

Middle School Course Catalog

2025-2026



Spring Branch Independent School District

Jennifer Blaine, Ed.D.
Superintendent of Schools

Board of Trustees

Lisa Andrews Alpe, *President*

Courtney Anderson, *Vice-President*

Shannon Mahan, *Secretary*

Caroline H. Bennett, *Member*

Chris Earnest, *Member*

John Perez, *Member*

David Slattery, *Member*

955 Campbell Road

Houston, Texas 77024-2803

Office: 713-464-1511

Fax: 713-251-2215

[Website: www.springbranchisd.com](http://www.springbranchisd.com)

Spring Branch Independent School District

Middle Schools

Cornerstone Academy (CSA)

Landrum Middle School (LMS)

Memorial Middle School (MMS)

Northbrook Middle School (NMS)

Spring Branch Academic Institute (SBAI-MS @ SHS)

Spring Branch Middle School (SBMS)

Spring Forest Middle School (SFMS)

Spring Oaks Middle School (SOMS)

Spring Woods Middle School (SWMS)

Westchester Academy for International Studies (WAIS)

Table of Contents

Course Categories	1
Core Courses	3
Core Classes—Sixth Grade	6
English Language Arts Reading	6
Mathematics	7
Science.....	8
Social Studies.....	8
Core Classes—Seventh Grade	9
English Language Arts Reading	9
Mathematics	10
Science.....	11
Social Studies.....	11
Core Classes—Eighth Grade	12
English Language Arts Reading	12
Mathematics	13
Science.....	14
Social Studies.....	14
Electives.....	15
Electives—Health Fitness.....	15
Electives—Fine Arts	17
Electives—Career & Technical Education	21
Electives—Languages Other than English	23
Electives—Other.....	25
High School State Credit for Middle School Coursework	26
<i>Appendix</i>	27
Preparing for Your Future.....	28
Graduation Requirements	30
Endorsement Pathways.....	31
Search the Web.....	33
Special Education/504 Accommodations in AAC and Advanced Placement Courses	34

Course Categories

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

English for Speakers of Other Languages

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

Sheltered Instruction

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

Gifted and Talented

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

Academic Support Classes

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

Advanced Academic Courses (AAC)

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

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

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

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

Special Education

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

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

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

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

Additional information about SBISD instructional programs can be found at:

Secondary Grading Expectations [Grading Expectations - Spring Branch Independent School District](#)

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

Core Courses

Instructions for completing course requests:

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

Core Courses by Grade Level

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

AAC Courses in Middle School

Middle School AAC Course Offerings

ELAR 6 AAC
ELAR 7 AAC
ELAR 8 AAC
Math 6 AAC
Math 7 AAC
Math 8 AAC
Algebra AAC
Geometry AAC
Sci 6 AAC
Sci 7 AAC
Sci 8 AAC
World Cultures AAC
TX History AAC
U.S. History AAC

Language Arts/Reading AAC —6, 7, 8	Algebra I AAC —7 or 8**
Spanish AAC, AP	Geometry AAC —8***
Science AAC —6, 7, 8	World Cultures AAC —6
Mathematics AAC —6	Texas History AAC —7
Mathematics AAC —7*	U.S. History AAC —8

- * Prerequisite: AAC 6th or mastery by examination of first semester 7th grade
 ** Prerequisite: AAC 7th or mastery by examination of Grade 8 mathematics
 *** Prerequisite: Mastery of Algebra I

Elective Listing by Campus

Electives	Grade	HS Credit
Athletics	7, 8	
Developmental 6 th Grade Athletics	6	
Dance	6, 7, 8	
Health	7,8	0.5
Health Fitness (Required)	6, 7, 8	
Health Fitness Swimming	6, 7, 8	
Off Campus Health Fitness	6, 7, 8	
Technology Applications (Computer Literacy)	6	
General Employability Skills	7, 8	0.5
College and Career Exploration (Construction)		0.5
College and Career Exploration (Hospitality)		0.5
Principles of Hospitality & Tourism	8	1.0
Principles of Information Technology	7, 8	1.0
Principles of Manufacturing	7,8	1.0
Professional Communication	8	0.5
Digital Communications in the 21st Century	8	1.0
Fundamentals of Computer Science	7,8	1.0
Principles of Applied Engineering	7, 8	1.0
Art 6	6	
Beginning Art	7, 8	
Intermediate Art	7, 8	
Advanced Art	7, 8	
Art I AAC	8	1.0
Art I Photography AAC	8	1.0
Band—Beginning	6, 7, 8	
Band—Concert	6, 7, 8	
Band—Symphonic	7, 8	
Choir—Beginning	6, 7, 8	
Choir—Intermediate	7, 8	
Choir—Advanced	7, 8	
Orchestra—Symphonic/Advanced	7, 8	
Orchestra—Beginning Strings	6, 7, 8	
Orchestra—Philharmonic Intermediate	7, 8	
Theater Arts (Sixth Grade)	6	
Theater Arts A—Beginning	6, 7, 8	
Theater Arts B—Intermediate	7, 8	
Theater Arts—Advanced	8	
Dance 1	6,7,8	
Dance 2	7,8	
Dance 3	8	

Note: Not all campuses offer all courses for all grade levels. Course offerings are subject to change each year. Each campus will provide students and parents a list of available courses during the course selection process. If a course is unable to be offered, the campus will notify students and parents.

Elective Listing by Campus

Electives	Grade	HS Credit
French I	6, 7, 8	1.0
French II	8	1.0
Spanish I, II, III, IV for Spanish Speakers	6, 7, 8	1.0
Spanish I	6, 7, 8	1.0
Spanish II	6, 7, 8	1.0
Spanish II Dual Language Program	6, 7, 8	1.0
Spanish III AAC	7, 8	1.0
Spanish IV AP	8	1.0
Mandarin Chinese I	7	1.0
Mandarin Chinese II	8	1.0
Broadcast	6, 7, 8	
Advanced Broadcast	7, 8	
Study Skills	6	
Yearbook, Desktop Publishing	7, 8	
Applied Problem Solving	6	

Student Assistant	7, 8	
Student Council	6, 7, 8	
Teacher Aide Lifeskills	8	
Teen Leadership	7, 8	

Note: Not all campuses offer all courses for all grade levels. Course offerings are subject to change each year. Each campus will provide students and parents a list of available courses during the course selection process. If a course is unable to be offered, the campus will notify students and parents.

