



**MIDDLE SCHOOL  
COURSE DESCRIPTIONS  
2025 - 2026**



# Middle Schools

**Anthony Middle School**

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

**Goodson Middle School**

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

**Smith Middle School**

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

**Aragon Middle School**

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

**Hamilton Middle School**

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

**Spillane Middle School**

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

**Arnold Middle School**

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

**Hopper Middle School**

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

**Sprague Middle School**

10611 Mason Rd.  
Cypress, TX 77433  
(832) 349-7470

**Bleyl Middle School**

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

**Kahla Middle School**

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

**Thornton Middle School**

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

**Campbell Middle School**

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

**Labay Middle School**

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

**Truitt Middle School**

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

**Cook Middle School**

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

**Rowe Middle School**

7611 Westgreen Rd.  
Cypress, TX 77433  
(346) 227-6220

**Watkins Middle School**

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

**Dean Middle School**

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

**Salyards Middle School**

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

## Enrollment Information for New Students

A middle school student new to the school district should report with parent or guardian to the counselors' office with the following documents.

1. A birth certificate
2. Immunization records as follows:

A validated document of immunization issued by a public health clinic or one signed by a licensed physician\* that includes the following.

Polio	3 doses with one dose on or after the 4th birthday
DTP/DtaP	For 6th - 12th grades; 3 doses with one dose on or after the 4th birthday
TDAP booster	1 dose for 7th - 12th grade; booster needed every 10 years
MMR (Measles, Mumps, Rubella)	2 doses; with first dose on or after the first birthday
Hepatitis B	3 doses
Varicella (Chicken Pox)	2 doses; with first dose on or after the first birthday or parent/physician statement of chicken pox illness
Quadrivalent Meningococcal	For 7th-12th; 1 dose on or after 10th birthday
Hepatitis A	For 6th-12th; 2 doses; 1st dose on or after 1st birthday

Proof of DT booster vaccine must be presented to the school nurse at the beginning of the semester in which it is due. Parents and students will be notified when vaccines are due. \*Immunization records from a previous school are also acceptable.

### IMPORTANT NOTE

*Immunization requirements differ for younger children. Parents of elementary school-aged children should consult with the elementary school nurse. Parents can check for immunization updates at:*  
<http://www.dshs.texas.gov/immunizations/school>

3. A copy of his/her academic record from the previous school
4. A copy of his/her STAAR Confidential Student Report for the most recent test administration (students enrolling from another Texas school)
5. Social Security card, if available
6. Proof of residency in the district (lease agreement, proof of home ownership, etc.) See info on Line A and Line B for proof of residency
7. Transfer Students:  
Students Transferring from Accredited Private Schools- Credit for courses transferred from an accredited private school are awarded based on an official transcript.

Students Transferring from Unaccredited Private Schools - Middle school course placement shall be determined through a review of course descriptions, student work products, or through the administration of a credit-by-exam or comparable assessment. Credit for a high school credit course shall be determined through a credit-by-exam. The passing standard on a credit-by-exam for a course shall be determined through a review of course descriptions, and/or through student work products.

Students Transferring from Home Schools - According to the Texas Commissioner of Education, students transferring from a home school should be afforded the same treatment as students transferring from unaccredited private schools. Please reference the information above for unaccredited private schools.

# Middle School Course Offerings 2025-2026

In compliance with the Texas Education Agency, Cypress-Fairbanks Independent School District provides daily instruction for middle school students in these core curriculum areas: language arts, reading, mathematics, science, social studies, and physical education. Although the number of required courses is comprehensive, middle school students may also enroll in elective courses. Students must include a minimum of two semesters of fine arts, (art, music, theatre) in their elective choices. Students attend school **seven** periods each day. Each period is approximately fifty minutes in length. In lieu of an elective, some students may be required to take an additional period of mathematics, language arts, or reading based on their performance in the subject the previous year.

