enrollment; 3011HW Biology/GT; WAVE GT Magnet campus

Biology Honors/GT offers a more advanced level of experience in the concepts of biology. Laboratory activities are presented may involve inquiry and/or the engineering design process. Many of the concepts are the same as those in Biology except the presentation is more accelerated and in more detail.

*INTERMEDIATE SCIENCE COURSE PATHWAYS TO BIOLOGY*



## *SCIENCE ELECTIVES*

### **11956 Environmental Education**

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**Duration:** One Year

**Grade level(s):** 7-8

**Service ID:** 83700SEE

**Campus:** Based upon enrollment

Students will study a variety of topics. Taxonomy will be discussed. Students will identify, study and grow native plants and understand their role in the ecosystem. They will study biotic and abiotic factors of the coastal wetlands and prairies that once covered the Galveston Bay watershed. They will conduct hands-on scientific experiments. Students will learn how their actions impact the ecosystem around them. This course focuses solely on local and native systems. Animal dissection is a required part of the curriculum in this course.

### **11957 Marine Science**

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**Duration:** One Year

**Grade Level(s):** 7-8

**Service ID:** 83700SMS

**Campus:** Based upon enrollment

Students will explore ocean habitats through authentic science experiences by offering specialized areas of instruction in the marine science field. Students will gain knowledge about living in a marine environment. This hands-on, project-based STEM course offers students a chance to take part in authentic science opportunities by using inquiry and engineering processes to research, design, and collaborate with students and scientists in the larger marine science community.

### **11958 Science Exploration**

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**Duration:** One Year

**Grade Level(s):** 8

**Service ID:** 83700SSE

**Campus:** Victory Lakes Intermediate Only

Students will participate in enriching experiences and will be given the opportunity to investigate and research current topics in the field of science. Topics could include ecology, plate tectonics, astronomy, weather, physics, and chemistry. This course is project based and will include guest speakers and field trips to experience topics in our area.

## SCIENCE MAGNET PROGRAM

The Science Magnet program at Brookside Intermediate and Seabrook Intermediate provides unique opportunities for students with a high interest in science. Open to students in grades 6 – 8 from throughout the district, this program combines traditional science instruction with student choice of additional science electives. Field trips and enrichment opportunities foster greater involvement of the scientific community in the classroom and bring the students into the real world of science. Family and community STEM nights allow the entire family to become involved with the activities and experiences of the science magnet student.

### **11638 Scientific Research: Grade 6**

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**Duration:** One Semester

**Grade Level:** 6

**Service ID:** 80800SCR

**Notes:** This course may not be used to complete the one-year science requirement for sixth grade.

**Campus:** Science Magnet

Students will learn the basic scientific process skills used by scientists in solving problems. Extensive hands-on experience with basic equipment is incorporated into instruction. A research course is required each year as well as a scientific research project.

### **11710 Scientific Research: Grade 7**

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**Duration:** One Semester

**Grade Level(s):** 7

**Service ID:** 82980SCR

**Notes:** This course may not be used to complete the one-year science requirement for seventh grade.

**Campus:** Science Magnet

Students apply, identify, and build upon the research skills introduced in Scientific Research, Grade 6. More advanced research skills are introduced and utilized in solving independent investigations. A research course is required each year as well as a scientific research project.

### **11810 Scientific Research: Grade 8**

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**Duration:** One Semester

**Grade Level(s):** 8

**Service ID:** 83700SCR

**Notes:** This course may not be used to complete the one-year science requirement for eighth grade.

**Campus:** Science Magnet

Students apply and strengthen the research and process skills developed in previous Scientific Research classes. Students design experiments and use problem-solving skills to follow through investigative projects. A research course is required each year as well as a scientific research project.

### **11682 – Scientific LAUNCH: Grade 6**

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**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 80800LAU

**Notes:** This course is mandatory for all 6th-grade Science Magnet Students to align with CCISD Vision 2030. This course may not be used to complete the one-year science requirement for sixth grade.

**Campus:** Science Magnet

Scientific LAUNCH: Grade 6 will empower students with a foundation of habits and tools for personal and interpersonal success and career exploration as they transition from elementary school to middle school, high school and beyond. This course will also connect the love of the written word to the exploration of science on a current stage. Students will collaborate using literacy skills to understand and examine a wide variety of scientific perspectives. This course will provide students with the opportunity to increase global awareness and forward thinking.

### **11954 Project CATS I (Cooperatively Attaining Team-building Skills I)**

**Duration:** One Semester

**Grade Level(s):** 6

**Service ID:** 80800CAT

**Eligibility:** Magnet students

**Notes:** This course may not be used to complete the one-year science requirement; offered as an additional science elective only.

**Campus:** Science Magnet

Project CATS I is a unique course designed to provide students with the opportunity to explore in greater detail, common interests in science and study its application in the real world, while at the same time building cooperative learning skills in a team setting. Student teams will form simulated companies to explore science topics that exist in society today.

### **11955 Project CATS II (Cooperatively Attaining Team-building Skills II)**

**Duration:** One Semester

**Grade Level(s):** 7-8

**Service ID:** 82980CAT

**Eligibility:** Magnet students; successful completion of Project CATS I.

**Notes:** This course may not be used to complete the one-year science requirement; offered as an additional science elective only.

**Campus:** Science Magnet

Project CATS II is a continuation course available to 7<sup>th</sup> and 8<sup>th</sup> grade magnet students as an elective for the spring semester. It will provide the opportunity for students to enhance the skills attained in the original course through more extensive marketing challenges which include basic web page design, multi-media projects including video editing and production, stock market simulations and investments, quarterly report writing, monthly fiscal presentations, local business CEO outreaches and more.

### **11701 A Field Study in Texas Fauna**

**Duration:** One Semester

**Grade Level(s):** 7-8

**Service ID:** 82980FAU

**Eligibility:** Magnet students; based upon space availability, non-magnet students.

**Notes:** This course may not be used to complete the one-year science requirement; offered as an additional science elective only.

**Campus:** Science Magnet

This is a field study course that focuses on the observation and identification of local wildlife, specifically birds, amphibians and reptiles. In order to better understand the fauna of Texas, students will look back at the evolutionary journey of dinosaurs through birds and will participate in weekly field observations to catalog, describe and analyze the local populations of species around our schools.

### **11829 Body Works**

**Duration:** One Semester

**Grade Level(s):** 7-8

**Service ID:** 83700BWK

**Eligibility:** Magnet students; based upon space availability, non-magnet students.

**Notes:** This course may not be used to complete the one-year science requirement; offered as an additional science elective only.

**Campus:** Science Magnet

Body Works is an exploration of the human body designed to extend the study of body systems studied in the regular curriculum. Learn how the body changes in space and what NASA is learning about the effects of long-term space travel. What recent advances are there in biotechnology and medicine and how will they affect our lives? Journey through the human body and explore, discover and examine DNA, body organs, and nutrition.

### **11828 Star Search**

**Duration:** One Semester

**Grade Level(s):** 7-8

**Service ID:** 83700SSS

**Eligibility:** Magnet students; based upon space availability, non-magnet students.

**Notes:** This course may not be used to complete the one-year science requirement; offered as an additional science elective only.

**Campus:** Science Magnet

Students take a simulated ride to the outermost regions of the solar system and study the sky from different perspectives. Ancient models of the universe are used to study astronomy, from the curiosity of the ancients to the latest NASA expeditions. Topics include a study of planets in our solar system and prospective travel to Mars.

## **11827 Design Technology**

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**Duration:** One Semester

**Grade Level(s):** 7-8

**Service ID:** 83700SDT

**Eligibility:** Magnet students; based upon space availability, non-magnet students.

**Notes:** This course may not be used to complete the one-year science requirement; offered as an additional science elective only; strong math background recommended.

**Campus:** Science Magnet

Working in teams, students create, design, test models of airplanes, bridges, boats, kites and more. Through actual construction and testing students gain a better understanding of the mechanics of physics concepts and simple machines.

## **11826 Future Food Scientists**

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**Duration:** One Semester

**Grade Level(s):** 7-8

**Service ID:** 83700FFS

**Eligibility:** Magnet students; based upon space availability, non-magnet students.

**Notes:** This course may not be used to complete the one-year science requirement; offered as an additional science elective only.

**Campus:** Science Magnet

Get ready to explore the culinary world in a whole new way! In this course, we will dive into the nature and improvement of foods for consumers. Students will study nutrition and wellness, food technology, world food supply, diet-related disorders, chemical and physical changes that affect food product quality, technologies used in food processing, food safety and investigate the properties of food and how it affects the human body.

## **11954 The Perfect Storm: Weathering the Experience**

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**Duration:** One Semester

**Grade Level(s):** 7-8

**Service ID:** 83700TPS

**Eligibility:** Magnet Students

**Notes:** This course may not be used to complete the one-year science requirement; offered as an additional science elective only.

**Campus:** Science Magnet

Do you ever wonder what causes the weather around us? Delve into the how and why of weather! Take a look at catastrophic weather events such as the Galveston Hurricane of 1900. Learn how to associate clouds with weather patterns and how to analyze and read a weather map! Top it off with a high-altitude balloon launch into the atmosphere and track the data coming back to Earth! Students will learn atmospheric parameters, how weather forms, extreme weather, and more.

## SOCIAL STUDIES

### **11641 Social Studies: Contemporary World Cultures Grade 6**

**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 02870000

**Notes:** 11641S Social Studies, Grade 6 Sheltered (for Emergent Bilinguals); LPAC approval required; see page 7.

In Social Studies: Grade 6, students use basic social studies skills to study societies and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia, and the Eurasian Republics, North America, Middle America, South America, Southwest Asia, North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of selected societies. 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, culture, and religious institutions. Students explain how the level of technology affects the development of the selected societies and identify different points of view about selected events. Various projects and performance-based assessments will be included in the course.

### **11641DL Dual Language Social Studies: Contemporary World Cultures Grade 6**

**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 02870000

**Eligibility:** Students who have successfully completed 5<sup>th</sup> Grade in a Dual Language Program or meet the Spanish language requirements.

**Campus:** Dual Language Magnet

This course is designed for students who have successfully completed 5<sup>th</sup> Grade in a Dual Language Program or meet the Spanish language requirements. This Dual Language Contemporary World Cultures course scope and sequence, course objectives, TEKS, and curriculum are identical to the Contemporary World Cultures course for Grade 6. This course will be taught 100% in Spanish.

### **11641H Social Studies: Contemporary World Cultures Grade 6 Honors/GT**

**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 02870000

**Eligibility:** See page 5

**Notes:** 11641HS Social Studies, Grade 6 Honors/GT: Sheltered (for Emergent Bilinguals); LPAC approval required; see page 7.

In Social Studies: Grade 6 Honors/GT students will engage in an advanced level of study to encompass major aspects of the cultural institutions representing people and places of the contemporary world. The course includes an emphasis on using primary documents and materials, analysis of maps and statistics, along with a comparative study of modern world cultures, politics, and economies. Coursework utilizes independent study, strong reading, writing, and analysis skills to support research in learning different world cultures. Various projects and performance-based assessments will be included in the course.

### **11641HW Social Studies: Contemporary World Cultures Grade 6 Honors/GT (WAVE)**

**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 02870000

**Eligibility:** Gifted and Talented eligibility and WAVE enrollment

**Campus:** WAVE GT Magnet

In Social Studies: Grade 6 Honors/GT (WAVE), students increase and refine the skills specified in the sixth-grade social studies course description. This inter-disciplinary course is focused on the universal theme of relationships and on people, geography, and real-world issues of the historical and contemporary world. Students will learn to use primary sources, research, and critical thinking to produce advanced real-world products.

## **11741 Social Studies: Texas History Grade 7**

**Duration:** One Year

**Grade Level(s):** 7

**Service ID:** 03343000

**Notes:** 11741S Social Studies, Grade 7: Sheltered (for Emergent Bilinguals); LPAC approval required; see page 7.

In Social Studies: Grade 7, students study the history of Texas from early times to the present. Students compare regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas. Students analyze the impact of scientific discoveries, technological innovations, and industries on the development of Texas. Global economic interdependence as it relates to Texas socioeconomic concerns will be emphasized. Students continuously use primary and secondary sources incorporating basic social studies skills to acquire information about Texas. Various projects and performance-based assessments will be included in the course.

## **11741DL Dual Language Social Studies: Texas History Grade 7**

**Duration:** One Year

**Grade Level(s):** 7

**Service ID:** 03343000

**Eligibility:** Students who have successfully completed 6<sup>th</sup> Grade in a Dual Language Program or meet the Spanish language requirements.

**Campus:** Dual Language Magnet

This course is designed for students who have successfully completed 6<sup>th</sup> Grade in a Dual Language Program or meet the Spanish language requirements. This Dual Language Texas History course scope and sequence, course objectives, TEKS, and curriculum are identical to the Texas History course for Grade 7. This course will be taught 100% in Spanish.

## **11741H Social Studies: Texas History Grade 7 Honors/GT**

**Duration:** One Year

**Grade level(s):** 7

**Service ID:** 03343000

**Eligibility:** See page 5

**Notes:** 11741HS Social Studies, Grade 7 Honors/GT: Sheltered (for Emergent Bilinguals); LPAC approval required; see page 7.

In Social Studies: Grade 7 Honors/GT a more advanced level of study is offered. Concepts covered in the class focus on Texas History, Grade 7 major eras of Texas history with greater depth and complexity. The course extends the study to include analysis of primary documents and materials and comparative study of Texas history alongside United States history over time. Coursework utilizes critical thinking, independent study, and strong reading, writing, and analysis skills to support research in learning the history of Texas. Various projects and performance-based assessments will be included in the course.

## **11741HW Social Studies: Texas History Grade 7 Honors/GT (WAVE)**

**Duration:** One Year

**Grade Level(s):** 7

**Service ID:** 03343000

**Eligibility:** Gifted and Talented eligibility and WAVE enrollment

**Campus:** WAVE GT Magnet

In Social Studies: Grade 7 Honors/GT (WAVE) a more advanced level of study is offered. Many of the concepts are the same as those in Texas History: Grade 7, except the presentation is more accelerated and in more detail. In addition to covering major aspects of Texas history, the course extends the study to include more analysis of primary materials and documents, as well as a comparative study of Texas with the history of the United States. The emphasis is upon critical thinking, independent study, and research, and projects will be assigned and administered. Students will take concepts learned during this course and connect them to the universal theme of conflict that is taught across content areas in the seventh grade WAVE program.