Core Classes—Sixth Grade

<h3>English Language Arts Reading</h3>	Options: Grade Level AAC /GT LA-SS AAC (Cornerstone Academy)
<p>6th Grade English Language Arts Reading 1631 AA/BB</p> <p>Sixth grade students develop an analytical approach to reading. Students are introduced to a wide array of literary terms in order to begin using the language of the critic. Using a wide variety of texts, both classical and contemporary, students will analyze how the author’s style, choice of words, and selected genre blend to create meaning. In writing, students are expected to use more complex sentence structures and grammatical constructions. Additionally, students learn to organize ideas in convincing and sophisticated ways for a variety of purposes and audiences. Evaluations stress higher level thinking skills and creativity in performance and products.</p>	
<p>6th Grade English Language Arts Reading AAC/GT 1621 AA/BB</p> <p>Advanced Academic Courses are guided by five basic principles that are the foundation for instruction and learning: close observation and authentic products. Sixth grade AAC students continue to develop an analytical approach to reading increasingly difficult texts. Using a wide variety of expository and literary texts, both classical and contemporary, student analyze how the author’s style, choice of words, and selected genre blend to create meaning. Students will be guided to engage in self-initiated and self-directed learning. In writing, students are expected to develop and express ideas through increasingly more complex sentence structures and grammatical constructions for a variety of purposed and audiences. GT services are provided for identified students by employing deeper, more complex thinking strategies that develop creativity and foster the unique learning needs of these students.</p>	
<p>6th Grade English Language Arts Reading /Social Studies World Cultures AAC (CSA) 1621AA/BB & 4621AA/BB</p> <p>The focus is on Language Arts and Writing with an integration of World Cultures. This course covers all genres in reading and writing. In World Cultures, students will learn how people, historical events, and environments have shaped cultures. We will also examine different types of governments, economies, and religious practices by people around the world.</p>	

Core Classes—Sixth Grade

Mathematics	Options: Grade Level AAC	
Traditional Course Sequence		
Grade 6	Grade 7	Grade 8
6th Grade Level Math	7th Grade Level Math	8th Grade Level Math
<p>Note: Students who successfully complete this course sequence will be prepared for Algebra I in the 9th grade.</p>		
<p>6th Grade Level Math 3631 AA/BB</p> <p>The primary focal points of 6th grade math include using operations with integers and positive rational numbers to solve problems, understanding and applying ratios and rates and using equivalent ratios to represent proportional relationships, using expressions and equations to represent relationships, and understanding data representation.</p>		
One-Year Accelerated Course Sequence		
Grade 6	Grade 7	Grade 8
6th Grade AAC Math	7th Grade AAC Math	Algebra I (for high school credit)
<p>Note: Students in this course sequence will take Algebra I for high school credit while in middle school. The state of Texas requires that all Algebra I students take a state-designed End-of-Course (EOC) exam. Students in this sequence will be prepared for Geometry in the 9th grade.</p>		
<p>6th Grade AAC Math 3621 AA/BB</p> <p>Sixth grade AAC Math is an accelerated curriculum that combines the 6th grade curriculum with additional concepts from the 7th grade curriculum. The primary focal points for 6th grade AAC math include developing fluency with rational numbers and operations to solve problems, representing and applying proportional relationships, using expressions and equations to represent relationships, and understanding data representation.</p>		
Two-Year Accelerated Course Sequence		
Grade 6	Grade 7	Grade 8
7th Grade AAC Math	Algebra I (for high school credit)	Geometry (for high school credit)
<p>Note: Participation in this course sequence is available only to students who scored 80% or higher on Grade 7 (Part A) Mathematics Credit by Examination at the end of 5th grade.</p> <p>Students in this course sequence will take Algebra I and Geometry for high school credit while in middle school. The state of Texas requires that all Algebra I students take a state-designed End-of-Course (EOC) exam. Students will be prepared for Algebra II in the 9th grade.</p>		

Core Classes—Sixth Grade

Science	Options: Grade Level Dual Language** (SFMS, SOMS, & Westchester Academy) AAC /GT
<p>6th Grade Science 4631 AA/BB</p> <p>The sixth grade science curriculum is organized into four strands: Matter and Energy, Force, Motion, and Energy; Earth and Space; and Organisms and Environments. Students build their knowledge on grade level specific content from each of the four strands by utilizing safe practices, a variety of science tools, data collection and analysis. Students use scientific and engineering practices as they ask questions, plan and conduct investigations, explain phenomena, identify problems, and design solutions. They will develop physical, mathematical and conceptual models to construct testable explanations and predictions of natural phenomena. The practical applications of the learning within the sixth grade concepts provides a framework for students to make connections and prepare for the next grade level as well as establish a foundation for high school courses.</p>	
<p>6th Grade Science AAC/GT 4621 AA/BB</p> <p>Advanced Academic Courses are guided by the five basic principles that are the foundation for instruction and learning: close observation and analysis, evidence-based writing, higher order questioning, academic conversations and authentic products. The sixth grade AAC curriculum encompasses the same four strands as the grade level class. The sixth grade science AAC student is challenged with a comprehensive study of grade level specific content and is introduced to aligned high school concepts. The high expectations of this course allows students to work at a faster pace while engaging in more in-depth investigations. GT services are provided for identified students by employing deeper, more complex thinking strategies that develop their creativity and foster the unique learning needs of these students.</p>	
<p>6th Grade Science Dual Language 4632 AA/BB</p> <p>**Only students who have gone through the Dual Language program in elementary and/or meet language and academic proficiency would be able to take Spanish/Dual Language Science which is offered at SFMS, SOMS, and Westchester Academy. Secondary Dual Language Science classes follow the same curriculum as outlined in sixth grade AAC/GT above but are instructed primarily in Spanish with district assessments given in English.</p>	
Social Studies	Options: Grade Level AAC/GT LA-SS AAC (Cornerstone Academy)
<p>6th Grade World Cultures 5631 AA/BB</p> <p>Students study people and places of the contemporary world. During this journey through various parts of the world, students learn the physical and human characteristics of locations; examine human relationships within places and with the environment, and how regions form and change. Students explore the cultures of people and compare and contrast nations within a region and to the U.S. They learn to recognize where they are, both physically and culturally, in relation to other people of the world. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions.</p>	
<p>6th Grade World Cultures AAC/GT 5621 AA/BB</p> <p>Advanced Academic Courses are guided by the five basic principles that are the foundation for instruction and learning: close observation and analysis, evidence-based writing, higher order questioning, academic conversations and authentic products. The purpose of AAC is to equip the middle and high school students with a powerful opportunity to help acquire the knowledge, concepts, skills, and habits of mind needed to engage in a higher level of learning. Students who are enrolled in AAC World Cultures classes engage in active, high-level learning strategies which reflect topics, concepts, and skills found in AP courses. These strategies include the use of document-based writing assessments which develop habits of thinking and writing mandatory for success in high school, AP testing, and post-secondary challenges. GT services are provided for identified students by employing deeper, more complex thinking strategies that develop their creativity and foster the unique learning needs of these students.</p>	
<p>6th Grade English Language Arts Reading /Social Studies World Cultures AAC (CSA) 1621AA/BB & 4621AA/BB</p> <p>The sixth grade language arts TEKS are integrated into the study of World Cultures</p>	