The following information should assist students and parents in making elective choices and in designing the student’s academic plan for middle school. The number of semesters either required or available is indicated. In the table below, the following codes are used.

# = Number of semesters

R = Required course









E = Elective course



Course requires the use of technology.

Courses		6	7	8	#	Information/Prerequisites
<b>Required Courses</b>						
Language Arts		R	R	R	6	
Reading		R	R	R	2-6	Students in 7 <sup>th</sup> & 8 <sup>th</sup> grade may be exempted.
Mathematics		R	R	R	6	
Science		R	R	R	6	
Social Studies		R	R	R	6	
P.E.	Physical Education	R			2	
	Physical Education/Athletics		R	R	3-4	Students must take a minimum of three semesters of physical education or athletics during the 7 <sup>th</sup> and 8 <sup>th</sup> grades.
Technology Applications			R	R	0	The Technology Applications TEKS are integrated into the language arts, math, science, and social studies curriculum in 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grades and are not offered as a stand alone course.
<b>Elective Courses</b>						
<b>• Grade 6: Choose one (1) elective</b>						
Art/Music/Theatre Arts (rotation)		E			2	Programming varies by campus.
Art (full year)		E			2	
Choir (full year)		E			2	
Theatre Arts (full year)		E			2	
Beginning Band (full year)		E			2	
Beginning Orchestra (full year)		E			2	
<b>• Grades 7 and 8: Choose 1½ - 2½ electives</b>						
Language Arts	Professional Communications		E	E	1	½ high school credit – see placement criteria on page 7.
	Intermediate Speech		E	E	2	½ high school credit – see placement criteria on page 7. Student must take both semesters to receive high school credit.
	Advanced Speech			E	1 or 2	Not taken for high school credit. See prerequisite on page 21.

2025- 2026 Middle School Offerings

Courses		6	7	8	#	Information/Prerequisites
<b>LOTE</b>	Spanish I		E	E	2	1 high school credit – see placement criteria on page 8.
	Spanish II			E	2	1 high school credit – see placement criteria on page 8.
	Spanish for Native Speakers I		E	E	2	1 high school credit – see placement criteria on page 8.
	Spanish for Native Speakers II/III K			E	2	2 high school credits – see placement criteria on page 8.
	French I		E	E	2	1 high school credit – see placement criteria on page 8.
	French II			E	2	1 high school credit – see placement criteria on page 8.
	Chinese I		E		2	1 high school credit – see placement criteria on page 8.
	Chinese II			E	2	1 high school credit – see placement criteria on page 8.
<b>Fine Arts</b>	Art Design		E	E	1	
	Beginning Art		E	E	2	
	Advanced Art		E	E	2	See placement criteria on page 22.
	Art I			E	2	1 high school credit – see prerequisite on page 8.
	Beginning Theatre Arts		E	E	1 or 2	
	Intermediate Theatre Arts		E	E	2	See prerequisite on page 23.
	Advanced Theatre Arts		E	E	2	See prerequisite on page 23.
	Band		E	E	2	See prerequisite on page 23.
	Orchestra		E	E	2	See prerequisite on page 24.
	Choir		E	E	2	See prerequisite on page 24.
<b>Other Electives</b>	Touch System Data Entry 		E	E	1	1/2 high school credit
	Principles of Business, Marketing, & Finance			E	2	1 high school credit
	Business Information Management I 			E	2	1 high school credit – see prerequisite on page 25.
	Principles of Architecture 			E	2	1 high school credit
	Principles of Human Services		E	E	2	1 high school credit
	Principles of Hospitality/Tourism			E	2	1 high school credit
	Principles of Applied Engineering 		E	E	2	1 high school credit
	Principles of Manufacturing			E	2	1 high school credit
	Principles of Information Technology 			E	2	1 high school credit
<b>Local Electives*</b>	Coding and Robotics 		E	E	1	
	Exploring Foods and Fabrics		E	E	1	
	Newspaper 		E	E	1 or 2	See prerequisite on page 26.
	Yearbook 		E	E	1 or 2	See prerequisite on page 26.
	LeadWorthy		E	E	1	

\* Student may enroll in only one local elective per semester.