## **11841 Social Studies: American History Grade 8**

**Duration:** One Year

**Grade Level(s):** 8

**Service ID:** 03343100

**Notes:** 11841S Social Studies, Grade 8: Sheltered (for Emergent Bilinguals); LPAC approval required; see page 7.

In Social Studies: Grade 8, students' study in depth the history of the United States from the early colonial period through Reconstruction, which is the first part of a two-year study of U.S. history. The second part, comprising U. S. history since Reconstruction to the present, is provided at the high school level. Using critical thinking skills, as well as basic social studies skills, including the identification of bias in written, oral, and visual material students describe the physical characteristics of the U. S. and their impact on population distribution and settlement patterns in the past and present; 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; 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; evaluate the impact of supreme court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a democratic society; and evaluate the impact of scientific discoveries and technological innovations on the development of the U.S. Various projects and performance-based assessments will be included in the course.

## **11841DL Dual Language Social Studies: American History Grade 8**

**Duration:** One Year

**Grade Level(s):** 8

**Service ID:** 03343100

**Eligibility:** Students who have successfully completed 7<sup>th</sup> Grade in a Dual Language Program or meet the Spanish language requirements.

**Campus:** Dual Language Magnet

This course is designed for students who have successfully completed 7<sup>th</sup> Grade in a Dual Language Program or meet the Spanish language requirements. This Dual Language American History course scope and sequence, course objectives, TEKS, and curriculum are identical to the American History course for Grade 8. This course will be taught 100% in Spanish. In addition, the TEKS for high school Spanish will be integrated. Students will be enrolled in **5282H Spanish for Spanish Speakers III Honors** the spring semester for a World Language and Cultures for high school credit. *Credit earned will not count for high school grade points or class rank.*

## **11841H Social Studies: American History Grade 8 Honors/GT**

**Duration:** One Year

**Grade Level(s):** 8

**Service ID:** 03343100

**Eligibility:** See page 5

**Notes:** Advanced-level products and independent research are required in this course. 11841HS Social Studies, Grade 8 Honors/GT: Sheltered (for Emergent Bilinguals); LPAC approval required; see page 7.

In Social Studies: Grade 8 Honors/GT offers students a more advanced level of study. In addition to covering many of the same aspects of Social Studies: Grade 8, the course extends the study to include more detailed emphasis upon the use of primary materials and documents, and independent study of American history through Reconstruction. Students will be required to engage in compacting information and will be challenged with applying critical thinking to various assignments. Coursework utilizes critical thinking, independent study, and strong reading, writing, and analysis skills to support research in learning the history of Texas. Various projects and performance-based assessments will be included in the course.

## **11841HW Social Studies: American History Grade 8 Honors/GT (WAVE)**

**Duration:** One Year

**Grade Level(s):** 8

**Service ID:** 03343100

**Eligibility:** Gifted and Talented eligibility and WAVE enrollment

**Notes:** This course is an interdisciplinary approach using GT strategies in Honors/GT Language Arts and Honors/GT Social Studies; some schools may also require concurrent enrollment in Honors/GT Science.

**Campus:** WAVE GT Magnet

In Social Studies: Grade 8 Honors/GT (WAVE), a more advanced level of study is offered. In addition to covering many of the same aspects of Social Studies: Grade 8, the course extends the study to include more detailed emphasis upon the use of primary materials and documents, independent study of American history until Reconstruction, and interdisciplinary focus. Students will be required to engage in compacting information and will be challenged with applying critical thinking to various assignments. Students will be introduced to types of logic used in historical arguments. Library research, computer technology, writing skills, and an interest in the humanities are basic essentials. Various projects and performance-based assessments will be included in the course and connect them to the universal theme of change that is taught across all content areas in the eighth-grade WAVE program.

## ***SOCIAL STUDIES ELECTIVES***

### **11929 LeadWorthy**

**Duration:** One Semester

**Grade Level(s):** 7-8

**Service ID:** 83800LWY

**Notes:** \$10 class fee

**Campus:** Based upon enrollment

In LeadWorthy, students will develop leadership skills for both personal and professional success. Through interactive lessons and team-building activities, students will discover their unique leadership style, learn effective communication, and develop problem-solving strategies. Focused on character development and empowerment, this course aims to inspire the next generation of confident and ethical leaders. This course utilizes curriculum from Capturing Kids Hearts.

### **11950 Future Problem Solving: Global Issues**

**Duration:** One Year

**Grade Level(s):** 6-8

**Service ID:** 83800FPS

In Future Problem Solving: Global Issues, students will embark on a journey of critical thinking and innovation. They will strengthen their analytical skills, creativity, and teamwork as they tackle real-world challenges. Through hands-on activities, structured research and problem-solving processes, and student choice projects, students develop the skills necessary to address future issues with confidence and ingenuity.

## HEALTH FITNESS

Students in Intermediate School are required to complete a minimum of four semesters or two years of Health Fitness. Students may select additional units in Health Fitness.

If you do not take Health and Fitness in 6<sup>th</sup> grade, you will be required to take it during BOTH 7<sup>th</sup> and 8<sup>th</sup> grade.

### **11660-Girls/11661-Boys Health Fitness: Grade 6**

**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 02850000

**Notes:** Students in Intermediate school are required to complete four semesters or two years of Health and Fitness; a \$25 class fee is required; students may be scheduled in multi-grade level groupings. Participation in this course may satisfy up to two semesters or one year of Intermediate Health and Fitness requirements.

In Health Fitness: Grade 6, students will understand the interconnection of health literacy and lifelong physical activities with these key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; understand in greater detail the function of the body, decision making, problem-solving, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and gender. Students will have the knowledge to exhibit a healthy and physically active lifestyle for life-long physical activities and healthy decisions.

### **11658- Girls/11659-Boys Pre-Athletics Health and Fitness: Grade 6**

**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 02850000

**Notes:** Students in Intermediate School are required to complete four semesters or two years of Health and Fitness; a \$25 class fee is required; students may be scheduled in multi-grade level groupings. Participation in this course may satisfy up to two semesters or one year of Intermediate Health and Fitness requirements.

This course is a variation of Girls/Boys Health Fitness: Grade 6 which will prepare students for successful participation in the intermediate school athletic program. The focus of the program would be to provide students with a preview of upcoming UIL sports in which they will be eligible to participate as 7th graders and to prepare them for the behavioral and academic expectations associated with being a participating member of the CCISD athletics program. CCISD Pre-Athletic curriculum, will also include health standards and character education program. Each week students will have an opportunity to work through and improve themselves through interaction with the character education curriculum and learning about healthy habits.

### **11758/11760/11759/11761/11758/11860/11759/11861 – Girls & Boys Health Fitness: Grade 7-8**

(11758/11760 – Gr 7 Girls; 11759/11761 – Gr 7 Boys; 11758/11860 – Gr 8 Girls; 11759/11861 – Gr 8 Boys)

**Duration:** One Semester/One Year

**Grade Level(s):** 7-8

**Service ID:** 03823000

**Notes:** Students in Intermediate School are required to complete four semesters or two years of Health Fitness; a \$25 class fee is required; students may be scheduled in multi-grade level groupings.

In Health Fitness: Grades 7-8, students will understand the interconnection of health literacy and lifelong physical activities with these key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; understand in greater detail the function of the body, decision making, problem-solving, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and gender. Students will have the knowledge to exhibit a healthy and physically active lifestyle for life-long physical activities and healthy decisions.

## **11762-Gr 7 Girls/11763-Gr 7 Boys/11862-Gr 8 Girls/11863-Gr 8 Boys Athletics: Grade 7-8**

**Duration:** One Year

**Grade Level(s):** 7-8

**Service ID:** 03823000

**Eligibility:** Successful completion of the tryout process as outlined by the coach.

**Notes:** A physical examination is required before participation is allowed; this exam must be completed by the second week of school in order to remain in the class; a new physical is required each year; students must provide own transportation to and/or from practices scheduled before and/or after school hours; transportation to and from athletic contests is provided by the school district. Participation in this course may satisfy one to four semesters of your Intermediate Health and Fitness requirement.

This course is available as a substitute for Health Fitness. Athletics classes are available in the following sports—football, basketball, volleyball, track, tennis, cross-country and golf. Students enrolled in this course, and who have been approved by the coach to participate in the designated sport, are expected to attend additional practices and competitions outside of the intermediate school hours.

## **11400SEM/11400 Alternative Physical Education Activities**

**Duration:** One Semester/One Year

**Grade Level(s):** 6-8

**Service ID:** 03823000

**Notes:** CCISD Off Campus Physical Education information and application are posted on the district website. An Application for Off Campus Physical Education *may not be applicable to 6<sup>th</sup> grade Science Magner and 6<sup>th</sup> grade WAVE students due to course scheduling requirements. Students planning on participating in Athletics at a Division I or Division II college or university should be aware of initial eligibilities required by the National Collegiate Athletic Association (NCAA). This information may be found at <http://www.ncaa.org/>.*

The Level 1 (15 hours per school week M-F) and Level 2 (5 hours per school week M-F) private and commercially sponsored physical activities must be an approved Physical Education vendor and certified by the Coordinator of Health/Physical Education. (Outside team and individual sports will not be allowed for Alternative Physical Education Activities if those sports are offered during Athletics). **Deadlines designated on the application must be met for approval for each school year. Applications must be resubmitted each school year to qualify for Alternative PE Activities.**

**Submittal Dates:** The application for Alternative PE Activities must be submitted by the first Friday in May of the previous school year for the application to be reviewed for approval for the Fall Semester, as well as the last day of the Fall Semester for the Spring Semester.

## LEADERSHIP DEVELOPMENT CORPS

### **11935 Leadership Development Corps Level I (LDC)**

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**Duration:** One Year

**Grade Level(s):** 6-8

**Service ID:** 03823000

**Notes:** LDC may substitute for PE credit; there is a \$40 class fee for grades 6-8.

The Leadership Development Corps is a Clear Creek ISD initiative founded in 1996, designed to foster self-discipline, a positive self-concept, and a winning attitude in students who are already generally motivated. Topics of study include introduction to leadership and character and citizenship education, military customs and courtesies, organization skills, health and fitness, and life-saving skills. Students are part of a cadet corps that wears a uniform periodically for an inspection grade to improve attention-to-detail, self-discipline, and self-respect. Students have the optional opportunity to participate in competitive extracurricular teams to enhance the LDC experience.

### **11936 Leadership Development Corps Level II (LDC)**

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**Duration:** One Year

**Grade Level(s):** 7-8

**Service ID:** 03823000

**Prerequisite(s):** Leadership Development Corps Level I (LDC).

**Notes:** LDC may substitute for PE credit; there is a \$40 class fee for grades 7-8.

Based on the skills taught in level I, students gain responsibility and limited authority under the facilitation of the instructor within the cadet corps. Topics of study include communication and instruction, applied leadership, continued character and citizenship education, discipline, and conflict management. Students learn to teach junior students and lead by example as middle-level leaders. As part of the cadet corps, students continue to wear a uniform periodically for an inspection grade to improve attention-to-detail, self-discipline, and self-respect. Students have the optional opportunity to participate in and, potentially, lead competitive extracurricular teams such as drill team, archery team, and academic team to enhance the LDC experience.

### **11937 Leadership Development Corps Level III (LDC)**

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**Duration:** One Year

**Grade Level:** 8

**Service ID:** 03823000

**Prerequisite(s):** Leadership Development Corps Level II (LDC)

**Notes:** LDC may substitute for PE credit; there is a \$40 class fee for grade 8.

Based on the skills taught in level II, students gain increased responsibility and limited authority under the facilitation of the instructor within the cadet corps. Topics of study include administrative communication and instruction, applied leadership, project planning and coordination, continued character and citizenship education, discipline, and conflict management. Student's mentor junior leaders and lead by example as upper-level leaders or as part of an administrative team supporting the cadet corps. Students continue to wear a uniform periodically for an inspection grade to improve attention-to-detail, self-discipline, and self-respect. Students have the optional opportunity to participate in and, potentially, lead competitive extracurricular teams such as drill team, archery team, and academic team to enhance the LDC experience.

## CAREER AND TECHNICAL EDUCATION

*Connecting Intermediate Students with High School, College, and Careers*

### **11892 Exploring Audio/Video Production I**

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**Duration:** One Semester

**Grade Level(s):** 7-8

**Service ID:** 12700110

**Notes:** \$10 class fee; this course will satisfy the Technology Education requirement.

**Campus:** Based upon enrollment

Exploring Audio/Video Production introduces the student to all phases of video production including concept development, scripting, preproduction, camera work, editing, sound mixing, and postproduction. Emphasis will be on the various technologies associated with video production. Students will be provided with an overview of the media industry and will learn the basic create, edit, and render skills needed to design and produce multimedia presentations that use video and audio resources.

### **11893 Exploring Audio/Video Production II**

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**Duration:** One Semester

**Grade Level(s):** 7-8

**Service ID:** 12700120

**Prerequisite(s):** Exploring Audio/Video Production I

**Notes:** \$10 class fee

**Campus:** Based upon enrollment

This course is a continuation of Exploring Audio/Video Production I. It provides students with the opportunity to learn more advanced audio and video production skills. In addition to developing the technical knowledge needed to design and produce multimedia presentations, they will also learn the knowledge and skills needed for success in the Arts, Audio/Visual Technology, and Communications career cluster area.

### **11894 Exploring Construction Technology I**

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**Duration:** One Semester

**Grade Level(s):** 7-8

**Service ID:** 12700110

**Notes:** \$20 class fee

**Campus:** Based upon enrollment

This exploratory course is designed for students to investigate the types of activities performed in the construction industry. Through laboratory experiences, students will explore the skills and tools of this industry, including hand and power tools. Students will demonstrate basic safety. Introduction to construction math and technical drawings will be explored.

### **11895 Exploring Construction Technology II**

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**Duration:** One Semester

**Grade Level(s):** 7-8

**Service ID:** 12700120

**Prerequisite(s):** Exploring Construction I

**Notes:** \$20 class fee

**Campus:** Based upon enrollment

This course is a continuation of Exploring Construction Technology I. Students will design and construct various types of projects. They will continue to learn construction skills, including drawings and presentations. Proper safety, operation of hand tools, and power tools will be demonstrated by students.

### **11896 Exploring Metal Technologies I**

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**Duration:** One Semester

**Grade Level(s):** 7-8

**Service ID:** 12700110

**Notes:** \$20 class fee

**Campus:** Based upon enrollment

This course is designed for students to learn the fundamentals of forming, fastening, and finishing of metals. Students will explore and study safety, material identification and application, measurement, design, planning and layout, hand and power tools, metal processing machines, assembly, career pathways and employability skills.