Core Classes—Seventh Grade

English Language Arts Reading	Options: Grade Level AAC/GT LA-SS AAC/GT
<p>7th Grade English Language Arts Reading 1731 AA/BB</p> <p>Seventh grade students continue to develop an analytical approach to reading in increasingly difficult texts. New literary terms are introduced so students can continue their development of the language of the critic. Using a wide variety of texts, both classical and contemporary, students analyze how the author’s style, choice of words and selected genre blend to create meaning. In writing, students are expected to use more complex sentence structures and grammatical constructions. Additionally, students learn to organize ideas in convincing and sophisticated ways for a variety of purposes and audiences. Evaluations stress higher level thinking skills and creativity in performance and products.</p>	
<p>7th Grade English Language Arts Reading AAC/GT 1721 AA/BB</p> <p>Advanced Academic Courses are guided by the five basic principles that are the foundation for instruction and learning: close observation and analysis, evidence-based writing, higher order questioning, academic conversations and authentic products. Seventh grade AAC students continue to develop an analytical approach to reading in increasingly difficult texts. Using a wide variety of expository and literary texts, both classical and contemporary, student analyze how the author’s style, choice of words, and selected genre blend to create meaning. Students will be guided to engage in self-initiated and self-directed learning. In writing, students are expected to develop and express new ideas through increasingly more complex sentence structures and grammatical constructions for a variety of purposes and audiences. GT services are provided for identified students by employing deeper, more complex thinking strategies that develop their creativity and foster the unique learning needs of these students.</p>	

Core Classes—Seventh Grade

Mathematics	Options: Grade Level AAC Algebra I AAC							
Traditional Course Sequence								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; padding: 5px;">Grade 6</td> <td style="width: 33%; text-align: center; padding: 5px;">Grade 7</td> <td style="width: 33%; text-align: center; padding: 5px;">Grade 8</td> </tr> <tr> <td style="text-align: center; padding: 5px;">6th Grade Level Math</td> <td style="text-align: center; padding: 5px;">7th Grade Level Math</td> <td style="text-align: center; padding: 5px;">8th Grade Level Math</td> </tr> </table>			Grade 6	Grade 7	Grade 8	6th Grade Level Math	7th Grade Level Math	8th Grade Level Math
Grade 6	Grade 7	Grade 8						
6th Grade Level Math	7th Grade Level Math	8th Grade Level Math						
Reminder: Students who successfully complete this course sequence will be prepared for Algebra I in the 9 th grade.								
7th Grade Level Math 3731 AA/BB								
The primary focal points for 7 th grade math include developing fluency with rational numbers and operations to solve problems, representing and applying proportional relationships, using expressions and equations to describe relationships in a variety of contexts, and comparing sets of data. Students will also be asked to use verbal and written explanations to communicate thinking.								
One-Year Accelerated Course Sequence								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; padding: 5px;">Grade 6</td> <td style="width: 33%; text-align: center; padding: 5px;">Grade 7</td> <td style="width: 33%; text-align: center; padding: 5px;">Grade 8</td> </tr> <tr> <td style="text-align: center; padding: 5px;">6th Grade AAC Math</td> <td style="text-align: center; padding: 5px;">7th Grade AAC Math</td> <td style="text-align: center; padding: 5px;">Algebra I (for high school credit)</td> </tr> </table>			Grade 6	Grade 7	Grade 8	6th Grade AAC Math	7th Grade AAC Math	Algebra I (for high school credit)
Grade 6	Grade 7	Grade 8						
6th Grade AAC Math	7th Grade AAC Math	Algebra I (for high school credit)						
Note: Students in this course sequence will take Algebra I for high school credit while in middle school. The state of Texas requires that all Algebra I students take a state-designed End-of-Course (EOC) exam. Students in this sequence will be prepared for Geometry in the 9 th grade.								
7th Grade AAC Math 3721 AA/BB								
Seventh grade AAC Math is an accelerated curriculum that combines 7 th grade curriculum concepts not included in 6 AAC and the 8th grade curriculum. The primary focal points for 7 th grade AAC math include using expressions and equations to describe relationships in a variety of contexts, comparing sets of data, representing, applying, and analyzing proportional relationships, using expressions and equations to describe relationships—including the Pythagorean Theorem, and making inferences from data.								
Prerequisite: Successful completion of 6 th Grade AAC Math.								
Two-Year Accelerated Course Sequence								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; padding: 5px;">Grade 6</td> <td style="width: 33%; text-align: center; padding: 5px;">Grade 7</td> <td style="width: 33%; text-align: center; padding: 5px;">Grade 8</td> </tr> <tr> <td style="text-align: center; padding: 5px;">7th Grade AAC Math</td> <td style="text-align: center; padding: 5px;">Algebra I (for high school credit)</td> <td style="text-align: center; padding: 5px;">Geometry (for high school credit)</td> </tr> </table>			Grade 6	Grade 7	Grade 8	7th Grade AAC Math	Algebra I (for high school credit)	Geometry (for high school credit)
Grade 6	Grade 7	Grade 8						
7th Grade AAC Math	Algebra I (for high school credit)	Geometry (for high school credit)						
Note: Participation in this course sequence is available only to students who scored 80% or higher on Grade 6 Mathematics Credit by Examination at the end of 5 th grade.								
Students in this course sequence will take Algebra I and Geometry for high school credit while in middle school. The state of Texas requires that all Algebra I students take a state-designed End-of-Course (EOC) exam. Students will be prepared for Algebra II in the 9 th grade.								
Algebra I (AAC) MT201 A/B								
Algebra I is the study of algebraic expressions, equations, inequalities, systems of equations and linear, quadratic, and exponential functions along with their graphs and applications. A strong background in Algebra I is essential for success in higher level math classes.								
Prerequisite: Successful completion of 7 th Grade AAC Math.								
Geometry AAC MT301 A/B								
Geometry includes the Euclidean study of geometric figures and their relationships, and the study of measurement, area, volume, and similarity.								