# Course Selection and Request for Changes

## Spring Course Selection

Students select courses for the next school year during the spring semester. Students and their parents should consider these factors as they make their course selections:

- requirements of the middle school curricula;
- purpose of the course;
- possible prerequisite for other courses;
- student's overall program and educational/career goals; and, in some instances,
- the students' desire to earn high school credit while in middle school.

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**Note:** All requests for changes to initial course selection must be submitted in writing by the last day of April.

**Note:** A course selection does not guarantee placement in the course.

## Request for Changes – Beginning of School Year

Requests for course changes should be submitted in writing prior to the beginning of the new school year. Or once classes begin in the fall semester, students may drop a course or make a schedule change with no consequences only during the first two weeks of the semester. Acceptable reasons for dropping a course or making a schedule change follow:

- Student does not meet prerequisites for the course.
- Student does not meet grade placement requirement of the course.
- Student already has credit in the course.
- Student is placed in an inappropriate level.
- Student has not met requirement for K-level or HORIZONS placement.
- Student needs a different course to complete requirements in the middle school curricula.

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# Key Features of Curricular and Instructional Plan

## ADVANCED STANDING COURSES

### Grades 7 and 8

Advanced standing courses are those subjects for which a student qualifies a year or two earlier than in the usual sequence. Students may enroll in the advanced standing courses if they meet the qualifying criteria.

1. **Algebra I – 8<sup>th</sup> Grade** – A **75+** average in seventh-grade K-level math or an **85+** average in seventh-grade on-level math plus completion of “Accelerate to Algebra” with an **80+** average in summer school, or earn an 80+ on the corresponding credit-by-exam.
2. **Art I – 8<sup>th</sup> Grade** – Successful completion of a previous art course and recommendation by the art teacher. This course will be calculated in the student’s GPA and high school class rank.
3. **Speech - 7<sup>th</sup> or 8<sup>th</sup> Grade**
  - a) **Professional Communications** –  
75+ average in language arts/reading during the previous year.
  - b) **Intermediate Speech** –  
75+ average in language arts/reading during the previous year and teacher recommendation.
4. **Languages Other Than English**
  - a) **Spanish I/French I/ Chinese I 7<sup>th</sup> Grade** –  
Second semester average of **80+** in 6<sup>th</sup>-grade on-level language arts or **75+** in K-level or HORIZONS language arts.
  - b) **Spanish I/French I / 8<sup>th</sup> Grade** –  
Second semester average of **80+** in 7<sup>th</sup>-grade on-level language arts or **75+** in K-level or HORIZONS language arts.
  - c) **Spanish II/French II / Chinese II 8<sup>th</sup> Grade-**  
Students who complete Level I in the 7<sup>th</sup> grade with an average of **70+** may take Level II.
  - d) **Spanish for Native Speakers Level I – 7<sup>th</sup> or 8<sup>th</sup> Grade**  
Students who have Spanish indicated on their home language survey or have Spanish language background.
  - e) **Spanish for Native Speakers Level II/III K – 8<sup>th</sup> Grade**  
Students who have completed Native Speakers Level I or students who have a Spanish language background and score a **80+** on the placement assessment may take this course. Spanish III K will be calculated in the student’s GPA and high school class rank.



## High School Credit for Middle School Courses

Middle school students have the opportunity to take and earn credit for high school courses. This opportunity requires alignment to all high school course expectations including content, state end-of-course exams, semester exams, attendance requirements and grading guidelines. When contemplating taking a high school credit course in middle school, consideration should be made regarding course rigor and student commitment. Middle school students will not earn credit in semester (1/2 credit) increments for 1 credit courses. High school credits earned in middle school are transcribed when students promote to ninth grade.