## **11897 Exploring Metal Technologies II**

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**Duration:** One Semester

**Grade Level(s):** 7-8

**Service ID:** 12700120

**Prerequisite(s):** Exploring Metal Technologies I

**Notes:** \$20 class fee

**Campus:** Based upon enrollment

Exploring Metal Technologies II is designed so that students continue to build the skills developed in Exploring Metal Technologies I. Students will explore and study machine tools and welding processes that are used in the trades and develop skills in welding. Areas of study are safety, material identification and application, measurement, design, planning and layout, hand and power tools, metal processing machines, assembly, career pathways, and employability skills.

## **11898 Exploring Robotics**

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**Duration:** One Semester

**Grade Level(s):** 7-8

**Service ID:** 12700110

**Notes:** \$10 class fee; this course will satisfy the Technology Education requirement.

**Campus:** Based upon enrollment

Students will learn the fundamentals of robotics and engineering while using industry-based *Autodesk Inventor* computer aided design software and *EasyC 4.0* programming software. Students will build and program fully automated and teleoperated robots using the *VEX Robotics Design System*. The design process will be emphasized as the robots are developed, tested, modified, and prepared to compete in a semester-ending district competition.

## **7208 College and Career Readiness–Professional Communications**

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**Duration:** One Semester

**Grade Level(s):** 8

**Service ID:** 13009900

**Notes:** This course is mandatory for all 8<sup>th</sup> grade students and will satisfy the Texas legislative requirement to provide instructions to students in preparing for high school, college, and career in accordance with Policy EHAC (Legal). Students will receive high school credit when completing this course. *This course will not count for high school grade points or class rank.*

College and Career Readiness–Professional Communication is a technology-integrated course designed to lead students through investigating and planning for their high school, post-secondary education, and career success while blending written, oral and graphic communication in a career-based environment. Students will create a personalized high school graduation plan and use their interests and talents to explore future career opportunities and post-secondary education options and requirements. Overall, students will acquire essential skills to be fully prepared for the transition to high school as well as obtain the knowledge and skills necessary to enhance their future success.

## **7608 Introduction to Culinary Arts**

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**Duration:** One Year

**Grade Level(s):** 7-8

**Service ID:** 12700400

**Notes:** \$30 class fee; Students will receive high school credit when completing this course. *This course will not count for high school grade points or class rank.*

**Campus:** Based upon enrollment

Introduction to Culinary Arts is a laboratory course that will introduce the students to food preparation techniques, international cuisines, cooking methods, and career options within this field. Students will learn how to prepare various types of foods, basic nutrition, food safety and sanitation, professional work habits, and management techniques expected in the food industry.

## VISUAL AND PERFORMING ARTS

All students must be enrolled in at least one Fine Arts course in grades 6, 7, or 8.

### *BAND*

The intermediate school band program offers a comprehensive instrumental music education that provides outlets for creativity for students who wish to learn to play musical instruments. Elements of music history, performance, reading and writing music, and evaluation are included. Varying levels of instruction are offered. Band classes meet during regular school hours. Rehearsals, competitions, and performances may be required before and after school, evenings, or on weekends.

#### **11960 Band: Beginner**

**Duration:** One Year

**Grade Level(s):** 6-8

**Service ID:** 03154130

**Notes:** Most instruments must be purchased or rented; uniform dress may be required. It is recommended that Band: Beginner is taken in 6<sup>th</sup> grade if students would like to progress into Intermediate, Advanced Performing, and High School level band.

No previous instrumental or musical experience is necessary. This is an introductory year with emphasis placed on music understanding and learning the fundamentals of the specific instrument selected for each student. Classes are divided into like instrument classes and are taught during the school day. In schools with smaller student populations, like instrument families may be grouped. Students culminate their musical studies through concert performances. The students are prepared for participation in Intermediate and Advanced Performing Band.

#### **11977/11978 Band: Intermediate Performing**

**Duration:** One Year

**Grade Level(s):** 7-8

**Service ID:** 03154230/03154330

**Prerequisite(s):** Band: Beginner and/or Audition

**Notes:** Most instruments must be purchased or rented; uniform dress may be required.

Experienced music students are divided into performing ensembles by auditions. Musical understanding is expanded through a performance-based curriculum. The bands perform many different styles of music at various school functions. The performing band years also provide opportunities for individual and group performance through activities such as the annual Solo and Ensemble Contest, UIL Concert and Sight-Reading Evaluation, and Region Band auditions.

#### **11979 Band: Advanced Performing**

**Duration:** One Year

**Grade Level(s):** 7-8

**Service ID:** 03154330

**Prerequisite(s):** Band: Beginner and/or Audition

**Notes:** Most instruments must be purchased or rented; uniform dress may be required.

Experienced music students are divided into performing ensembles by auditions. Advanced musical understanding is expanded through a performance-based curriculum. The bands perform many different styles of music at advanced levels of difficulty. The performing band years also provide opportunities for individual and group performance through activities such as the annual Solo and Ensemble Contest, UIL Concert and Sight-Reading Evaluation, and Region Band auditions.

## CHOIR

The intermediate school choir program offers a comprehensive vocal music education that provides creative outlets for students who wish to learn to sing and move rhythmically. Elements of music history, performance, reading and writing music, and evaluation will be included. Varying levels of instruction are offered. Choir classes meet during regular school hours. Rehearsals, competitions, and performances may be required before and after school, evenings, or weekends.

### **11982/11984 Choir: Beginner**

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(11982 Treble; 11984 Tenor/Bass)

**Grade Level(s):** 6-8

**Duration:** One Year

**Service ID:** 03154131

**Notes:** \$20 class fee

No previous musical experience is necessary. This introductory course emphasizes the basic knowledge of musical terms, theory, sight-reading, and vocal production. Elements of music history, performance, reading and writing music, and evaluation will be included. Choir provides students with an opportunity to explore and perform a variety of forms of vocal music and to perform in concerts. Occasional rehearsals and performances may be required before and after school, evenings or weekends.

### **11983/11985/11986 Choir: Intermediate Performing**

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(11983 Int. Performing 2; 11985 Int. Tenor/Bass; 11986 Int. Treble)

**Grade Level(s):** 7-8

**Duration:** One Year

**Service ID:** 03154231

**Prerequisite(s):** Audition

**Notes:** \$20 class fee.

Choir in the seventh and eighth grades expands upon the basic knowledge of musical terms, sight-reading, and theory. Elements of music history, performance, reading and writing music, and evaluation will be included. The students are provided with an opportunity to participate in several musical activities including All-Region Choir Auditions, Solo and Ensemble Contest, and UIL Concert and Sight-Reading Evaluation in addition to the regularly scheduled concerts and performances. Occasional rehearsals and performances may be required before and after school, evenings, or weekends.

### **11987/11988/11989 Choir: Advanced Performing**

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(11987 Adv. Tenor/Bass; 11988 Adv. Performing; 11989 Adv. Treble)

**Grade Level(s):** 7-8

**Duration:** One Year

**Service ID:** 03154231/03154331/03154331

**Prerequisite(s):** Choir: Intermediate and/or Audition

**Notes:** \$20 class fee.

The advanced choir provides opportunities for the students to sing a wider variety of choral literature, including a higher level of musical and harmonic complexity. Advanced ear training experiences are included to stimulate higher-level thinking skills. The students have many performance opportunities including All Region Choir Auditions, Solo and Ensemble Contest, and UIL Concert and Sight-Reading Evaluation. Several rehearsals and performances are required before and after school, evenings, or weekends.

## ORCHESTRA

Orchestra provides many fun and unique opportunities for students who wish to play a stringed instrument. Classes are designed to suit student needs from beginning through advanced levels. Classes meet during school hours. Elements of music history, performance, reading and writing music, and evaluation will be included. Orchestra performances include a wide variety of music on and off campus. Occasional rehearsals and performances may be required before and after school or evenings.

### **11998 Orchestra: Beginner Strings**

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**Duration:** One Year

**Grade Level(s):** 6-8

**Service ID:** 03154132

**Notes:** Most instruments must be purchased or rented.

No previous instrumental or musical experience is necessary. In this introductory orchestra course, students will be introduced to and develop skills on stringed instruments such as the violin, viola, cello, and bass. Skills developed in this course will prepare students for intermediate/advanced orchestra.

### **11994 Orchestra: Intermediate Performing**

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**Duration:** One Year

**Grade Level(s):** 6-8

**Service ID:** 03154232

**Prerequisite(s):** Orchestra: Beginner Strings or at least one year's experience playing a stringed instrument with audition required.

**Notes:** Most instruments must be purchased or rented; uniform dress may be required.

This course is designed for intermediate level players based upon auditions. Students in this orchestra are encouraged to enter Solo and Ensemble, All-Region Orchestra, and UIL competitions. The orchestra will have opportunities to perform a variety of musical styles at school functions on and off campuses. Occasional rehearsals, competitions and performances may be required before and after school, evenings, or weekends.

### **11996 Orchestra: Advanced Performing**

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**Duration:** One Year

**Grade Level(s):** 6-8

**Service ID:** 03154332

**Prerequisite(s):** Orchestra: Beginner Strings or at least one year's experience playing a stringed instrument with audition required.

**Notes:** Most instruments must be purchased or rented; uniform dress may be required.

This course is designed for advanced-level players based upon auditions. Students in this orchestra are encouraged to enter Solo and Ensemble, All-Region Orchestra, and UIL competitions. Skills developed in this course will prepare students for high school orchestra. The orchestra will have opportunities to perform a variety of musical styles at school functions on and off campus. Rehearsals, competitions, and performances will be required before and after school, evenings, or weekends.

## *THEATRE*

The intermediate school theatre programs offer a comprehensive theatrical education that provides creative outlets for students who wish to learn to act, direct, build sets, and develop confidence in creative and public speaking. Elements of theatre history, performance, reading and writing scripts, and evaluation will be included. Varying levels of instruction are offered. Theatre classes meet during regular school hours. Rehearsals, competitions, and performances may be required before and after school, evenings, or on weekends.

### **11904 Theatre Arts 1**

**Duration:** One Year

**Grade Level(s):** 6-8

**Service ID:** 03154140

**Notes:** \$15 course fee.

Theatre Arts I is a course designed for students who have never had any experience in theatre. This course provides a basic knowledge and appreciation of drama while giving students opportunities to perform in a classroom setting. The development of characterization, body awareness, spatial perception, and the analysis of the role of the theatre will be emphasized. This course provides students with self-esteem-building opportunities through performance.

### **11902(Yr)/11905/(Sm) Theatre Arts 2**

**Duration:** One Year/One Semester

**Grade Level(s):** 7-8

**Service ID:** 03154240

**Prerequisite(s):** Theatre Arts 1 preferred.

**Notes:** \$15 course fee; students may be required to attend before or after school rehearsals, evening performances, and Saturday events.

This course provides a basic and intermediate knowledge of drama while giving students opportunities to perform in a variety of acting events. It also gives students' self-esteem building opportunities through performance and preparation for participation in Theatre Arts Production.

### **11907 Theatre Arts 3**

**Duration:** One Year

**Grade Level(s):** 7-8

**Service ID:** 03154340

**Prerequisite(s):** Theatre Arts 2 or Audition.

**Notes:** \$25 course fee; students may be required to attend before or after school rehearsals, evening performances, and Saturday events.

**Campus:** Based upon availability and enrollment

This course is designed to provide preparation for motivated students and prepare students for future success in high school production courses. Students will prepare for performances both as actors and technicians and will explore aspects of theatre including portraying characters, movement, dialogue, analysis of scripts and theatre history, and comparison of career and vocational opportunities in theatre. Students will use the voice and body to expressively create dramatizations in a minimum of one full production per year.

### **11906 Theatre Arts: Advanced Production**

**Duration:** One Year

**Grade Level(s):** 7-8

**Service ID:** 03154340

**Prerequisite(s):** Audition.

**Notes:** \$25 course fee; students may be required to attend before or after school rehearsals, evening performances, and Saturday events.

This course is an advanced class in dramatic elements. All aspects of theatre arts are taught including portraying characters, movement, dialogue, analysis of scripts and theatre history, and comparison of career and vocational opportunities in theatre. Students are provided many opportunities to perform throughout the year to prepare them for Theatre Arts in high school. The performing theatre classes also provide opportunities for individual and group performance through activities such as UIL One-Act Play Festival, and drama festivals.

## VISUAL ART

The intermediate school art program offers a comprehensive art education that provides students enriched opportunities for creative expression. These courses are designed for students who wish to learn to draw, paint, design, sculpt, study the great masters of art, and develop confidence in their creative expression. Elements of art history, production, aesthetics, and criticism will be included. Varying levels of instruction are offered.

Competitions and art exhibitions may be required before and after school, evenings, or weekends for all visual art courses.

### **11900 Art: Introduction Grade 6**

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**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 03154110

**Notes:** \$25 class fee.

Art: Introduction Grade 6 is a comprehensive course that provides students with introductory experiences by expressing themselves inventively and imaginatively through a variety of art, media, techniques, and vocabulary. Emphasis is placed on art production incorporating the study of artists, artistic styles, and the elements and principles of design. The art studio is a creative, fun environment, rich with experiences to personally develop every student.

### **11909 Art: Two-Dimensional**

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**Duration:** One Semester

**Grade Level(s):** 7-8

**Service ID:** 03154210

**Prerequisite(s):** Art: Introduction Grade 6 preferred; this course may be taken more than once for Fine Arts credit.

**Notes:** \$15 class fee.

Art: Two-Dimensional is a semester course with concentration on the development of creative and personal expression in 2-dimensional artwork such as: drawings, paintings, prints, mixed media, collage, and graphic design. The art studio is a creative, fun environment, rich with experiences to personally develop every student. An emphasis is placed on art production, history, analysis, and aesthetics.

### **11910 Art: Three-Dimensional**

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**Duration:** One Semester

**Grade Level(s):** 7-8

**Service ID:** 03154210

**Prerequisite(s):** Art: Introduction Grade 6 preferred; this course may be taken more than once for Fine Arts credit.

**Notes:** \$15 class fee.

Art: Three-Dimensional Art is a semester course with concentration on the development of creativity, global and cultural awareness, and personal expression in 3-dimensional artwork such as sculptures, ceramics, fibers, and assemblage. The art studio is a creative, fun environment, rich with experiences to personally develop every student. Emphasis is placed on art production, history, analysis, and aesthetics.

### **11911 Art: Advanced**

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**Duration:** One Year

**Grade Level(s):** 7-8

**Service ID:** 03154310

**Prerequisite(s):** Demonstrate high artistic performance through successful completion of Art: Two-Dimensional, Art: Three - Dimensional or through portfolio submission.