Core Classes—Seventh Grade

Science	Options: Grade Level Dual Language (SFMS,SOMS and Westchester Academy AAC/GT
<p>7th Grade Science 4731 AA/BB</p> <p>The seventh grade curriculum is organized into four strands: Matter and Energy, Force, Motion and Energy, Earth and Space, and Organisms and Environments. Students build their knowledge on grade level specific content from each of the four strands by utilizing safe practices, a variety of science tools, and data collection and analysis. Students use scientific and engineering practices as they ask questions, plan and conduct investigations, explain phenomena, identify problems and design solutions. Students develop physical, mathematical and conceptual models to construct testable explanations and predictions of natural phenomena. The practical application of the learning within the seventh grade concepts provides a framework for students to make connections and prepares them for the next grade level as well as establishes a foundation for high school courses.</p>	
<p>7th Grade Science AAC/GT AAC 4821 AA/BB</p> <p>Advanced Academic Courses are guided by the five basic principles that are the foundation for instruction and learning: close observation and analysis, evidence-based writing, higher order questioning, academic conversations and authentic products. The seventh grade AAC curriculum encompasses the same four strands as the grade level class. The seventh grade science AAC student is challenged with a comprehensive study of grade level specific content and is introduced to aligned high school concepts. The high expectations of this course allows students to work at a faster pace while engaging in more in-depth investigations. GT services are provided for identified students by employing deeper, more complex thinking strategies that develop their creativity and foster the unique learning needs of these students.</p>	
<p>7th Grade Science Dual Language 4732 AA/BB</p> <p>**Only students who have gone through the Dual Language program in elementary and/or meet language and academic proficiency would be able to take Spanish/Dual Language Science which is offered at SFMS, SOMS, and Westchester Academy. Secondary Dual Language Science classes follow the same curriculum as outlined in seventh grade AAC/GT above but are instructed primarily in Spanish with district assessments given in English.</p>	
Social Studies	Options: Grade Level AAC/GT LA-SS AAC/GT
<p>7th Grade Texas History 5731 AA/BB</p> <p>Texas History includes a comprehensive study of the history and geography of Texas. The course content shows the interaction of the forces of land, people, politics, economics and government that have shaped Texas. Students examine the full scope of Texas history, including a brief review of the cultures of Native Americans living in Texas prior to European exploration and the eras of mission-building, colonization, revolution, republic, and statehood including Texas in the 21st century. The focus in each era is on key individuals, events, and issues and their impact. The use of primary and secondary sources, analysis of cause and effect relationships, and introduction of basic economic and political concepts are all critical for the understanding of Texas history.</p>	
<p>7th Grade Texas History AAC/GT 5721AA/BB</p> <p>Advanced Academic Courses are guided by the five basic principles that are the foundation for instruction and learning: close observation and analysis, evidence-based writing, higher order questioning, academic conversations and authentic products. Seventh grade AAC students conduct a comprehensive study of history and geography of Texas. Students use a variety of critical thinking skills that add depth and complexity to the study of the interaction of the forces of land, people, politics, economics, and government that have shaped Texas. With a focus on key individuals, events, and issues and their impacts, AAC students use primary and secondary sources to help analyze cause and effect relationships and the basic economic and political concepts critical to the understanding of Texas history. GT services are provided for identified students by employing deeper, more complex thinking strategies that develop their creativity and foster the unique learning needs of these students.</p>	

Core Classes—Eighth Grade

English Language Arts Reading	Options: Grade Level AAC /GT LA-SS AAC/GT
8th Grade English Language Arts Reading 1831 AA/BB <p>Eighth grade students continue to develop an analytical approach to reading in increasingly difficult texts. Students will continue to expand their use of literary terms as they develop and refine the language of the critic. Using a wide variety of texts, both classical and contemporary, students analyze how the author’s style, choice of words and selected genre blend to create meaning. In writing, students are expected to use more complex sentence structures and grammatical constructions. Additionally, students will be organizing their ideas in convincing and sophisticated ways for a variety of purposes and audiences. Evaluations stress higher level thinking skills and creativity in performance and products.</p>	
8th Grade English Language Arts Reading AAC/GT 1821 AA/BB <p>Advanced Academic Courses are guided by the five basic principles that are the foundation for instruction and learning: close observation and analysis, evidence-based writing, higher order questioning, academic conversations and authentic products. Seventh grade AAC students continue to develop an analytical approach to reading in increasingly difficult texts. Using a wide variety of expository and literary texts, both classical and contemporary, student analyze how the author’s style, choice of words, and selected genre blend to create meaning. Students will be guided to engage in self-initiated and self-directed learning. In writing, students are expected to develop and express new ideas through increasingly more complex sentence structures and grammatical constructions for a variety of purposes and audiences. GT services are provided for identified students by employing deeper, more complex thinking strategies that develop their creativity and foster the unique learning needs of these students.</p>	

Core Classes—Eighth Grade

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

Core Classes—Eighth Grade

<h2 style="margin: 0;">Science</h2>	Options: Grade Level Dual Language** (SFMS, SOMS, Westchester Academy) AAC AAC /GT
<p>8th Grade Science 4831 AA/BB</p> <p>The eighth grade science curriculum is organized into four strands: Matter and Energy, Force, Motion and Energy, Earth and Space, and Organisms and Environments. Students build their knowledge on grade level specific content from each of the four strands by utilizing safe practices, a variety of science tools and data collection and analysis. Students use scientific and engineering practices as they ask questions, plan and conduct investigations, explain phenomena, identify problems and design solutions. They will develop physical, mathematical and conceptual models to construct testable explanations and predictions of natural phenomena. The practical application of the learning within the eighth grade concepts provides a framework for student to make connections and prepare for the next grade level as well as establish a foundation for high school course work.</p>	
<p>8th Grade Science AAC/GT 4821 AA/BB;</p> <p>Advanced Academic Courses are guided by the five basic principles that are the foundation for instruction and learning: close observation and analysis, evidence-based writing, higher order questioning, academic conversations and authentic products. The eighth grade AAC curriculum encompasses the same four strands as the grade level class. The eighth grade AAC student is challenged with a comprehensive student of the grade level specific content and is introduced to aligned high school concepts. The high expectations of this course allow students to work at a faster pace while engaging in more in-depth investigations. Students must have successfully completed or be currently enrolled in Algebra I. Dismissal from Algebra I will result in dismissal from 8th Grade AAC/GT Science. GT services are provided for identified students by employing deeper, more complex thinking strategies that develop their creativity and foster the unique learning needs of these students.</p>	
<p>8th Grade Science Dual Language 4832 AA/BB</p> <p>**Only students who have gone through the Dual Language program in elementary and/or meet language and academic proficiency would be able to take Spanish/Dual Language Science which is offered at SFMS, SOMS, and Westchester Academy. Secondary Dual Language Science classes follow the same curriculum as outlined in eighth grade AAC/GT above but are instructed primarily in Spanish with district assessments given in English.</p>	