Middle school students who meet entry criteria may begin preparation for high school by taking Algebra I, Professional Communications, Intermediate Speech, French I-II, Spanish I-II, or Spanish for Native Speakers I, II, III K. These courses will count for credit toward graduation, but in most cases, will not count in determining class rank. Spanish for Native Speakers III K, Geometry, and Art I will count in the student's class rank and GPA calculations.

These high school courses require extensive study and are academically demanding. Because of the rigorous nature of these courses, it is imperative that students meet the entry criteria for advanced standing courses and maintain eligibility to remain in the course for the duration of the school year.

Successful completion of high school courses will be recorded on a student's academic achievement record, including semester grade averages and credits awarded. Middle school students must adhere to the high school passing standards for courses taken for high school credit. If a course is a two-semester sequence and the student passes the second semester after having failed the first, he/she may receive the credit for both semesters if the yearly average is passing (70+). A student must pass the second semester and have a passing yearly average to earn full credit for the course. Students will not earn credit in semester (1/2 credit) increments for 1 credit courses. **Students who do not meet the passing standard are expected to repeat the entire course.**

**NOTE:** New students to CFISD will be awarded credit for all transcribed high school courses. However, these courses will be included/excluded from GPA and class rank calculations in alignment with CFISD's GPA and class rank structures.

## Other High School Credit Opportunities

Eighth-grade students may earn additional high school credits in Principles of Human Services (1) and Principles of Hospitality/Tourism (1), Principles of Business, Marketing and Finance (1), Business Information Management I (1), Touch System Data Entry (½), Principles of Architecture (1), Principles of Manufacturing (1), Principles of Applied Engineering (1), and Principles of Information Technology (1).

Seventh-grade students may earn additional high school credit in Touch System Data Entry (½) Principles of Applied Engineering (1), and Principles of Human Services (1).

Additional high school credit may be earned by eligible students who attend summer school after the 6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup> grade. The summer school brochure, available by May 1, will outline courses available for each grade level. The following courses are offered during summer school if the minimum enrollment numbers are met: Art I (1), Touch System Data Entry (½), and Physical Education (1).

### Credit-By-Exam without Prior Instruction for Original Credit

In accordance with the Texas Education Code, Cypress-Fairbanks I.S.D. will administer examinations for specified courses to eligible students. Credit-by-exam will serve primarily as the vehicle for students to be given credit for a course they have not yet taken formally. The passing standard is a grade of 80+. Students will have only two opportunities to test for courses earning high school credit. The passing grade and on-level credit earned on credit-by-exams taken for high school credit courses will be placed on the student's transcript. Students wishing to exercise this option should see their counselor for an application. The exams are scheduled periodically throughout the school year.

### Credit-By-Exam with Prior Instruction

Students who have engaged in study in a curriculum that cannot be matched exactly with the required TEKS of a course may consider credit-by-exam. These students may have studied in a foreign country, a non-accredited school, home school, or want credit for summer enrichment courses both in and out of state. The passing standard is a grade of 70+. Students will have only two opportunities to test for courses earning high school credit. The passing grade and on-level credit earned on credit-by-exams taken for high school credit courses will be placed on the student's transcript. A fee is charged for each credit-by-exam with prior instruction. For more information, see your counselor. **(Students may not take credit-by-exam during the semester they are enrolled in the same course.)**

Note: Suitable documentation of prior instruction must accompany the application. Private tutoring and self-study do not constitute officially-documented instruction.

## **HORIZONS**

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

For information about gifted and talented students and the program, please visit the HORIZONS Gifted and Talented page on the CFISD website to view the “Should I Refer My Child..?” information. Parents who feel their child demonstrates characteristics of gifted behavior should contact the Director of Instruction at the campus at any time to refer their child for testing. To ensure your student is included in mid-year testing, referrals must be received by the last school day in November.