**Notes:** \$30 class fee.

Advanced Art curriculum provides the student with extended experiences through a variety of media, techniques, and vocabulary. The class assignments will challenge the imagination, foster reflective thinking, and help students develop disciplined effort and progressive problem-solving skills. An emphasis is placed on art production, history, analysis, and aesthetics. Advanced art students will be required to maintain personal sketchbooks.

## **11912 Art: Studio Art Grade 8**

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**Duration:** One Year

**Grade Level(s):** 8

**Service ID:** 03154310

**Prerequisite(s):** Demonstrate high artistic performance through successful completion of Art: Two-Dimensional/Art: Three-Dimensional or Advanced Art.

**Notes:** \$30 class fee.

The Studio Art Grade 8 curriculum is designed to help highly motivated students develop their creativity and artistic voice through a variety of art media. The class assignments will challenge the imagination, foster reflective thinking, and help students develop disciplined effort and progressive problem-solving skills. Studio Art students will be required to complete weekly sketchbook assignments and create a portfolio of finished artwork. Studio Art Grade 8 is designed to prepare student for future success in High School Advanced Placement studio courses.

Students who successfully complete the Studio Art Grade 8 are eligible for advancement to Studio Art and Design as listed in the High School Educational Planning Guide. There is no requirement to take Art 1 after the completion of this course.

## **11954 Introduction to Electronic Media Design**

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**Duration:** One Semester

**Grade Level(s):** 7-8

**Service ID:** 83400IEM

**Prerequisite(s):** Art: Introduction Grade 6 or Art: Two-Dimensional.

**Notes:** \$10 class fee.

**Campus:** Based upon availability and enrollment

This course extends the students artistic understanding and expression through the use of the digital medium. Emphasis will be placed on the development of the elements and principles of design through digital expression and illustration. Students will create electronic works of art such as paintings, drawings, photography, and mixed media using the scanner, digital camera, and selected software packages.

## WORLD LANGUAGES AND CULTURES

### **5201 Spanish I**

**Duration:** One Year

**Grade Level(s):** 7-8

**Service ID:** 03440100

**Notes:** Upon successful completion of each semester of this course, students will be awarded 0.5 state high school foreign language credit toward graduation; this course is taught at high school level and *will not count for high school grade points or class rank*.

**Campus:** Based upon enrollment

This high school level course introduces students to the basic sounds and structure of the Spanish language. Equal emphasis is placed on the four skills (listening, speaking, reading, and writing) needed to develop proficiency in a modern language. The culture of the world's Spanish-speaking people is highlighted. The curriculum, resources, materials, and assessments used in this course will be the same as those used in high school Spanish I classes.

### **5201H Spanish I Honors/GT**

**Duration:** One Year

**Grade Level(s):** 7-8

**Service ID:** 03440100

**Eligibility:** See page 5

**Notes:** Upon successful completion of each semester of this course, students will be awarded 0.5 state high school foreign language credit toward graduation; this course is taught at high school level and *will not count for high school grade points or class rank*.

**Campus:** Based upon enrollment

This course is an introductory course to the basic sounds and structure of Spanish language. It is designed for students who have chosen to examine Spanish in greater depth and at a faster pace during their high school careers. This course is designed to lay the foundation for students planning to take the AP Spanish exam. The curriculum, resources, materials, and assessments used in this course will be the same as those used in high school Spanish I classes.

### **5272/5273 Spanish for Spanish Speakers I & II Honors**

**Duration:** One Year

**Grade Level(s):** 8

**Service ID:** 03440110/03440220

**Eligibility:** Review data points such as the Home Language Survey and appropriate counsel with student for placement.

**Notes:** Upon successful completion of each semester of this course, students will be awarded 1.0 state high school foreign language credit toward graduation; this course is taught at high school level and *will not count for high school grade points or class rank*.

**Campus:** Based upon enrollment

This course offers an advanced study of both Spanish I and Spanish II in one year. It is designed for students who already have excellent speaking and listening skills in Spanish and who already possess a vast knowledge of the language's syntax and vocabulary. The curriculum, resources, materials, and assessments used in this course will be the same as those used in high school Spanish for Spanish Speakers I & II Honors.

### **5211 Spanish II**

**Duration:** One Year

**Grade Level:** 8

**Service ID:** 03440200

**Prerequisite(s):** Spanish I or Spanish I (Honors/GT)

**Notes:** Upon successful completion of each semester of this course, students will be awarded 0.5 high school foreign language state credit toward graduation; this course is taught at high school level and *will not count for high school grade points or class rank*.

**Campus:** Based upon enrollment

This high school level course is a continuation of Spanish I, including further work in the four skills of listening, speaking, reading, and writing. Building vocabulary and increasing the complexity of grammatical structures are emphasized. The curriculum, resources, materials, and assessments used in this course will be the same as those used in high school Spanish II classes.

## **5211H Spanish II Honors/GT**

**Duration:** One Year

**Grade Level(s):** 8

**Service ID:** 03440200

**Eligibility:** See page 5.

**Prerequisite(s):** Spanish I or Spanish I (Honors/GT)

**Notes:** Upon successful completion of each semester of this course, students will be awarded 0.5 high school foreign language state credit toward graduation; this course is taught at high school level and *will not count for high school grade points or class rank.*

**Campus:** Based upon enrollment

Spanish II Honors/GT is a continuation of the study of the Spanish language at the novice level. It is designed for students who have chosen to examine Spanish in greater depth and at a faster pace during their high school careers. In this course, students learn more complex vocabulary and grammatical structures in order to expand their communication skills. One of the objectives of Spanish II Honors/GT is to provide students the competencies necessary for success on the AP Spanish Language Exam. The curriculum, resources, materials, and assessments used in this course will be the same as those used in high school Spanish for Spanish Speakers I & II Honors.

## **WAVE GT MAGNET**

League City Intermediate and Westbrook Intermediate

## **WAVE ELECTIVES**

### **11495 WAVE Basics: Grade 6**

**Duration:** One Year

**Grade Level(s):** 6

**Service ID:** 80800WAV

**Eligibility:** WAVE Enrollment.

**Notes:** This course is a requirement for all 6<sup>th</sup>-grade WAVE students and replaces the LAUNCH course.

**Campus:** WAVE GT Magnet

In conjunction with 6th grade health/fitness, the purpose of the WAVE Basics course is to develop the GT student cognitively, physically, socially, and emotionally, with the goal of nurturing a well-rounded, gifted individual. First semester topics include organizational skills, creativity, problem solving, communications, and introspection using technology driven instruction and advanced product development. During the second semester students apply what they have learned about themselves to a continued development of themselves as a team and community member. Independent research skills, product development and presentation skills are developed in the second semester of this course.

### **11496/11497/11498/11499 WAVE Mini-Course**

**Duration:** One Year

**Grade Level(s):** 6-8 (multi-age grouping)

**Service ID:** 83800WAV

**Eligibility:** WAVE Enrollment.

**Notes:** \$35 class fee

**Campus:** WAVE GT Magnet

The WAVE mini course meets in an extended block of time. Students have the opportunity to select inter-disciplinary mini courses, develop independent study projects, or participate in real-world endeavors and product development. When appropriate, classes leave campus for on-site experiences. Topics of study vary according to availability of opportunities and instructors.

## NAVIANCE BY POWERSCHOOL

Texas Education Code §28.02121 requires each student to develop a personal graduation plan that leads to an endorsement. The personal graduation plan is an advisement tool for students, parents, and counselors. It is a map for college and career readiness aligned to an occupational objective. The personal graduation plan is an opportunity for students, parents, and counselors to work collaboratively in order to help each student meet their individual goals.

Naviance Student is a web-based service designed especially for students and parents. Naviance Student is a comprehensive website that you can use to help in making decisions about careers, colleges, and military. 6<sup>th</sup> – 8<sup>th</sup> grade students use Naviance Student to explore their interests and strengths to develop a course of study that matches long-term goals with actionable plans for high school, college, and career opportunities.

During 6<sup>th</sup> – 8<sup>th</sup> grade Naviance Student will allow students and parents to:

- **Research careers** – Naviance Student offers:
  - **AchieveWorks Skills®** - an online questionnaire that will help students identify their top skill facets and reveal careers that match their top skills.
  - **Career Key** – an online assessment that helps students discover career interests based on Holland Interest codes.
  - **Career Cluster Finder**- an online questionnaire that helps students discover career clusters that are most interesting to them. Once a student completes the Career Cluster Finder, top matching career clusters are made available for review and favoriting.
  - **Road Trip Nation**- Students may watch and discover over 3,500 video archives of various leaders across the country who have built their lives around their interests.
- **Strengths Explorer®** – powered by Gallup, will help uncover student’s talents and reveal potential strengths.
- **SuperMatch™** – allows students to explore college options and discover colleges that match academic and college needs.
- **Build a 4-Year Plan** – Develop an online 4-year plan that supports student achievement through a systematic approach to course planning.

Naviance Student connects students and their families to meetings and events, local scholarship opportunities, and other web resources for college and career information.

CCISD counselors will provide parents and students with instructions for accessing Naviance Student:

**Students:** In order to log in, you must go through your CCISD Single Sign-On Portal.

**Parents:** In order to log in, you must go to your student’s campus website below:

- Bayside Intermediate – <https://student.naviance.com/bayside>
- Brookside Intermediate – <https://student.naviance.com/brooksideis>
- Clear Creek Intermediate – <https://student.naviance.com/ccis>
- Clear Lake Intermediate – <https://student.naviance.com/clearlakeis>
- Creekside Intermediate – <https://student.naviance.com/creeksideis>
- League City Intermediate – <https://student.naviance.com/leaguecityis>
- Seabrook Intermediate – <https://student.naviance.com/seabrookis>
- Space Center Intermediate – <https://student.naviance.com/spacecenteris>
- Victory Lakes Intermediate – <https://student.naviance.com/victorylakesis>
- Westbrook Intermediate – <https://student.naviance.com/westbrookis>

## CCISD PERSONAL GRADUATION PLAN & NAVIANCE TASK BY GRADE LEVEL

Task	6	7	8
Goal Setting – Core Values Goal	✓	✓	✓
Complete Yearly Conference with Counselor	✓	✓	✓
Complete "Career Key"	✓		
Complete AchieveWorks Skills®	✓		
Add Careers to "My List of Careers"	✓		✓
Complete the "Career Cluster Finder Survey"			✓
Complete Strengths Explorer®			✓
Complete Endorsement & DLA Survey			✓
Add Career Clusters to My List			✓
Complete a Four-Year Plan			✓
Complete Game Plan survey			✓
Complete SuperMatch™			✓
Add Colleges to "My List of Colleges"			✓
Attend CCISD's College & Career Fair			✓

## HIGH SCHOOL GRADUATION TOOLKIT SUPPLEMENT

**The High School Graduation Toolkit Supplement is designed to help students and families learn more about graduation plans and other high school requirements that can assist in helping students and families plan a smooth transition from intermediate to high school.**

### DESTINATION GRADUATION AND BEYOND

In Clear Creek ISD, we empower students to Achieve, Contribute, and Lead with Integrity K-12 and beyond graduation. Whether students are headed for college, the armed forces or directly into the workforce, CCISD provides a practical toolkit of resources and events for students and families to be prepared for what's on the other side of the graduation stage.

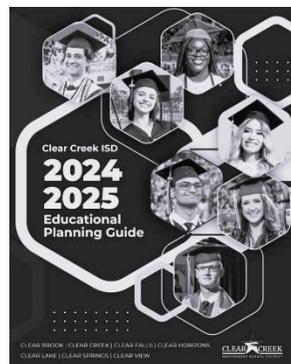
Planning a four-year high school program, including selecting courses to take during high school, is a serious undertaking. Although many of your courses will be determined by the graduation plan and endorsement you select, you will still have many other choices to make during your years of high school. Your interests and talents should also guide these answers.

CCISD offers you many ways to be college, career, military, and life-ready—to make certain that you can achieve your future goals and postsecondary success. College, Career, and Military Readiness (CCMR) is about preparing you for life after graduation. It is made up of curriculum, resources, programs, and activities that helps you have the tools you need to enter college or the workforce and begin a career. CCMR is integrated into the everyday culture of our district and is supported by state guidelines, partnerships with higher education organizations and businesses. The Texas Education Agency (TEA) has defined a set of indicators that students can earn to be considered College, Career, or Military Ready (CCMR). Students who meet one of these indicators have demonstrated College, Career, or Military Readiness (CCMR):

- Meet criteria of 3 on AP examinations or 4 on IB examination
- Meet TSI criteria via SAT, ACT, TSIA2, or College Prep Course in English and math
- Complete a dual credit course (9 hours in any subject or 3 hours English/mathematics)
- Earn an associate degree
- Complete an OnRamps course
- Complete a CTE program of study and earn an industry-based certification (IBC)\*
- Earn a Level I or Level II certificate
- Graduate with completed IEP and workforce readiness
- Enlist in one of the armed forces

\*CTE Programs of Study are course sequences that prepare students with the knowledge and skills necessary for success in their chosen career. While students are not required to follow the exact sequence, they are highly recommended if a student is confident about their chosen career path. If you would like to learn more about CCISD's Career and Technology Education (CTE) Programs of Study, please visit [ccisd.net/cte](http://ccisd.net/cte) for more information.

The High School Graduation Toolkit Supplement is a brief introduction of the resources for students and families to use as you start thinking about your High School journey. The High School Educational Planning Guide provides more information on graduation requirements for the state's Foundation High School Program. Descriptions of all courses offered along with accompanying information about prerequisites and grade-level placement are also available. We strongly urge you to give the attention to planning for high school the importance it deserves. By planning wisely, you can discover and actualize your academic, social, and personal potential.



[www.ccisd.net/myepg](http://www.ccisd.net/myepg)

**2024-2025 FOUNDATION HIGH SCHOOL PROGRAM (FHSP)  
GRADUATION REQUIREMENTS AND ENDORSEMENT PATHWAYS  
TEXAS ADMINISTRATIVE CODE §74.11-§74.13; §74.38- §74.39  
TEXAS EDUCATION CODE §28.0256**

To receive a diploma under the FHSP, students will be required to earn the appropriate credits, score Approaches Grade Level or above on the STAAR EOC’s and demonstrate proficiency in communications (see below). Students shall also receive instruction in Cardiopulmonary Resuscitation (CPR), complete instruction on proper interaction with peace officers, and submit a FAFSA, TASFA, or a financial aid opt-out form to meet graduation requirements. In addition to the FHSP, students will have the opportunity to earn Endorsements and Performance Acknowledgements. The selection of an Endorsement is not a guarantee of coursework enrollment.

Students who wish to graduate on the Foundation High School Program without an Endorsement must obtain approval in accordance with Texas Administrative Code §74.11 (e). Alternate options that are available for students with disabilities or students serviced under 504 will be determined by the Admission, Review, and Dismissal/504 committee.