<h2 style="margin: 0;">Social Studies</h2>	Options: Grade Level U.S. History AAC/GT LA-SS AAC/GT
<p>8th Grade U.S. History—Colonial History through Reconstruction 5831 AA/BB</p> <p>Students study the history of the United States from the early colonial period to the Reconstruction period following the Civil War. This year lays the foundation for deep understanding of early American and U.S. history through examination of primary sources with emphasis on foundational documents and significant leaders. Historical content focuses on the political, economic, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early Republic, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the Republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents.</p>	
<p>8th Grade U.S. History AAC/GT 5821 AA/BB</p> <p>Advanced Academic Courses are guided by the five basic principles that are the foundation for instruction and learning: close observation and analysis, evidence-based writing, higher order questioning, academic conversations and authentic products. The eighth grade AAC course is a fast-paced rigorous program that follows the same course chronology as the regular 8th grade U.S. History—Colonial History through Reconstruction course but provides more opportunities for enrichment, the writing of DBQ (Document-Based Questions), and higher levels of reading. The course is designed to prepare students for the habits of mind necessary for students to be successful in Advanced Placement Studies courses in high school. GT services are provided for identified students by employing deeper, more complex thinking strategies that develop their creativity and foster the unique learning needs of these students.</p>	

Electives

Electives—Health Fitness

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

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

Electives—Health Fitness

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

<p>Health (semester) (High school credit received upon successful completion of course)</p> <p>This course is designed for the mature student due to content material relevant for that of a high school student. In health education, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.</p>	<p>HPE102 Grade: 7, 8 Type: HS Elective Credit (.5)</p>
<p>Health Fitness Swimming (year)</p> <p>Moves beyond the traditional middle school Health Fitness curriculum. The course will be held at the W.W. Emmons Natatorium. Students will acquire a foundation of fundamental knowledge, skill development and fitness in swimming and diving. Students must have permission from parents and the Health Fitness teacher. Note: W.W. Emmons Natatorium water depth is 6 feet.</p>	<p>9126 AA/BB Grade: 7, 8 Prerequisite: Students must have ability to put face in water and front float.</p>

Human Sexuality Instruction

<p>Choosing the Best is an abstinence-centered, sexual risk avoidance and relationship education program shown to delay sex among middle school students. Choosing the Best offers computer-based programs specifically tailored for each grade level at the middle school to promote abstinence and to teach students about their bodies, healthy relationships, personal boundaries, and protecting themselves from pregnancy and STDs. Curriculum also covers the structure and function of the human body, general health, and general hygiene. The seven-lesson instructional unit is instructed during Health/Fitness classes in grades 6-8 in the spring semester. Parents/guardians can access full lesson content by visiting the appropriate grade level link:</p> <ul style="list-style-type: none"> • 6th grade: Choosing the Best Way • 7th grade: Choosing the Best Path • 8th grade: Choosing the Best Life

According to state law, parents must opt-in for their students to receive this instruction. SBISD will send the opt-in forms to parents/guardians in December 2025 as human sexuality instruction will occur during the spring semester.

Electives—Fine Arts

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

<p>Art 6—grade 6 only (year)</p> <p>This course is recommended for students who want to take 3 years of art in middle school to earn Art I high school credit in grade 8. Art 6 is a full-year course that provides students with introductory experiences in problem-solving and expression of personal ideas through a variety of art experiences, media, and techniques. Emphasis is placed on art production, incorporating the study of artists and styles, as well as the Elements and Principles of Art and Design. Each student is expected to maintain a portfolio.</p>	<p>7113 AA/BB Type: Fine Arts credit Grade: 6 only</p>
<p>Beginning Art 7-8—1st year art course for 7th or 8th grade only (semester/year)</p> <p>This is a beginning art course which will be an introductory art class for 7th and 8th grade students only. Art study will connect the study of world cultures through an exploration of universal themes such as Symbolism, Identity, Telling Stories, and observation of environment. The course explores the elements and principles of design through a variety of media such as painting, drawing, printmaking, ceramics, sculpture, and electronic media.</p>	<p>7113 CC/DD Type: Fine Arts credit Grade: 7, 8 only</p>
<p>Intermediate Art 7-8—2nd year art course for 7th and 8th grade (semester/year)</p> <p>This course must have Beginning Art 7-8 A/B as a prerequisite. It is a more advanced art course using visual language to solve a variety of visual problems. The course expands on student knowledge of the elements and principles of design through exploration in a variety of media such as painting, drawing, printmaking, ceramics, sculpture, and electronic media. Students will study art works of diverse styles, cultures, and historic periods.</p>	<p>7123 AA/BB Prerequisite: Art 6 or Beginning Art 7-8 Type: Fine Arts credit Grade: 7, 8</p>
<p>Advanced Art 7-8—2nd year art course for 7th and 8th grade (semester/year)</p> <p>This advanced course is for experienced 7th or 8th grade students. The students will have the choice to specialize in 2-D, 3-D or Digital Media/Photo medias.</p> <p>2-D will be an in-depth exploration in painting, drawing, printmaking, and mixed media. 3-D will be an in-depth exploration in ceramics, sculpture, jewelry, fibers experimental media and installation art. Digital and photo will also include animation, short film, and other experimental digital media.</p>	<p>7133 AA/BB Prerequisite: Art 6 A/B, or Intermediate Art 7-8 A/B Type: Fine Arts credit Grade: 7,8</p>
<p>Art I AAC (HS) (year)</p> <p>This is a rigorous art course for students seeking a high school credit in art. The student will use the elements and principles of design to develop works in painting, drawing, printmaking, ceramics, sculpture, and electronic media. It requires the development of a portfolio. Provides one high school credit upon successful completion of Art I A and B. Students are required to participate in the district 8th grade portfolio review at the end of the year. At MMS, Art I A/B is also offered with an emphasis on photography.</p>	<p>FA102 A/B Prerequisite: Art 6 or Beginning Art 7-8; teacher approval and portfolio review Type: Fine Arts credit (1.0) Fee: \$10 Grade: 8</p>
<p>Performing Arts 6—(9 weeks)</p> <p>This course is an introduction to the areas of music and theater arts. Students will move through a continuum that begins with a focus on music and transitions into theater over the course of the term. This course is a hands-on, project-based course in which students have the opportunity to take ownership of their learning through units such as rock music and expression, jazz music and concert advertising, open scenes, and monologues.</p>	<p>7186 AA/BB Grade: 6</p>
<p>Performing Arts 7—(semester)</p> <p>This course is a continuation of the 6th grade performing arts course. Students will have the opportunity to take ownership of their learning through units such as music reading, world music and cultural reflection, and music theater and musical creation.</p>	<p>7187 AA/BB Grade: 7</p>