## **IDENTIFIED GIFTED STUDENTS**

The identified-only course for HORIZONS students is HORIZONS World Cultures, grade 6; HORIZONS Texas History, grade 7; and HORIZONS United States History, grade 8. Students identified as gifted will participate in all identified-only courses.

Other courses appropriate for HORIZONS students are designated “HORIZONS/K-level.” These courses are for HORIZONS, as well as other academically-advanced students and include reading/language arts 6; language arts, grades 7-8; mathematics, grades 6-7; Algebra I, grade 8; and science grades 6-8; and social studies where GT student numbers do not support a HORIZONS identified-only class (fewer than 20 students). Identified HORIZONS students must meet the K-level criteria for HORIZONS/K-level courses and must maintain the K-level criteria to continue in the courses.

## **SPECIAL EDUCATION**

Students experiencing significant difficulties in school may be referred for services in special education. Before a student can receive special education and/or related services for the first time, an initial evaluation must be conducted. Decisions regarding the provision of special education services are made by an Individual Education Plan (IEP) committee.

If a student is determined to be eligible for services in accordance with the Texas Education Agency guidelines, an individualized education plan (IEP) is developed. Instruction designed to meet a student’s unique educational needs may be provided in a variety of settings. Instructional settings may include (a) general education classroom with accommodations, (b) general education classroom with support, (c) basic skills classroom, (d) self-contained classroom, or (e) instruction on a separate campus. Related services necessary for the student to benefit from special education may also be provided.

# Advanced Classes Entry/Exit Criteria

## Middle School

### Advanced Classes

K-level classes have a more rigorous and in-depth content focus than on-level classes. Classes often move at a faster pace, include different types of assignments, and require additional outside reading. K-level English/Language Arts/ Reading, Science, and Social Studies classes are designed to extend student learning at the current grade level in preparation for advanced course work. The K-level Math curriculum is compacted and student's complete more than one grade level of standards in each course. Students may require additional encouragement and support from both family and campus staff to be successful in advanced classes. Students enrolled in advanced classes in language arts, math, science, or social studies should have an interest in and an aptitude for the subject.

### Advanced Classes Entry/Exit Criteria

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

#### Eligibility for Entry into K-level

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

Students are eligible for first-time entry into a K-level class if:

- (1) the student earns a grade of 85+ yearly average in the previous on-level class in the same subject; or
- (2) the student earns the appropriate score on the STAAR test for the corresponding subject (see chart).

Eligible students will be scheduled into a K-level class. Parents will be notified of K-Level placement and may opt their child out.

\*Grade 7 and 8 students are eligible for first time Math K-level entry if:

1. The student meets the entry criteria stated above, and
2. The student earns an 80+ in the appropriate summer school program, or the appropriate credit by exam.

Grade Level	If the student earns 60th percentile or higher:	The student qualifies for:
5 <sup>th</sup> to 6 <sup>th</sup>	5 <sup>th</sup> Grade STAAR Math	K-level Math

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

## Remaining eligible in the K-level Class

Students remain eligible to continue in a K-level class by maintaining a grade of 75+ for the second semester. An action plan will be developed for a student earning a grade between 70 and 74 for any grading period.

## Removal from K-level Class

1. Students who receive a 74 or lower average for the semester will be removed from the K-level class and placed in an on-level class for the following semester.
2. Students who receive a 69 or lower for any grading period will be removed from the K-level class and placed in an appropriate on-level class for the remainder of the school year.
3. At progress report time or at the end of a grading period, a student may, upon his/her request and parent approval, be placed in an appropriate on-level class for the remainder of the school year.