<b>FHSP *22 Credits Students may select this option only after completing the sophomore year **STAAR EOCs required</b>	<b>FHSP + Endorsements *26 Credits  **STAAR EOCs required</b>	<b>FHSP + Endorsements *26 Credits Distinguished Level of Achievement (Includes Algebra II) **STAAR EOC’s required</b>
<p><b>4 credits English</b> – English I, II, III, and one credit in any authorized English course; (***)Students will demonstrate proficiency in communications through curriculum in 4 credits in English/Language Arts).</p> <p><b>3 credits Mathematics</b> – Algebra I, Geometry, and one credit in any authorized math course</p> <p><b>3 credits Science</b> – Biology, IPC/Chemistry/Physics, and one credit in any authorized science course</p> <p><b>3 credits Social Studies</b> – World Geography or World History, US History, Government, (.5 credit), and Economics (.5 credit) or Personal Financial Literacy and Economics (.5)</p> <p><b>2 credits World Languages &amp; Cultures</b></p> <p><b>1 credit Physical Education</b></p> <p><b>1 credit Fine Arts</b></p> <p><b>5 credits Electives</b></p>	<p><b>4 credits English</b> – English I, II, III, and one credit in any authorized English course; (***)Students will demonstrate proficiency in communications through curriculum in 4 credits in English/Language Arts).</p> <p><b>4 credits Mathematics</b> – Algebra I, Geometry, and two credits in any authorized math course</p> <p><b>4 credits Science</b> – Biology, IPC/Chemistry/Physics, and two credits in any authorized science course</p> <p><b>3 credits Social Studies</b> – World Geography or World History, US History, Government, (.5 credit), and Economics (.5 credit) or Personal Financial Literacy and Economics (.5)</p> <p><b>2 credits World Languages &amp; Cultures</b></p> <p><b>1 credit Physical Education</b></p> <p><b>1 credit Fine Arts</b></p> <p><b>7 credits Electives</b> – may include Endorsement requirements</p>	<p><b>4 credits English</b> – English I, II, III, and one credit in any authorized English course; (***)Students will demonstrate proficiency in communications through curriculum in 4 credits in English/Language Arts).</p> <p><b>4 credits Mathematics</b> – Algebra I, Geometry, Algebra II, and one credit in any authorized math course</p> <p><b>4 credits Science</b> – Biology, IPC/Chemistry/Physics, and two credits in any authorized science course</p> <p><b>3 credits Social Studies</b> – World Geography or World History, US History, Government, (.5 credit) and Economics (.5 credit) or Personal Financial Literacy and Economics (.5)</p> <p><b>2 credits World Languages &amp; Cultures</b></p> <p><b>1 credit Physical Education</b></p> <p><b>1 credit Fine Arts</b></p> <p><b>7 credits Electives</b> – may include Endorsement requirements</p>

## ENDORSEMENT PATHWAYS

### *STEM ENDORSEMENT PATHWAYS*

#### **Science, Technology, Engineering & Mathematics (STEM)**

Includes courses directly related to:  
Science; Technology; Engineering; and Advanced  
Mathematics.

#### **CURRICULUM REQUIREMENTS**

Below is a comprehensive listing of options made available by the State.

Students must complete Algebra II, Chemistry, Physics, and one of the following options for the STEM Endorsement:

- (A) A coherent sequence of courses for four or more credits in career and technical education (CTE) that consists of at least two courses in the same career cluster, including at least one advanced CTE course. The final course in the sequence must be obtained from one of the following CTE career clusters:
  - (i) STEM; or
  - (ii) Stem-related Career Preparation I or II; or
- (B) Courses required to complete a TEA-designated program of study related to STEM; or
- (C) Three credits in mathematics by successfully completing Algebra II and two additional mathematics credits for which Algebra II is a prerequisite; or
- (D) Four credits in science by successfully completing chemistry, physics, and two additional science credits by selecting courses; or
- (E) A coherent sequence of three additional credits from no more than two of the categories or disciplines represented by subparagraphs (A), (B), (C), and (D) of this paragraph.

### *BUSINESS & INDUSTRY ENDORSEMENT PATHWAYS*

#### **Business & Industry**

Includes courses directly related to:  
Agriculture; Architecture; Audio/Video Technology;  
Business, Marketing, & Finance; Energy\*; Hospitality;  
Information Technology; Manufacturing; Transportation;  
Newspaper; Debate; Yearbook.

#### **CURRICULUM REQUIREMENTS**

Below is a comprehensive listing of options made available by the State.

*\*However, not all options are available in CCISD.*

Students must complete one of the following options for the Business & Industry Endorsement:

- (A) A coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster, including at least one advanced CTE course. The final course in the sequence must be obtained from one of the CTE career clusters:
  - (i) Agriculture, Food, & Natural Resources; or
  - (ii) Architecture & Construction; or
  - (iii) Arts, Audio/Visual Technology, & Communications; or
  - (iv) Business Management & Administration; or
  - (v) Finance; or
  - (vi) Hospitality & Tourism; or
  - (vii) Information Technology; or
  - (viii) Manufacturing; or
  - (ix) Marketing; or
  - (x) Transportation, Distribution, & Logistics;
  - (xi) Energy\*;
  - (xii) Business & Industry-related Career Preparation I or II; or
- (B) Courses required to complete a TEA-designated program of study related to business and industry; or
- (C) Four English elective credits to include three levels in one of the following areas:
  - (i)\* Public speaking; or
  - (ii) Debate; or
  - (iii)\* Advanced broadcast journalism; or
  - (iv) Advanced journalism: newspaper; or
  - (v) Advanced journalism: yearbook; or
- (D) A coherent sequence of four credits from subparagraphs (A), (B), or (C) of this paragraph.

## ***PUBLIC SERVICES ENDORSEMENT PATHWAYS***

### **Public Services**

Includes courses directly related to:  
Education and Training;; Health Science; Human  
Services; Law, Public Safety\*

#### **CURRICULUM REQUIREMENTS**

Below is a comprehensive listing of options made available by the State. *\*However, not all options are available in CCISD.*

Students must complete one of the following options for the Public Services Endorsement:

- (A) A coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster, including at least one advanced CTE course. The final course in the sequence must be obtained from one of the CTE career clusters:
  - (i) Education and Training; or
  - (ii) Health Science; or
  - (iii) Human Services; or
  - (iv)\*Public Safety; or
  - (v) Public Services-related Career Preparation I or II; or
- (B) Courses required to complete a TEA-designated program of study related to public services; or
- (C) Four credits in Leadership Education & Training (Junior Reserve Officer Training Corps – JROTC).

## ***ARTS & HUMANITIES ENDORSEMENT PATHWAYS***

### **Arts & Humanities**

Includes courses directly related to:  
English Language Arts; Social Studies; World  
Languages & Cultures; Fine Arts

#### **CURRICULUM REQUIREMENTS**

Below is a comprehensive listing of options made available by the State. *\*However, not all options are available in CCISD.*

*A student pursuing an Arts & Humanities Endorsement who has the written permission of the student's parent may substitute the fourth science credit with an elective credit selected from English Language Arts, Social Studies, World Languages & Cultures, or Fine Arts.*

Students must complete one of the following options for the Arts & Humanities Endorsement:

- (A) Five social studies credits by selecting courses; or
- (B) Four levels of the same language in a language other than English; or
- (C) Two levels of the same language in a language other than English and two levels of a different language in a language other than English; or
- (D) Four levels of American Sign Language
- (E) A coherent sequence of four credits by selecting courses from one or two categories in Art, Dance, Music (Band, Choir, or Orchestra), or Theatre; or
- (F) Four English elective credits by selecting from the following:
  - (i) English IV; or
  - (ii) Independent Study in English; or
  - (iii) Literary Genres; or
  - (iv) Creative Writing; or
  - (v)\* Research and Technical Writing; or
  - (vi) Humanities; or
  - (vii)\* Communication Applications; or
  - (viii) AP English Literature and Composition; or
  - (ix)\* IB Language Studies A1 Higher Level.

## **MULTIDISCIPLINARY STUDIES ENDORSEMENT PATHWAYS**

<p style="text-align: center;"><b>Multidisciplinary Studies</b></p> <p>Allows a student to select courses from the curriculum of each endorsement area and earn credits in a variety of advanced courses from multiple content areas.</p>	<p><b>CURRICULUM REQUIREMENTS</b></p> <p>Below is a comprehensive listing of options made available by the State. <i>*However, not all options are available in CCISD.</i></p>
	<p>Students must complete one of the following options for the Multidisciplinary Studies Endorsement:</p> <ul style="list-style-type: none"> <li>(A) Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence: or</li> <li>(B) Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics: or</li> <li>(C) Four credits in Advanced Placement, *International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, World Languages &amp; Cultures, or fine arts.</li> </ul>

## **STATE ASSESSMENT GRADUATION REQUIREMENTS**

See Policy EKB (Legal)

Every student receiving instruction in the essential knowledge and skills shall take the appropriate criterion-referenced assessments, as required by Education Code Chapter 39, Subchapter B. A student may not receive a high school diploma until the student has performed satisfactorily on end-of-course (EOC) assessment instruments. Please see STAAR End-of-Course Assessments information below.

The *State of Texas Assessments of Academic Readiness* (STAAR) End-of-Course (EOC) assessments are administered in English I, English II, Algebra I, Biology, and U.S. History at the end of each course. As a part of graduation requirements, a student must earn an Approaches Grade Level scale score on each of the five STAAR EOC assessments. The STAAR EOC assessments are administered three times each school year for qualifying students (spring, summer, and fall).

For any student who does not pass a STAAR end-of-course (EOC) assessment, the student must receive accelerated instruction before school, after school, embedded in the school day, or during the subsequent summer.

STAAR EOC Performance Standards for each assessment may be accessed using the following link: <http://tea.texas.gov/student.assessment/staar/performance-standards/>

## PERFORMANCE ACKNOWLEDGMENTS

Students may earn performance acknowledgments on the student's Academic Achievement Record or transcript for the following:

- ❖ Outstanding performance in **Dual Credit** coursework by successfully completing:
  - At least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0; or
  - An Associate degree while in high school.
  
- ❖ Outstanding performance in **Bilingualism and Biliteracy**:
  - A student may earn a performance acknowledgment by demonstrating proficiency in two or more languages by:
    - Completing all English Language Arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
    - Satisfying one of the following:
      - Completion of a minimum of three credits in the same language in World Languages & Cultures with a minimum GPA of the equivalent of 80 on a scale of 100; or
      - Demonstrated proficiency in the TEKS for level IV or higher in a World Languages & Cultures course with a minimum GPA of the equivalent of 80 on a scale of 100; or
      - Completion of at least three credits in foundation subject area courses in World Languages & Cultures with a minimum GPA of the equivalent of 80 on a scale of 100; or
      - Demonstrated proficiency in one or more languages other than English through one of the following methods:
        - ◆ Score 3 or higher on a World Languages & Cultures College Board Advanced Placement exam; or
        - ◆ Score 4 or higher on a World Languages & Cultures International Baccalaureate exam; or
        - ◆ Performance on a national assessment of language proficiency in World Languages & Cultures of at least Intermediate High or its equivalent.
  - In addition to meeting the requirements of the above subsection, to earn a performance acknowledgment in bilingualism and biliteracy, an Emergent Bilingual must also have:
    - Participated in and met the exit criteria for a bilingual or ESL program; and
    - Scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).
  
- ❖ Outstanding performance on a college **Advanced Placement test** or **International Baccalaureate examination** by earning:
  - A score of 3 or above on a College Board Advanced Placement examination; or
  - A score of 4 or above on an International Baccalaureate examination.
  
- ❖ Outstanding performance on the **PSAT/NMSQT®**, the **ACT Aspire™**, the **ACT PreACT®**, the **SAT®**, or the **ACT®** by:
  - Earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the National Merit Scholarship Corporation or as an awardee of the National Recognition Programs of the College Board.; or
  - Earning a composite score of 442 on the ACT Aspire™ examination; or,
  - Earning a composite score of 29 on the ACT PreACT® examination; or,
  - Earning a total score of at least 1350 on the SAT® or
  - A composite score on the ACT® exam (without writing) of 29.

- ❖ Earning a state-recognized or nationally or internationally recognized business or industry certification or license with:
  - A student may earn a performance acknowledgment with:
    - Performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
    - Performance on an examination sufficient to obtain a government-required credential to practice a profession.
  - Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:
    - A national or international business, industry, or professional organization;
    - A state agency or other government entity; or
    - A state-based industry association.
  - Certifications or licensures for performance acknowledgments shall:
    - Be age appropriate for high school students;
    - Represent a student's substantial course of study and/or end-of-program knowledge and skills;
    - Include an industry-recognized examination or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience; and
    - Represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

## TEXAS FIRST EARLY HIGH SCHOOL COMPLETION PROGRAM

Senate Bill 1888, 87<sup>th</sup> Texas Legislature, Regular Session, 2021, added Texas Education Code §28.0253, which establishes the Texas First Early High School Completion Program to allow public high school students who demonstrate early readiness for college to graduate early from high school. The purpose of the Texas First Early High School Completion Program, in conjunction with the Texas First Scholarship Program, is to promote efficiency in the state public education system and incentivize the enrollment of high-performing students at eligible institutions within the State of Texas. A student who graduates early through the Texas First Early High School Completion Program is considered to have earned a diploma with a distinguished level of achievement.

Students who graduate early (two or more semesters) as a part of the Texas Early High School Completion Program may receive a scholarship at participating state colleges/universities. The scholarship will expire at the end of the first academic year following a student's graduation from high school. The Texas Early High School Completion Program DOES NOT guarantee automatic admission for students.

Eligible students must demonstrate college readiness in academics and attitude. Eligibility requirements include:

- Demonstration of mastery in all five of the following areas: English/Language Arts, Mathematics, Science, Social Studies, **AND** World Languages and Culture. Demonstration of mastery in EACH area will be assessed through a combination of scores from the following college readiness assessments: SAT, ACT, PSAT, AP, and TSIA2 and/or dual credit course work in which a student earns at least a C.
- Earn at least 22 high school credits.
- Earn a final GPA equivalent to 3.0 on a 4.0 scale .
- Overall score in at least the 80<sup>th</sup> percentile on one or more of the following assessments: ACT, SAT, PSAT, or TSIA2; or, alternatively, a GPA in the top 10 percent of the student's class.
- Completion of the STAAR EOC exam in English I or II, Algebra I, and Biology.