Electives—Fine Arts

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

<p>Band—Beginning (year)</p> <p>Students may enter beginning band with no previous experience and are taught the basic skills of playing an instrument and music reading. Through an interview process, the band director will guide students to the instrument where they have the highest likelihood of individual success and to balance the instrumentation of the band program. Participation in a performing group offers the student the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills. School instruments are available for a minimal fee for students who need financial assistance. <i>It is strongly recommended that students interested in learning an instrument begin in the 6th grade.</i></p>	<p>Percussion 7356 AA/BB Trumpet 7386 AA/BB Clarinet 7326 AA/BB Flute 7336 AA/BB Saxophone 7366 AA/BB French Horn 7346 AA/BB Low Brass 7376 AA/BB Oboe/Bassoon 7316 AA/BB Prerequisite: Teacher approval Grade: 6, 7, 8</p>
<p>Concert Band (year)</p> <p>Development and refinement of basic individual and ensemble skills are the priority of this class and as a result, students will experience more performance opportunities. Students also participate in solo and ensemble contests, festivals, and concert contests.</p> <p>Participation in outside-of-the-school-day rehearsals, sectionals and performances is a requirement. Participation in a performing group offers the student the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills. Only through an audition process established by the director may students advance to higher levels of band.</p>	<p>7227 AA/BB Prerequisite: Teacher approval Grade: 6, 7, 8</p>
<p>Symphonic Band (year)</p> <p>Members in this ensemble have the highest skill level in the band program. Performances take place throughout the year and include concerts, pre-UIL festival, UIL concert and sight-reading contest, solo and ensemble contest, and may include All-Region band auditions and performances. Symphonic Band is strictly regulated for instrumentation and balance. Only through an audition process established by the director may students advance to higher levels of band. Participation in outside-of-the-school-day rehearsals, sectionals and performances is a requirement. Participation in a performing group offers the student the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills.</p>	<p>7248 AA/BB Prerequisite: Teacher approval Grade: 7, 8</p>
<p>Choir—Beginning; 6th Grade Mixed</p> <p>No previous musical knowledge is needed to be a member of beginning choir. Students will learn to read music with the Kodaly solfeggio system. Students will participate in concerts and will learn to appreciate music of all types including Pop, Contemporary, and Classic styles.</p>	<p>7526 AA/BB Prerequisite: Teacher approval Grade: 6, 7, 8</p>
<p>Choir—Intermediate</p> <p>This choir is not auditioned and is open to any 7th or 8th grader. Students learn to apply critical thinking and problem solving in many ways. Students also participate in solo and ensemble contests, festivals, and concert contests. Participation in a performing group offers the student the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills.</p>	<p>7537 AA/BB Prerequisite: Teacher approval Grade: 7, 8</p>
<p>Advanced Choir (Boys, Girls, Mixed)</p> <p>Students may enter this choir upon audition and placement by the director. This choir is ability grouped and may be taught in formats that are mixed or as a Boys Ensemble or Girls Ensemble. Choir develops strong skills in analysis and interpretation as well as details. These elements are then unified into cohesive works. Students learn to apply critical thinking and problem solving in many ways. Students also participate in solo and ensemble contests, festivals, and concert contests. Participation in outside-of-the-school- day rehearsals, sectionals and performances are a requirement. Participation in a performing group offers the student the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills.</p>	<p>7529 AA/BB (Boys) 7530 AA/BB (Girls) 7527 AA/BB (Mixed) Prerequisite: Teacher approval Grade: 7, 8</p>

Electives—Fine Arts

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

<p>Beginning Strings/Orchestra</p> <p>Students may enter beginning strings with no previous experience and are taught the basic skills of playing an instrument and music reading. Students are placed on instruments by recommendation of the director. Every effort is made to honor the instrument request of the student. Directors will try to place a student on an instrument where they have the highest likelihood of individual success and to balance the instrumentation of the orchestra program. School instruments are available for a minimal fee. <i>It is strongly recommended that students interested in learning an instrument begin in the 6th grade.</i></p>	<p>Cello 7456 AA/BB String Bass 7446 AA/BB Viola 7466 AA/BB Violin Beginning 7476 AA/BB Grade: 6, 7, 8</p>
<p>Philharmonic/Intermediate</p> <p>There are two levels of orchestra—Advanced Symphony and Intermediate Philharmonic. Placement is generally based on a combination of instrumentation and performance ability. Both orchestras will perform several times during the year. The Symphonic Orchestra will participate in the UIL concern and sight-reading contest. This class is for the serious music student and placement is determined by audition. Students will have additional rehearsals before or after school, usually once a week. Performances may be scheduled in the evening and on weekends. <u>Attendance at all performances and rehearsals is required.</u></p>	<p>7443 AA/BB Grade: 7, 8</p>
<p>Symphonic/Advanced</p> <p>There are two levels of orchestra—Advanced Symphonic and Intermediate Philharmonic. Placement is generally based on a combination of instrumentation and performance ability. Both orchestras will perform several times during the year. The Symphonic Orchestra will participate in the UIL concern and sight-reading contest. This class is for the serious music student and placement is determined by audition. Students will have additional rehearsals before or after school, usually once a week. Performances may be scheduled in the evening and on weekends. <u>Attendance at all performances and rehearsals is required.</u></p>	<p>7427 AA/BB Grade: 7, 8</p>
<p>Theater Arts (6th Grade)</p> <p>This is a beginning course (first semester) that covers the fundamentals of theater production and develops into more opportunities (second semester). Students will be introduced to beginning acting techniques and expressive use of body and voice through a variety of experiences. Students will develop characters as well as create skits and short plays and will learn proper audience etiquette. Students will have opportunities to relate theater to history, society, and culture. Students will rehearse and perform scenes from published plays.</p>	<p>7806 AA/BB Grade: 6</p>
<p>Theater Arts A / Beginning Theater Arts (semester/year)</p> <p>This is a beginning course (first semester) that covers the fundamentals of theater production and develops into more opportunities (second semester). Students will be introduced to beginning acting techniques and expressive use of body and voice through a variety of experiences. Students will develop characters as well as create skits and short plays and will learn proper audience etiquette. Students will have opportunities to relate theater to history, society, and culture. Students will rehearse and perform scenes from published plays.</p>	<p>7818 AA/BB/CC Grade: 7, 8</p>
<p>Theater Arts B / Intermediate Theater Arts (semester/year)</p> <p>This course is a continuation and progression of the Beginning Theater Arts course. Students will be given higher-level activities involving technical aspects of staging performances, oral interpretation, and audience etiquette. This course is designed for students who will participate in all aspects of play production including after-school rehearsals.</p>	<p>7828 AA/BB/CC Prerequisite: Completion of Beginning Theater Arts Grade: 7, 8</p>

Electives—Fine Arts

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

<p>Advanced Theater Arts (semester/year)</p> <p>This advanced course is for eighth-grade students who have a desire to be involved with play productions. This course is a continuation and progression of the theater arts curriculum. This course will require full participation, including after-school rehearsals and performances.</p>	<p>7863 AA/BB 7838 CC / 7848 CC Prerequisite: Intermediate Theater Arts and teacher recommendation Grade: 8</p>
<p>Dance (semester/year)</p> <p>Multi-level dance class from (beginner to advanced). Students learn technique as well as choreography basics. All students are expected to participate in either the fall or spring dance concert and be a part of a student choreographed piece as well as teacher-choreographed pieces. Dance uniforms will need to be purchased at beginning of the semester.</p>	<p>7716 AA/BB 7717 AA/BB 7718 AA/BB Grades: 6, 7, 8</p>