**If a student is interested in the Texas First Early High School Completion Program, the student must meet with their counselor to learn more about this program and to self-identify intent of pursuing this graduation option and verify eligibility.**

## SPECIAL HONORS

### *SUPERINTENDENT'S SCHOLARS-CLASS OF 2028 AND BEYOND*

The Clear Creek Independent School District Superintendent's Scholars program is an opportunity for you, as a high school student, to be recognized for outstanding academic achievement.

**There are four criteria for being named a Superintendent's Scholar:**

1. The student must be enrolled full-time at Clear Brook High School, Clear Creek High School, Clear Falls High School, Clear Horizons Early College High School (CHECHS), Clear Lake High School, Clear Springs High School, or Clear View High School. Qualifying grades must be earned through a CCISD high school during the school day.
2. The student must earn a grade of at least 95 in all Level II courses, each semester, in which the student is enrolled (85 in all Level I Honors, AP, and Dual Credit). Seniors who take a W/P grade for withdrawing from a course will be ineligible for Superintendent's Scholars.
3. The student must not have been assigned to In-School Suspension (ISS), Suspension, or Alternative Education Program (AEP) or removed from school for disciplinary reasons during the period in which the student earned the academic honor.
4. The student cannot have more than 10 absences (excused and/or unexcused) in each semester.

**Each year, Superintendent's Scholars will be recognized in the second semester. Because this is such an important achievement, Superintendent's Scholars will be honored in several ways:**

The student will receive a certificate and a writing pen for a one-year scholar, a certificate and a Superintendent's Scholar key chain for a two-year scholar, a certificate and a pad-folio for a three-year scholar, and a certificate and a medallion for a four-year scholar.

2. The student will receive special recognition in newspapers and Clear Creek Independent School District publications.
3. The student who achieves Superintendent's Scholar status will be honored in the following year in which the grades are earned and invited to a special ceremony with the Superintendent (except for 4<sup>th</sup> year scholars). The following system will be used to determine Superintendent's Scholars:
  - 1<sup>st</sup> year scholar=fall and spring semester of prior year
  - 2<sup>nd</sup> year scholar=first year scholar + grades from the fall and spring semester of prior year
  - 3<sup>rd</sup> year scholar=2<sup>nd</sup> year scholar + grades from the fall and spring semester of prior year
  - 4<sup>th</sup> year scholar= 3<sup>rd</sup> year scholar +grades from the fall semester of current school year (Spring Ceremony)

Students who move into the District after the ninth-grade year and who are enrolled as a full-time student in a CCISD high school the entire second nine-weeks grading period may earn the first-year eligibility recognition for Superintendent's Scholar status if they meet the same requirements as 1<sup>st</sup> year scholar.

Students who achieve Superintendent's Scholar status will be notified as soon as the information becomes available.

## CLEAR HORIZONS EARLY COLLEGE HIGH SCHOOL (CHECHS)

Clear Horizons Early College High School is a school of choice located on the campus of San Jacinto College South, that allows students least likely to attend college or who wish to accelerate completion of high school, to combine high school courses and college-level courses while participating in rigorous and accelerated instruction. Clear Horizons students participate in two years of internships, donate 80 hours of volunteer service, and earn a high school diploma in addition to up to 60 college credit hours or an associate degree at no cost. Interested students who reside in Clear Creek ISD may apply in the spring of their eighth-grade year. Each Spring a weighted lottery is run to select 125 students for the freshman class. Please scan the QR code below for more information about Clear Horizons Early College High School graduation pathway plans.



## COLLEGE OF THE MAINLAND COLLEGIATE HIGH SCHOOL

It is the mission of the College of the Mainland-Collegiate High School (CHS) to prepare high school students to earn college credits in order to achieve their goals by providing a rigorous foundation of academic, interpersonal, and work-readiness skills, leading to further education and employment in high demand occupations in the state and global economies.

Through specially designed transitions classes and activities, CHS students are allowed to enroll as full-time college students at College of the Mainland. With the support of their local high school, students may remain enrolled in their local high school, but complete their school day on the college campus. Students may continue their participation in extracurricular and UIL activities, while enjoying the rigors of college academics. Students enrolled in CHS will be required to take the STAAR EOC assessments at their zoned high school campus.

Students and parents should strongly consider that students entering this program will be considered college students and expected to perform accordingly. High school procedures will not be followed in the college classes and college instructors follow their own grading and attendance procedures. Progress reports and other parent notifications will not be sent home from college classes. Students must be mature enough to motivate themselves to be successful in an adult environment.

Limited space is available for students in CCISD. Students interested in applying should complete an application beginning in February and turn it in to their high school counselor. The district will review all applications during April prior to final decisions made by CHS. For more information and a copy of the application, visit <https://www.com.edu/collegiate-high-school>.

## CLEAR VIEW HIGH SCHOOL

Clear View High School is a transformative school of choice for CCISD students. It is a district high school designed to meet the needs of the at-risk student and the student in need of a smaller, more structured learning environment. Academic success is achieved through small class sizes, additional academic electives, lessons designed to meet student's learning styles, options for tutoring and effective use of technology. The smaller size of this learning community allows students to thrive and receive the academic and emotional supports they need to be successful in high school. Students are held to high standards and all district curriculum and testing requirements still apply. Clear View offers courses to help students achieve the foundation program diploma with endorsements. Clear View is a Leader in Me school funded by a local community partner to promote student leadership within each student using the 7 Habits of Highly Effective Teens. Students are still eligible to return to his/her home campus to participate in extra-curricular activities. Clear View is also the home of the district's Certified Nursing Assistant, Cosmetology, and Welding industry based certification programs.

Students who wish to come to Clear View must start the process by filling out the application which can be found on our campus website: <https://clearview.ccisd.net/enrollment>

### Clear View Eligibility:

All current CCISD students are eligible to apply. Students are required to fill out a student application, participate in an interview and be willing to follow the student enrollment contract if they wish to be considered. The student's application, attendance, discipline, and educational needs are reviewed by Clear View staff. Students who are eligible will have an interview scheduled with the campus principal and their parent(s)/guardian(s). New students are enrolled during the summer and at grading term intervals as space allows. Current 8<sup>th</sup> graders are eligible to enroll during the summer before his/her 9<sup>th</sup> grade year; applications are accepted beginning April of his/her 8<sup>th</sup> grade year.

## ALTERNATIVE OPTIONS FOR EARNING HIGH SCHOOL CREDIT

Students who choose to fulfill course requirements through alternative options for the core content courses must meet the Approaches Grade Level scale score on the corresponding STAAR EOCs. All course and graduation requirements pertaining to STAAR EOCs are applicable to course credits attempted through alternative options, except for Credit-by-Exam for Acceleration. If credits are earned through alternative options other than Credit by Exam for Acceleration, the student must register for the corresponding STAAR EOC with their counselor. Confirmation of the final course grade must be received prior to taking the STAAR EOC. The following courses will have STAAR EOC assessments:

English I, English II, Algebra I, Biology, U.S. History

## *DISTANCE LEARNING COURSES*

See Policy EHDE (Legal) and (Local)

Students may earn high school credits by correspondence. The courses must be taken from Texas Tech University or The University of Texas at Austin. These credits may be applied toward State graduation requirements. Students must make a request and complete a Distance Learning Contract with their counselor prior to enrollment. If prior approval is not granted, a student may not be awarded credit toward graduation or promotion. Correspondence courses taken as a graduation requirement will count toward academic UIL "No Pass/No Play" and maintain the same eligibility calendar provided by CCISD. All courses in progress are considered passing until notification is received from the provider. Note: These courses will appear on the transcript (pass or fail) but will not be included in GPA calculation.

For student-athletes, core coursework taken through Texas Tech University, or The University of Texas at Austin may be used in the NCAA initial-eligibility certification process.

## ***TEXAS VIRTUAL SCHOOL NETWORK (TxVSN)***

See Policy EHDE (Local)

The TxVSN is a state-led initiative for online learning and provides high school courses to supplement regular instructional programs. Beginning the summer after 8<sup>th</sup> grade, students are allowed to take coursework outside of the traditional school day through TxVSN. Please visit the Texas Virtual School Network website at <https://txvsn.org/> or your school counselor for more information on current and future course offerings.

1. Students must make a request and complete a Distance Learning Contract with their counselor prior to enrollment. If prior approval is not granted, a student may not be awarded credit toward graduation or promotion.
2. Your high school counselor will register and approve all student course enrollments.
3. Fees may vary by the course and the providing district.
4. The calendar for TxVSN classes is set by the providing district.
5. Students must follow the schedule and guidelines set in each course.
6. These courses will appear on the transcript but will not be included in the GPA unless taken during the 7-period school day.

TxVSN courses taken as a graduation requirement will count toward academic UIL “No Pass/No Play”. For student-athletes, the course modules and the amount of time spent on each module may be subject for review by the NCAA Eligibility Center.

## ***CLEAR ACCESS PROGRAM***

CCISD has established Clear Access as an option for acceleration of credit through fee-based online coursework. Beginning the summer after 8<sup>th</sup> grade, students are allowed to take coursework outside of the traditional school day through Clear Access. Please visit the Clear Access/Stars website at [ccisd.net/clearaccess](http://ccisd.net/clearaccess) or your school counselor for more information on current and future course offerings.

1. Clear Access courses will appear on the transcript but will not be included in the GPA
2. Fees for each course (*not credit*) will apply. Computer and internet access are required for participation.
3. Registration for Clear Access classes is completed by the campus counselor.
4. Before a student begins a course, the student is required to read and understand the Clear Access handbook, calendar, guidelines, and policies found online at [ccisd.net/clearaccess](http://ccisd.net/clearaccess).
5. Students may withdraw or cancel enrollment through the Clear Access office with no reimbursement of tuition up to two weeks prior to the final exam of the course as set by the course calendar. The withdrawn course or canceled course will not be reflected on the student’s transcript (AAR).
6. Course availability is based on enrollment.

Coursework is completed online but students may be required to attend the last class meeting to take the final exam. These courses are partially self-paced.

Clear Access courses taken as a graduation requirement will count toward academic UIL “No Pass/No Play”. For student-athletes, the course modules and the amount of time spent on each module may be subject for review by the NCAA Eligibility Center.

Accommodations for students with disabilities will follow the student’s IEP or 504 service plans when applicable. Accommodations may not fundamentally alter the content or standards of the course.

Check with your campus counselor or contact the Clear Access office at [clearaccess@ccisd.net](mailto:clearaccess@ccisd.net) or 281-284-1550 for more details.

## ***CREDIT BY EXAMINATION FOR RECOVERY (WITH PRIOR INSTRUCTION)***

See Policy EHDB (Local)

Students who have failed a course may recover credit for the course by passing a Credit by Examination, which assesses the Texas Essential Knowledge and Skills of the course. The failed course must be documented on the student's transcript prior to taking the examination for recovery credit. Students must secure approval from their counselor and complete a Credit By Examination (CBE) contract (EHDB Exhibit A) prior to enrollment in a Credit by Examination for credit recovery. Students must receive a 70 or above on the examination to receive credit for the course. The exam grade will post on the student's transcript if passed with a 70 or above and will not be included in the GPA calculation.

**NOTE: The [Guide for the College-Bound Student-Athlete](#) published by the NCAA states that credit-by-exam courses are NOT a core course. Please refer to the NCAA website for further information at the [NCAA Eligibility Center](#).**

## ***CREDIT BY EXAMINATION FOR ACCELERATION (WITHOUT PRIOR INSTRUCTION)***

See Policy EHDC (Local)

Students have the opportunity to take an examination to earn credit for an academic course (provided an examination is available for the course) for which students have not had prior instruction. These exams will cover the regular curriculum and not the advanced-level curriculum. Students must receive an 80 or above on the examination (excluding examinations taken for World Languages and Cultures via the AAPPL, Advanced Placement, and the ASLPI) to receive credit for the course and this grade shall be posted on the student's transcript. Most year-long courses have two (2) examinations and shall not be averaged together. If the student passes a Credit by Examination for acceleration, per policy EHDC (Local), the course(s) will appear on the transcript but will not be included in the GPA calculation.

Students may not attempt to earn Credit by Examination for acceleration for a specific high school course more than two times.

### **District-wide testing:**

Examinations are administered four times each year: two times during the summer months, one time during the fall semester, and once during the spring semester at no cost to the student. Students must contact their campus counselor to register and/or to obtain more information regarding credit by examination for acceleration. Students interested in the Credit by Examination process may visit the District's Assessment & Evaluation webpage, for a complete list of tests offered. Some exams do not correspond to a district course and may be subject to approval by the Department of Counseling and Student Services.

Study guides are available at: [https://highschool.utexas.edu/cbe\\_study\\_guides](https://highschool.utexas.edu/cbe_study_guides)  
<https://www.depts.ttu.edu/k12/cbe/review>  
<https://apstudents.collegeboard.org/ap-exams-overview/practice-for-exams>

**NOTE: The [Guide for the College-Bound Student-Athlete](#) published by the NCAA states that credit-by-exam courses are NOT a core course. Please refer to the NCAA website for further information at the [NCAA Eligibility Center](#) .**

## ACCELERATION FOR WORLD LANGUAGES & CULTURES

See Policy EHDC (Local)

Students shall have the opportunity to accelerate and earn course credit without prior instruction in World Languages and Cultures Courses by demonstrating proficiency on an assessment selected from the following: a minimum score of 80 on a University of Texas or Texas Tech University credit by examination (CBE); a qualifying score on a College Board Advanced Placement (AP) exam; a qualifying score on the American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance toward Proficiency in Languages (AAPPL); or a qualifying score on the American Sign Language Proficiency Interview (ASLPI). The following criteria shall allow students in grades 6–12 to accelerate and earn credit without prior instruction in World Languages and Cultures courses. A grade of a “P” (passing) will be awarded for each level of credentialed coursework.

A score of 3 or higher on a College Board AP examination (Chinese, French, German, Italian, Japanese, Latin, or Spanish) shall result in credit as follows:

AP Exam Score	High School Course Credits
0	0
1	0
2	0
3	I, II, III
4	I, II, III, IV
5	I, II, III, IV, V

A score of Novice-Mid (NM) to Novice-High (NH) or higher on the ACTFL AAPPL examination shall result in credit in provided languages according to the following table. The AAPPL exam has four components: interpersonal listening/speaking, presentational writing, interpretative reading, and interpretive listening. Students must demonstrate proficiency in all four components in order to receive the corresponding course credit, and credit shall be awarded at the level of proficiency on the lowest-scoring component.

A score of at least NM on the ACTFL Oral Proficiency Interview (OPI) or Oral Proficiency Interview computer-based (OPIc) examination shall result in one course credit in the target language, while a score of at least Intermediate-Low (IL) shall result in two-course credits. In order to receive further credits, students must demonstrate proficiency in the target language on the Writing Proficiency Test (WPT) as well as either the OPI or OPIc exam. Students must demonstrate proficiency on both exams (WPT and OPI/OPIc) in order to receive the corresponding course credit, and credit shall be awarded at the level of proficiency on the lowest scoring component.

AAPPL Score	Level of Proficiency	Course Credits	ACTFL OPI/OPIc/WPT
N4	Novice–Mid to Novice–High	I	NM, NH
I1	Intermediate–Low	I, II	IL
I2, I3, I4	Intermediate–Mid	I, II, III	IM
I5	Intermediate–High	I, II, III, IV	IH
A	Advanced–Low	I, II, III, IV, V	AL

A score of Level 1 or 1+ or higher on the ASLPI shall result in credit as follows:

ASLPI Score	Course Credit
Level 1 or 1+	ASL I
Level 2 or 2+	ASL I, II
Level 3 or 3+	ASL I, II, III
Level 4 or 4+	ASL I, II, III, IV
Level 5	ASL I, II, III, IV, V

## *CREDIT RECOVERY PROGRAM*

Clear Creek ISD offers a computer-assisted credit recovery program. Through this program, high school students may earn credits in classes that they have taken and failed. A Credit Recovery course is to be completed within a 9-week period; therefore, two courses can be completed in a semester. Students who are interested in utilizing this option to recover credit should speak with their counselor. Not all subjects are available in this computer-assisted format.

Credit Recovery courses will count toward academic UIL “No Pass/No Play” and maintain the same eligibility calendar provided by CCISD.

Student-athletes who take computer-based credit recovery will not meet core course requirements for NCAA eligibility. For more information regarding student-athletes and NCAA eligibility, please visit the [NCAA Eligibility Center](#).

Accommodations for students with disabilities will follow the student’s IEP or 504 service plans when applicable.

## *CLEAR STARS PROGRAM*

Clear Stars is a credit recovery option for high school students to earn credits in classes that they have taken and failed, outside of the school day. **Students must be enrolled in a CCISD high school.** Please visit the Clear Access/Stars website at [ccisd.net/ClearStars](http://ccisd.net/ClearStars) or your school counselor for more information on current and future course offerings.

### **Location/Times**

Clear Stars classes will be offered online with a teacher after school hours using the current Credit Recovery system.

Student-athletes who take computer-based credit recovery at Clear Stars will not meet core course requirements for NCAA eligibility. For more information regarding student-athletes and NCAA eligibility, please visit: [NCAA Eligibility Center](#).

Check with your campus counselor or contact the Clear Stars office at [clearaccess@ccisd.net](mailto:clearaccess@ccisd.net) or 281-284-1550 for more details.

Accommodations for students with disabilities will follow the student’s IEP or 504 service plans when applicable. Accommodations may not fundamentally alter the content or standards of the course.

## CREDIT VALIDATION FROM NON-ACCREDITED SCHOOLS

See Policy EI (Regulation)

High School students who transfer from a foreign or a non-accredited school shall validate credits that apply toward graduation requirements. Grades and/or credits earned from the validated examination(s) or sequential course(s) shall appear on the transcript and shall follow grade point calculations as described in EIC (Local). Students shall not receive credit for home school courses taken concurrently while enrolled at a Clear Creek ISD school.

High School students who transfer from a non-public school may validate credits which apply toward graduation requirements. Credits earned from non-public schools shall be subject to curriculum review and evaluation by the District in alignment with the Texas Essential Knowledge and Skills (TEKS) to determine if validation is required.

In order to validate credits, the student must choose one of the two following options and provide a transcript for each course completed. If applicable, students shall have their transcripts translated at their own expense by a District-approved organization.

1. Passing exams selected by the District or by taking Credit by Examination through Texas Tech or the University of Texas at Austin with a score of at least 70.  
Credit by Examination will be awarded in each individual subject area per semester (1/2) credit. The cost of the examination(s) is the student's or parent's/guardian's responsibility. All Credit by Examination courses must be approved by a school administrator or counselor. A secondary student assessed by Credit by Examination will be given adequate time to prepare for the test, particularly if multiple subject examinations are required.
2. Meeting District and state curriculum requirements by successfully completing two (2) semesters of coursework according to the chart and requirements that follow:

<i>Non-Accredited School Courses</i>	<i>District Sequential Course</i>
English I	English II
English I & II	English III or AP English Language
English I, II, & III	English IV or AP English Literature
Algebra I	Algebra II
Geometry	Pre-Calculus
Algebra I, Geometry, and Algebra II	Pre-Calculus
Algebra I, Geometry, Algebra II, and Pre-Cal	Calculus
Algebra I	AP Statistics
Biology	AP Biology
IPC	Chemistry & Physics
Chemistry	AP Chemistry
Physics	AP Physics
Other Language I	Other Language II
Other Language I & II	Other Language III
Other Language I, II, & III	Other Language IV
Social Studies courses	No Sequence Available

- (a) Credit will be awarded for the validated course upon successful completion of the district sequential course with a yearly average grade of 70 or better.
- (b) The sequential course will be taken in a district school or through an approved dual credit program.

For courses that do not appear on the chart, students must use option one above. If a student chooses option two above and is not successful, he/she may still use option one.

Exception: For students who enroll in the spring semester, successful completion of the second semester with a grade of 70 or better of a district's full-year course can be used to validate the first semester of the same full-year course and all validated coursework within the district sequence completed prior to enrollment.

**NOTE: The [Guide for the College-Bound Student-Athlete](#) published by the NCAA states that credit by exam courses are NOT a core course. Please refer to the NCAA website for further information at the [NCAA Eligibility Center](#).**

## ONLINE OPTIONS FOR EARNING HIGH SCHOOL CREDIT DURING THE SCHOOL DAY

### *FLEXIBLE SCHEDULING*

CCISD is committed to finding innovative ways, such as flexible scheduling, to ease the time pressure on students. CCISD will offer flexible scheduling as an off-campus option for original credit. Flexible scheduling will utilize CCISD-developed online coursework and will be scheduled either during 1<sup>st</sup> period or 7<sup>th</sup> period of the day. As part of flexible scheduling, students will work independently without face-to-face interaction with their instructor. Please visit your school counselor for more information.

1. Students enrolled in flexible scheduling courses must have transportation. Courses will be scheduled during 1<sup>st</sup> period which will allow students to arrive on campus for 2<sup>nd</sup> period OR during 7<sup>th</sup> period which will allow students to leave campus after 6<sup>th</sup> period.
2. Students enrolled in flexible scheduling courses will complete coursework based on instructor pacing in accordance with CCISD grading schedule.
3. Student daily attendance will be recorded.
4. CCISD Exam Exemptions Criteria/Guidelines apply for course offered.
5. Flexible scheduling requires access to a computer and the internet.
6. Course grades will count toward the GPA.
7. Courses will be eligible for Superintendent's Scholars.

Courses will count toward academic UIL "No Pass/No Play" and maintain the same eligibility calendar provided by CCISD. For student-athletes, the course modules and the amount of time spent on each module may be subject for review by the NCAA Eligibility Center in order to determine if course meets NCAA core course requirements.

Accommodations for students with disabilities will follow the student's IEP or 504 service plans when applicable. Accommodations may not fundamentally alter the content or standards of the course.

For the 2024-2025 school year, flexible scheduling course offerings will include), \*English IV (1311F1/1311F7), US Government (4310F1/4301F7), Economics (4510F1/4510F7), and Personal Financial Literacy and Economics (4515F1/4515F7).

*\*To take English IV (1311F1/1311F7), a student must meet at least one of the College, Career, and Military (CCMR) indicators as established by the Texas Education Agency prior to the beginning of the course. Please see your counselor to determine if this requirement has been met.*

## OPTIONS FOR EARNING HIGH SCHOOL AND COLLEGE CREDITS

### *ONRAMPS-DUAL ENROLLMENT THROUGH THE UNIVERSITY OF TEXAS-AUSTIN*

OnRamps brings the college experience directly into high school classrooms, allowing students to engage in their initial college course or continue their collegiate coursework. Crafted by the faculty at The University of Texas at Austin, OnRamps courses mirror the demanding nature of college-level learning, adhering to postsecondary standards of quality, depth, and complexity. These courses span a full year, providing an extended timeframe for in-depth exploration of concepts that would typically be covered in a single semester, fostering a more comprehensive understanding for students.

#### OnRamps Details:

- Students do not have to pass the TSIA 2 to participate in an OnRamps course.
- OnRamps students participate in both a high school course led by a high school teacher and a remote college course led by an accredited college instructor.
- High school teachers assess and assign grades for the students to earn high school credit.
- College instructors of record, approved by the University's associated academic department for each course, independently evaluate and assign grades for the corresponding college course.
- The structure and nature of assignments in the college course vary based on the specific requirements outlined in each course's syllabus.
- Students have the opportunity to earn college credit while still in high school by successfully completing the distance college course. After earning credit, students can choose to accept or decline the college credit.

Beyond being educational opportunities, OnRamps courses offer more than just educational benefits; they provide transformative experiences that enable students to actively shape their academic paths and professional futures. Emphasizing rigor, support, and college readiness, these courses equip students to navigate the challenges and possibilities awaiting them in higher education.

For the 2024-2025 school year, CCISD will be offering the following OnRamps course:

- Independent Study Mathematics: College Algebra-OnRamps (2211OR).

## CLASSIFICATION BY CREDITS

See policy EIE (Local)

Grade-level advancement for students in grades 9–12 shall be earned by course credits (see table below). Changes in grade-level classification shall be made at the beginning of the fall semester with appropriate reclassification at mid-year for students who were retained or as needed, in the spring semester for students who are eligible for graduation including early graduates. Students may not replace a lunch period with a credit class. Students are classified according to the number of state credits they have earned. Students who declare to be an early (three-year) graduate may accelerate their classification after their 10<sup>th</sup> grade year and double promote to be classified as a senior. All other grade level accelerations are not allowed in high school.

Classification	Grade Level	Credits
Sophomore	(10th)	6
Junior	(11th)	12
Senior	(12th)	18

## WAIVER OF FEES

See policy FP (Local)

Upon receipt by the District of reliable proof that a student and his or her parent or guardian are unable to pay a fee or deposit required by the school, such fee or deposit may be waived or paid in installments. Such student and his or her parent or guardian must present evidence of their inability to pay to the appropriate principal who shall determine eligibility for a fee waiver.

## GRADE POINT AVERAGE, RANK, AND HONORS GRADUATES-CLASS OF 2027 AND BEYOND

### GRADE POINT AVERAGE-CLASS OF 2027 AND BEYOND

See policy EIC (Local) and (Regulation)

The following provisions shall apply to students in the **graduating class of 2027 and beyond**. Each semester course has a designated grade point level which is determined by the semester grade earned. Courses designated as Level 1 courses include: Honors/GT, Advanced Placement (AP), and Gifted and Talented (GT) courses. Level 2 courses include all general education courses. Level 3 courses are courses that are modified in content by the Special Education ARD committee. All coursework completed during the regular school day schedule shall receive grade points and shall be calculated in determining a student's cumulative grade point average unless specified as an exclusion. All coursework completed during the regular school day schedule in the categories of English/Language Arts (non-elective), Mathematics, Science, Social Studies (non-elective), and World Languages shall receive grade points and shall be calculated in determine the student's class ranking grade point average unless specified as an exclusion. **Each course description within the Educational Planning Guide includes an indicator in the description clarifying whether the course is included in the class ranking grade point average.** A comprehensive list can also be found at the end of this section. Grade points will be weighted as follows:

ACTUAL GRADE	GRADE POINTS		
	Level 1	Level 2	Level 3
100	6.0	5.0	4.0
99	5.9	4.9	3.9
98	5.8	4.8	3.8
97	5.7	4.7	3.7
96	5.6	4.6	3.6
95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6
85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3
82	4.2	3.2	2.2
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.2	2.2	1.2
71	3.1	2.1	1.1
70	3.0	2.0	1.0
Below 70	0	0	0

The following WILL NOT be calculated in the GPA:

- courses taken prior to grade nine
- correspondence courses
- credit by examination
- summer school courses
- online courses taken outside of the regular school day
- dual credit, except for Clear Horizons Early College High School students
- credit recovery
- alternative Physical Education credits
- any other means beyond the regular school day
- course retaken after a passing grade has been earned.

## ***RANK IN CLASS-CLASS OF 2027 AND BEYOND***

See Policy EIC (Local)

Class rank shall be based upon the class ranking grade point average. It is determined by dividing the total number of grade points earned by the total number of semester units attempted in the categories of English/Language Arts (non-elective), Mathematics, Science, Social Studies (non-electives), and World Languages and Cultures, resulting in a maximum grade point average of 6.0. Except for Valedictorian, Salutatorian, and Highest-Ranking Graduate, in case of ties in rank, "Those students who are tied should be given the same rank, one position below the next highest student. The student next below those tied should be given a rank determined by the total number of students whose average exceeds this." (From Rank in Class by the Joint Committee on School-College Relations of AACRAO and NASSP)..

**For Seniors Only: Class Rank will be calculated only after the END of each semester. After graduation, final class rank is determined and recorded on the academic achievement record.**

## ***HONOR GRADUATES-CLASS OF 2027 AND BEYOND***

See Policy EIC (Local and Regulations)

District honor graduates shall be determined after the completion of the first semester of the senior year to include students with the following cumulative grade point averages, truncated at the thousandths place: Summa Cum Laude: 6.00-5.00, Magna Cum Laude: 4.99-4.75, Cum Laude: 4.74-4.50.

In order to determine the highest-ranking graduate, the rank in class shall be calculated based upon the student's class ranking GPA through and including the end of the spring semester of the final year in high school. The highest ranking graduate shall receive a certificate and a declaration document authorizing the president of any Texas state-supported college or university to provide a waiver for tuition as specified in the law [see Texas Education Code, §54.301]. In the case of a tie the student's cumulative GPA will be used to break the tie. According to law, no more than two students may be awarded the certificate and a waiver for tuition.

The following provisions shall apply to students **beginning with the graduating class of 2027**. To be eligible for valedictorian and salutatorian honors, a student shall:

- graduate from high school in no more than four years and in no less than three years;
- be enrolled in the District for the entire last three years of high school; and
- be enrolled in the same high school their entire final two school years, including fall and spring semesters.

There shall be one valedictorian and one salutatorian for each graduating class. The valedictorian shall be the student with the highest-grade class ranking grade point average and the salutatorian shall be the student with the second-highest class ranking grade point average. In case of a tie for valedictorian or salutatorian, the student's cumulative grade point average will be used to break the tie and the honor of valedictorian or salutatorian shall be awarded accordingly.