Electives—Career & Technical Education

<p>General Employability Skills (semester/year)</p> <p>This course helps students develop a plan for achieving their goals once they graduate. It includes several post-secondary planning components, such as personal strengths and interest analysis, career pathways investigation, developing a personal graduation plan, college/career planning, developing a Naviance portfolio, and soft skills development. Students will complete the course prepared to make effective decisions in making plans for their futures.</p>	<p>CGE550 / CGE50AB/B Grade: 7, 8 Type: HS Elective Credit (.5 or 1.0)</p>
<p>Principles of Applied Engineering</p> <p>Students will explore the various disciplines of engineering using scenarios and projects to engage them in the problem-solving process, research and analysis, teamwork, communication skills, engineering standards, and technical documentation. Students will work individually and collaboratively to develop and document design solutions using engineering notebooks, and 3D modeling software.</p>	<p>CST20A/B Grade: 7, 8 Credit: (1.0)</p>
<p>Career and College Exploration – Construction</p> <p>This exciting hands-on class will introduce students to skills needed for careers in the construction industry. Students will learn proper measuring techniques and how to safely operate power tools as they work on a variety of woodworking projects.</p>	<p>CTMS36 Grade: 7, 8</p>
<p>Career and College Exploration – Hospitality</p> <p>Are you interested in learning about fantastic careers in the culinary industry? If so, take this fun and exciting hands-on class. Students will work collaboratively to explore college and career pathways in hospitality while gaining hands-on experience in a variety of cooking labs.</p>	<p>CTMS37 Grade: 7, 8</p>
<p>Principles of Hospitality & Tourism (HS)</p> <p>This course will introduce you to careers in the hospitality industry, with hands-on cooking experiences. We provide individual and group work activities as we research each area of the industry. You will investigate fast food and full-service restaurants, hotels, cruise lines, catering, and gourmet take home. You will also be provided the opportunity to gain valuable cooking techniques involving vegetables, egg preparation, meats, and starches.</p>	<p>CHT00 A/B Grade: 8 Type: HS Elective credit (1.0)</p>
<p>Principles of Information Technology (HS)</p> <p>This high-school level course will give you a clear picture of the skills needed and options available in the Information Technology sector of industry. Almost every company either has their own department or outsources their IT needs, including computer repair, local area networks, basic programming, and digital workplace software and tools like word processing, databases, spreadsheets, and imaging.</p>	<p>CIT10 A/B Grade: 8 Type: HS Elective credit (1.0)</p>
<p>Principles of Manufacturing (HS)</p> <p>You will design, manufacture, and market a product in either a metal lab or wood lab, in this student-directed, product-driven manufacturing class. You will gain knowledge and skills offered in the manufacturing related fields as well as a basic understanding of employment opportunities. Other corporate issues and manufacturing topics that will be covered are stock sales, management teams, quality control, employee relations, job satisfaction, and benefit allotment.</p>	<p>CMF00 A/B Grade: 8 Type: HS Elective credit (1.0)</p>
<p>Professional Communications (HS)</p> <p>Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication.</p> <p>Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.</p>	<p>CTAV11 Grade: 7, 8 Type: HS Elective credit (.5)</p>

Electives—Career & Technical Education

<p>Technology Applications (Computer Literacy) (semester)</p> <p>Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.</p>	<p>TA104C (Grade 6)</p>
<p>Fundamentals of Computer Science (HS) (year)</p> <p>Intended as a first course designed for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts.</p>	<p>TA103 A/B Type: HS Elective credit Grade: 8 HS credit: 1.0</p>
<p>Digital Communications in the 21st Century</p> <p>Will prepare students for the societal demands of increased civic literacy, independent working environments, global awareness, and the mastery of a base set of analysis and communication skills. Students will be expected to design and present an effective product based on well-researched issues in order to thoughtfully propose suggested solutions to authoritative stakeholders. The outcome of the process and product approach is to provide students an authentic platform to demonstrate effective application of multimedia tools within the contexts of global communication and collaborative communities and appropriately share their voices to affect change that concerns their future.</p>	<p>TA507 A/B Type: HS Elective credit Grade: 8 HS credit: 1.0</p>

Electives—Languages Other than English

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

Electives—Languages Other than English

<p>Spanish III AAC (HS) (year)</p> <p><i>Requirements: Must have passed the Credit by Examination and/or have earned credit for Spanish Levels I and II. Tests may be taken during the school year at any of the SBISD high schools. Students will take Spanish Credit by Examination as their final exam in May and must earn credit for Level III in order to continue with Spanish AP.</i></p> <p>This course offers students the opportunity to read widely and deeply, appreciate the writer's craft, study a variety of genres and texts with authentic Spanish Literature, gain an understanding of the literary elements, and act as literary critics. In writing, students are offered opportunities to write to demonstrate their understanding of their reading and thinking; to respond to works of literature in a variety of ways; to make judgments about and analyze an author's craft; to learn to organize ideas in a clear, coherent, and persuasive manner; and to use the elements of style to convey a message. Students are also offered opportunities to understand how the structure of a sentence, a paragraph, or an essay alters meaning; use language to accomplish many purposes; and appreciate the power and potential of the Spanish language.</p>	<p>FL103 A/B Grade: 7, 8 HS credit: 1.0</p>
<p>Spanish IV AP (HS) (year)</p> <p><i>Requirements: Must have passed the Credit by Examination and/or have earned credit for Spanish Levels I, II, and III. Tests may be taken during the school year at any of the SBISD high schools. Students will take Advanced Placement Spanish test in May. Students earning from 3 to 5 points on the AP examination can obtain some college credits for Spanish at many institutions across the state and the nation.</i></p> <p>This course offers opportunities for student involvement of careful readings from different periods, disciplines, and rhetoric purposes. Students will develop writing strategies for a variety of purposes and audiences; respond to works of literature in a variety of ways; make judgments about and analyze an author's craft; learn to organize ideas in clear, coherent, and persuasive language; and use the elements of style to convey a message. Reading and writing will focus on how the author's purpose, theme, and style interact to convey meaning. The study of grammar is incorporated into the student's reading and writings, giving careful attention as to how the authors construct sentences to attain specific purposes; how the structure of a sentence, a paragraph, or an essay alters meaning; and how to appreciate the power and potential of the Spanish language.</p> <p>Students at this level should expect rigorous time requirement outside the school schedule for reading, research, and completion of assignments.</p>	<p>FL141 A/B Grade: 8 HS credit: 1.0</p>

CREDIT BY EXAMINATION (CBE)

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

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

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

Electives—Other

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

High School State Credit for Middle School Coursework

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

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

Appendix

Preparing for Your Future

Preparation for a college education is called college-readiness.