**APPROVED COURSES FOR CLASS RANKING GRADE POINT AVERAGE  
CLASS OF 2027 AND BEYOND**

All variations of the course numbers listed below will be included in the class ranking grade point average (i.e., 1011S).

English Language Arts (Non-Elective)			
Course #	Course Name	Course #	Course Name
1011	English I	1552	Humanities II (Honors/GT)
1011ESL	English I for Speakers of Other Languages (ESOL I)	1940	Literary Genre: Mystery
1011H	English I (Honors/GT)	1950	Literary Genre: Mythology
1011HG	English I Leadership (GT)	1960	Literary Genre: Drama
1111	English II	1970	Literary Genre: Shakespearean Studies
1111ESL	English II for Speakers of Other Languages (ESOL II)	1980	Literary Genre: The Horror
1111H	English II (Honors/GT)	1990	Literary Genre: Science Fiction/Fantasy
1111HG	English II Leadership (GT)	1993	Literary Genre: Poetry
1211	English III	1900/1910/1920	Independent Study: Academic Decathlon I-III (Honors/GT)
1211P	English III Language and Composition (English III AP/GT)	1999	Independent Study: English (Honors/GT)
1311	English IV	1631	Debate III (Honors/GT)
1311P	English IV Literature & Composition (English IV AP/GT)	1671	Oral Interpretation III
1300	College Prep English Language Arts	1699	Independent Study: Speech/Debate (Honors/GT)
1511	Creative/Imaginative Writing	1731	Advanced Journalism: Newspaper Production III
1551	Humanities I (Honors/GT)	1821	Advanced Journalism: Yearbook III
		1899	Independent Study: Journalism (Honors/GT)
Mathematics			
Course #	Course Name	Course #	Course Name
2011	Algebra I	2211OR	Independent Study Mathematics: College Algebra (Honors/GT)
2011H	Algebra I (Honors/GT)	7343	Statistics & Business Decision Making
2111	Geometry	2620P	Statistics (AP/GT)
2111H	Geometry (Honors/GT)	2731	Advanced Quantitative Reasoning
2711	<i>Mathematical Models with Applications</i>	2311	Precalculus
7342	Accounting II	2311P	AP Precalculus
7911	Digital Electronics (Honors/GT)	2400	Independent Study Mathematics: Calculus
2123	Algebraic Reasoning	2421	Calculus AB (AP/GT)
2300	College Prep Math	2521	Calculus BC (AP/GT)
2211	Algebra II	7933P	Computer Science A (AP/GT)
2211H	Algebra II (Honors/GT)	2999	Independent Study: Mathematics (Honors/GT)
Science			
Course #	Course Name	Course #	Course Name
3011	Biology	3821	Environmental Science (AP/GT)
3011H	Biology (Honors/GT)	3851	Astronomy

Science			
Course #	Course Name	Course #	Course Name
3011P	Biology (AP/GT)	7550	Anatomy & Physiology
3111	Integrated Physics and Chemistry (IPC)	7550H	Anatomy & Physiology (Honors/GT)
3211	Chemistry	7910	Engineering Science (Honors/GT)
3211H	Chemistry (Honors/GT)	7940	Engineering Design & Development (Honors/GT)
3211P	Chemistry (AP/GT)	7951	Forensic Science
3611	Physics	7964	Biotechnology I (Honors/GT)
3631	Physics I (AP/GT)	7965	Biotechnology II (Honors/GT)
3641	Physics 2 (AP/GT)	7021	Advanced Animal Science
3723	Physics C: Electricity and Magnetism (AP/GT)	7620	Food Science
3831	Aquatic Science	7530	Pathophysiology
3811	Environmental Systems (Ecology)		
Social Studies (Non-Elective)			
Course #	Course Name	Course #	Course Name
4011	World Geography	4310	United States Government
4011P	Human Geography (AP/GT)	4310P	Government and Politics: United States (AP/GT)
4111	World History Studies	4510	Economics
4111P	World History: Modern (AP/GT)	4510P	Macroeconomics (AP/GT)
4211	United States History	4620	Microeconomics (AP/GT)
4211P	United States History (AP/GT)	4515	Personal Financial Literacy and Economics
World Languages and Culture			
Course #	Course Name	Course #	Course Name
5501	American Sign Language I	5111	German II
5501H	American Sign Language I (Honors/GT)	5111H	German II (Honors/GT)
5511	American Sign Language II	5120	German III
5511H	American Sign Language II (Honors/GT)	5120H	German III (Honors/GT)
5521	American Sign Language III	5131	German Language and Culture IV (AP/GT)
5521H	American Sign Language III (Honors/GT)	5141/5151/5161	German V-VII (Honors/GT)
5535	American Sign Language IV (Honors/GT)	5301	Latin I
5401	Chinese I	5301H	Latin I (Honor/GT)
5401H	Chinese I (Honors/GT)	5311	Latin II
5411	Chinese II	5311H	Latin II (Honors/GT)
5411H	Chinese II (Honors/GT)	5320	Latin III
5420	Chinese III	5320H	Latin III (Honors/GT)
5420H	Chinese III (Honors/GT)	5341	Latin IV (AP/GT)
5442	Chinese Language and Culture IV (AP/GT)	5351/5361/5371	Latin V-VII (Honors/GT)
5452/5462/5472	Chinese V-VII (Honors/GT)	5201	Spanish I
5001	French I	5201H	Spanish I (Honors/GT)
5001H	French I (Honors/GT)	5211	Spanish II

World Languages and Culture			
Course #	Course Name	Course #	Course Name
5011	French II	5211H	Spanish II (Honors/GT)
5011H	French II (Honors/GT)	5272/5273	Spanish for Spanish Speakers I & II (Honors/GT)
5030	French III	5274/5275	Spanish for Spanish Speakers III & IV (Honors/GT)
5030H	French III (Honors/GT)	5221	Spanish III
5041P	French Language and Culture IV (AP/GT)	5221H	Spanish III (Honors/GT)
5051/5061/5071	French V-VII (Honors/GT)	5241	Spanish Language and Culture IV (AP/GT)
5101	German I	5251	Spanish Literature and Culture V (AP/GT)
5101H	German I (Honors/GT)	5261/5291	Spanish VI-VII (Honors/GT)
		7932P	Computer Science Principles (AP/GT)

## DIPLOMAS

See Policy FMH (Local)

All students who graduate from Clear Creek ISD schools will receive the same diploma. The date of the diploma shall reflect the academic year in which all graduation requirements are satisfied.

A report card and letter of attendance will be given to foreign exchange students to validate enrollment at a Clear Creek ISD high school for one or two semesters.

Seniors who do not complete the last semester's work in the District's senior high schools, but who wish to receive a diploma from the District, shall have prior approval from the Superintendent or designee.

Upon meeting IEP requirements, the student with disabilities shall be granted the regular high school diploma. Students with disabilities may participate in a graduation ceremony after completing four years of high school (TEC § 28.025 (f)) A student may participate in only one graduation ceremony.

If a student has not completed their IEP requirements but would like to participate in the graduation ceremony with their cohort, a certificate of attendance can be provided to a student who has completed four years of high school. The child who receives a certificate of attendance is not prevented from receiving a diploma if the child completes the IEP.

## COURSE NAMES, NUMBERS, AND PAGE NUMBERS

A Field Study in Texas Fauna-11730.....	31	Health Fitness	
Algebra I Honors/GT-2011H.....	21	Grade 6-11660/11661.....	37
Alternative Physical Education Activities- 11400SEM/11400.....	38	Grade 7 & 8- 11758/1176/11759/11761/11758/11860/11759/11861 .....	37
Art		Introduction to Culinary Arts-7608.....	41
Advanced-11911.....	46	Introduction to Electronic Media Design-11954.....	47
Introduction Grade 6-11900.....	46	Journalism	
Studio Grade 8-11912.....	47	I-11942.....	17
Three-Dimensional-11910.....	46	II-11948.....	17
Two-Dimensional-11909.....	46	Language Arts	
Athletics: Grade 7 & 8-11762/11763/11862/11863.....	38	Grade 6 Honors/GT (WAVE)-11611HW.....	14
Band		Grade 6 Honors/GT -11611H.....	13
Advanced Performing-11979.....	42	Grade 6 Sheltered-11611S.....	13
Beginner-11960.....	42	Grade 6-11611.....	13
Intermediate Performing-11977/11978.....	42	Grade 7 Honors/GT (WAVE)-11711HW.....	15
Biology Honors/GT-3011H.....	27	Grade 7 Honors/GT -11711H.....	15
Body Works-11837.....	31	Grade 7 Sheltered-11711S.....	14
Choir		Grade 7-11711.....	14
Advanced Performing-11987/11988/11989.....	43	Grade 8 Honors/GT (WAVE)-11811HW.....	16
Beginner-11982/11984.....	43	Grade 8 Honors/GT-11811H.....	16
Intermediate Performing-11983/11985/11986.....	43	Grade 8 Sheltered-11811S.....	15
College and Career Readiness-Professional Communications-7208.....	41	Grade 8-11811.....	15
Design Technology-11827.....	32	LAUNCH	
Dual Language Integrated Language Arts		Grade 6-11680.....	11
Grade 6-11611DL.....	13	Leadership Development Corps	
Grade 7-11711DL.....	14	Level I (LDC)-11935.....	39
Dual Language Integrated LAUNCH		Level II (LDC)-11936.....	39
Grade 6 – 11680DL.....	11	Level III (LDC)-11937.....	39
Dual Language Social Studies		LeadWorthy-11929.....	36
American History Grade 8-11841DL.....	35	Marine Science-11957.....	29
Contemporary World Cultures Grade 6-11641DL.....	33	Mathematics	
Texas History Grade 7-11741DL.....	34	Grade 6 Honors/GT (WAVE)-11621HW.....	19
English as a Second Language (ESL)		Grade 6 Honors/GT Sheltered-11621HS.....	18
Grade 6-11611ESL.....	13	Grade 6 Honors/GT-11621H.....	18
Grade 7-11711ESL.....	14	Grade 6 Sheltered-11621S.....	18
Grade 8 Academic Support-11809.....	17	Grade 6-11621.....	18
Grade 8-11811ESL.....	16	Grade 7 Honors/GT (WAVE)-11721HW.....	19
Environmental Education-11931.....	29	Grade 7 Honors/GT Sheltered-11721HS.....	19
Exploring Audio/Video Production		Grade 7 Honors/GT-11721H.....	19
I-11892.....	40	Grade 7 Sheltered-11721S.....	19
II-11893.....	40	Grade 7-11721.....	19
Exploring Construction Technology		Grade 8 Honors/GT (WAVE)-11821HW.....	20
I-11894.....	40	Grade 8 Honors/GT Sheltered-11821HS.....	20
II-11895.....	40	Grade 8 Honors/GT-11821H.....	20
Exploring Metal Technologies		Grade 8 Sheltered-11821S.....	20
I-11896.....	40	Grade 8-11821.....	20
Exploring Metal Technology		Orchestra	
II-11897.....	41	Advanced Performing-11996.....	44
Exploring Robotics-11898.....	41	Beginner Strings-11998.....	44
Future Food Scientists-11826.....	32	Intermediate Performing-11994.....	44
Future Problem Solving: Global Issues-11950.....	36	Pre-Athletics Health Fitness	
Geometry Honors/GT-2111H.....	21	Grade 6-11658/11659.....	37

Project CATS		Grade 7 Honors/GT Sheltered-11741HS .....	34
I-11954 .....	31	Grade 7 Honors/GT (WAVE)-11741HW .....	34
II-11955 .....	31	Grade 7 Honors/GT -11741H .....	34
Science		Grade 7 Sheltered-11741S .....	34
Grade 6 Honors/GT (WAVE)-11631HW .....	23	Grade 7-11741 .....	34
Grade 6 Honors/GT Oceans Alive-11637HSM .....	24	Grade 8 Honors/GT Sheltered-11841HS .....	35
Grade 6 Honors/GT Wild & Free-11635HSM .....	24	Grade 8 Honors/GT (WAVE)-11841HW .....	36
Grade 6 Honors/GT: Sheltered-11631HS .....	23	Grade 8 Honors/GT-11841H .....	35
Grade 6 Honors/GT-11631H .....	23	Grade 8 Sheltered-11841S .....	35
Grade 6 Sheltered-11631S .....	23	Grade 8-11841 .....	35
Grade 6-11631 .....	23	Spanish	
Grade 7 Honors/GT (WAVE)-11731HW .....	25	I Honors/GT-5201H .....	48
Grade 7 Honors/GT Coastal Conserve-11735HSM .....	25	I-5201 .....	48
Grade 7 Honors/GT Grow Lab-11739HSM .....	26	II Honors/GT-5211H .....	49
Grade 7 Honors/GT Sheltered-11731HS .....	25	II-5211 .....	48
Grade 7 Honors/GT-11731H .....	25	Spanish for Spanish Speakers I & II-5272/5273 .....	48
Grade 7 Sheltered-11731S .....	24	Star Search-11828 .....	31
Grade 7-11731 .....	24	Target Math-	
Grade 8 Honors/GT (WAVE)-11831HW .....	26	11604/11603/11704/11703/11807/11805/11808/11806	
Grade 8 Honors/GT Extreme Science-11835HSM .....	27	.....	21
Grade 8 Honors/GT Sheltered-11831HS .....	26	Target Reading	
Grade 8 Honors/GT-11831H .....	26	Sheltered-11601S/11701S/11801S/11802S .....	17
Grade 8 Sheltered-11831S .....	26	Target Reading-	
Grade 8-11831 .....	26	11602/11601/11702/11701/11803/11801/11804/11802	
Science Exploration-11958 .....	29	.....	17
Scientific LAUNCH		The Perfect Storm	
Grade 6-11682 .....	12, 30	Weathering the Experience-11954 .....	32
Scientific Research		Theatre Arts	
Grade 6-11638 .....	30	Advanced Production-11906 .....	45
Grade 7-11710 .....	30	Theatre Arts 1-11904 .....	45
Grade 8-11810 .....	30	Theatre Arts 2-11902(Yr)/11905/(Sm) .....	45
Social Studies		Theatre Arts 3-11907 .....	45
Grade 6 Honors/GT Sheltered-11641HS .....	33	Wave Basics	
Grade 6 Honors/GT (WAVE)-11641HW .....	33	Grade 6-11495 .....	12, 49
Grade 6 Honors/GT -11641H .....	33	WAVE Electives	
Grade 6 Sheltered-11641S .....	33	WAVE Mini-Course-11496/11497/11498/11499 .....	49
Grade 6-11641 .....	33		



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