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

6th Grade Activities:

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

7th Grade Activities:

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

8th Grade Activities:

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



GRADUATION PLAN

Overview

Foundation High School Program

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

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

Subject	Foundation High School Program 22 Credits*	Foundation High School Program + Endorsements 26 Credits*	Distinguished Level of Achievement 26 Credits
English	4 credits ELA I, II, III, IV or one credit in any authorized advanced English course	4 credits ELA I, II, III, IV or one credit in any authorized advanced English course	4 credits ELA I, II, III, IV or one credit in any authorized advanced English course
Math	3 credits Algebra I, Geometry, one credit in any authorized advanced math course	4 credits Algebra I, Geometry, two credits in any authorized advanced math course	4 credits Algebra I, Geometry, Algebra II**, one credit in any authorized advanced math course
Social Studies	3 credits US History, Government, Economics or Personal Financial Literacy and Economics, World Geography and/or World History	3 credits US History, Government, Economics or Personal Financial Literacy and Economic, World Geography and/or World History	3 credits US History, Government, Economics or Personal Financial Literacy and Economic, World Geography and/or World History
Science	3 credits Biology, IPC/ Chemistry/ Physics, and one credit in any authorized science course	4 credits Biology, IPC/ Chemistry/ Physics, and two credits in any authorized science course	4 credits Biology, IPC/ Chemistry/ Physics, and two credits in any authorized science course
Languages other than English (LOTE)	2 Credits Same Language or Computer Science I, II, or III	2 Credits Same Language or Computer Science I, II, or III	2 Credits Same Language or Computer Science I, II, or III
Physical Education	1 Credit Physical education courses or approved substitution	1 Credit Physical education courses or approved substitution	1 Credit Physical education courses or approved substitution
Fine Arts	1 Credit Fine Arts Courses	1 Credit Fine Arts Courses	1 Credit Fine Arts Courses
Electives	4 Credits May include CTE courses <i>Students may opt to Foundation-only after completing sophomore year with parent and campus approval</i>	6 Credits May include CTE courses and requirements specific to at least one endorsement	6 Credits May include CTE courses and requirements specific to at least one endorsement

*While a student is not required by state law (Texas Education Code, Section 28.025) to successfully complete Algebra II as a requirement for high school graduation, a student may not earn the distinguished level of achievement or be eligible for automatic admission to a Texas public college or university if the student does not successfully complete high school Algebra II. In addition, many colleges and universities require Algebra II as an admission requirement even if the student is not in the top 10% of their class

State Assessments Required for Graduation	
English I English II Algebra I	US History Biology

Performance Acknowledgments	
Outstanding performance: Dual credit coursework; bilingualism/ biliteracy; college AP or IB exam; PSAT, ACT-Plan, SAT, or ACT	Certification: nationally or internationally recognized business or industry certificate or license

Endorsement	Business and Industry	STEM	Public Services
<p>Coursework <i>in addition to graduation requirements</i></p>	<p>Required Coursework</p> <ul style="list-style-type: none"> Students may earn a business and industry endorsement by becoming a CTE completer (3 or more courses for 4 or more credits with at least one advanced course) in one of the below TEA approved programs of study related to business and industry. 	<p>Required Coursework</p> <ul style="list-style-type: none"> Students may earn a STEM endorsement by becoming a CTE completer (3 or more courses for 4 or more credits with at least one advanced course) in one of the below TEA approved programs of study related to STEM. Algebra II Chemistry Physics 	<p>Required Coursework</p> <ul style="list-style-type: none"> Students may earn a public services endorsement by becoming a CTE completer (3 or more courses for 4 or more credits with at least one advanced course) in one of the below TEA approved programs of study related to public services.
<p>Programs of Study</p>	<p>Animal Science Plant Science Architectural Design Construction Tech Electrical Tech Accounting and Financial Services Business Management Marketing and Real Estate 3D Animation Filmmaking Digital Marketing Culinary Arts Cosmetology Barbering Cybersecurity IT and Support Services Programming and Software Development Engineering Welding</p>	<p>Dental Assistant Healthcare Practitioner Patient Care Technician Pharmacy Technician Cybersecurity Programming and Software Development Engineering</p>	<p>Teaching and Training Dental Assistant Healthcare Practitioner Patient Care Technician Pharmacy Technician Law Enforcement Navy JROTC</p>

Successful completion of one of the above programs of study will fulfill requirements of their respective endorsement.

* denotes an advanced course

Category	English	Math & Science	Social Studies	Languages other than English (LOTE)	Visual & Performing Arts
Endorsement	Business & Industry	STEM	Arts & Humanities	Arts & Humanities	Arts & Humanities
Coursework in addition to graduation requirements	Levels I-IV in the same English program	<p>Required Coursework</p> <ul style="list-style-type: none"> • Physics • Algebra II <p>Math Program of Study Five Math credits including two courses where Algebra II is the prerequisite</p> <p>Science Program of Study 5 Science credits</p>	<p>Required Coursework</p> <ul style="list-style-type: none"> • World History or World Geography • US History • Government • Economics • 2 additional social studies credits <p><i>The personal financial literacy course can not be combined with personal financial literacy with economics course</i></p>	Levels I-IV in the same Language other than English (LOTE) OR 2+2: two levels of one language AND two levels of another language	Levels I-IV in the same visual & performing arts program OR 2+2: two levels of a visual & performing arts program AND two levels of another visual & performing arts program
Programs of Study	Broadcast Journalism Debate Newspaper Yearbook	Math Science	Social Studies	Any language other than English	Art Band Choir Color Guard Dance Orchestra Theatre

Multidisciplinary Endorsement	Option A	Option B	Option C
Coursework in addition to graduation requirements	Any 4 advanced courses <i>* Advanced courses are determined by TEA and SBISD</i>	4 credits in each of the core subjects (English, Math, Science & Social Studies) Required Coursework <ul style="list-style-type: none"> • English IV • Chemistry or Physics 	4 credits in Advanced Placement (AP), Dual Credit (DC), Dual Enrollment (DE) or International Baccalaureate (IB) <i>* AAC courses do not count towards this option</i>

Successful completion of one of the above programs of study will fulfill requirements of their respective endorsement.

* denotes an advanced course

Search the Web

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

www.collegeforalltexans.com

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

www.aie.org

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

www.collegeboard.com

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

www.act.org

Provides a comprehensive guide to college readiness

www.careeronestop.org/

Allows investigation of careers with detailed information

Special Education/504 Accommodations in AAC and Advanced Placement Courses

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

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

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