# Middle School Grading System

### Academic Grades:

90 -100 = A Excellent

80 – 89 = B Good

75 – 79 = C Average

70 – 74 = C- Passing

Below 70 = F Failing

### Conduct Grades:

E = Excellent

S = Satisfactory

I = Improvement Needed

U = Unsatisfactory

# Middle School Honor Roll

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

# Testing Requirements for High School Graduation

**Beginning with the Class of 2015** (ninth graders entering high school in fall 2011 and beyond), state law requires that students pass five STAAR End-of-Course (EOC) assessments in English, math, science, and social studies, along with meeting their course requirements, to receive a diploma from a Texas public high school. Courses with an EOC assessment are listed in the chart below.

<b>English</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>
English I English II	Algebra I	Biology	U.S. History

The STAAR testing program requires that students take the five EOC assessments during the school year in which they are enrolled in the courses. Students who are taking any of these five high school courses in middle school will also take the required EOC assessment. Students may not retake an EOC assessment that they have passed. EOC assessment scores are not included in students' course grades.

## Grade Classification Standards for the Class of 2015 and Beyond

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

## Other Things You Should Know About

### Internet

The web site address for the Texas Education Agency student assessment is [www.texasassessment.gov](http://www.texasassessment.gov). At this web site under "Students and Families," you can find information about the student assessment program, testing requirements for high school graduation, the testing calendar, the released tests, statewide testing results, and technical information about the testing program.

### EOC Performance

In preparing to take the EOC assessments, you may want to pay special attention to how you did on the middle school STAAR tests. Your performance is a good indicator of how well you are progressing in English/language arts, math, and social studies. If you were weak in some areas, you may want to focus on improving those skills before you take the exit-level test.

# Graduation Requirements for the Classes of 2018 and Beyond

Students who enter the ninth grade in the **fall of 2014 and thereafter** must enroll in courses necessary to complete the Foundation High School Program with an endorsement. Students may also earn Distinguished Level of Achievement by including and successfully completing Algebra II in their selected coursework. Students should study the table below which outlines requirements for 22 credits for the Foundation High School Program plus the 4 additional credits required for an endorsement. Counselors at each high school will furnish details associated with endorsements and other information necessary for student to complete registration.

Course	Foundation	+Endorsement	Notes
English	4		
PACE (Personal, Academic, & Career Exploration) or PACE Plus	1/2  or  1		<ul style="list-style-type: none"> <li>One-half credit is required in grade 9.</li> <li>One credit is required for 9th-grade students who did not pass all 8th grade core academic classes (language arts, reading, math, science, and social studies) and who have not met the state standards on any 8th grade STAAR assessment.</li> <li><i>The state required speech TEKS are embedded in PACE and PACE Plus.</i></li> </ul>
Mathematics	3 Algebra I, Geometry, <u>and</u> an additional math course	+ 1 additional advanced math course	<ul style="list-style-type: none"> <li>Algebra II must be taken to earn the Distinguished Level of Achievement.</li> <li>Note: State graduation requirements do not mandate that a student complete Algebra II to graduate under the Foundation High School Program. If a student does not complete an Algebra II course, the student will not be eligible for automatic college admission or certain financial aid including the TEXAS Grant Program and the Texas Educational Opportunity Grant Program.</li> </ul>
Science	3 Biology and IPC, Chemistry, <u>or</u> Physics, <u>and</u> an additional science course	+1 additional advanced science course	<ul style="list-style-type: none"> <li>Biology is required for all students.</li> </ul>
Social Studies	3 World Geography <u>or</u> World History, U.S. History, Government (1/2) & Economics (1/2)		<ul style="list-style-type: none"> <li>Students may substitute AP Human Geography for World Geography, but may not earn credit for both courses.</li> <li>Students <u>may not</u> substitute the Personal Financial Literacy Elective for Personal Financial Literacy Plus Economics</li> </ul>
Languages other than English (Foreign Language)	2		<ul style="list-style-type: none"> <li>Students take and earn two credits in the same language.</li> </ul>
Health	1/2		<ul style="list-style-type: none"> <li>Health may be taken in any grade or through correspondence, summer school, or credit-by-exam.</li> <li>Completion of Principles of Health Science satisfies the health requirement.</li> </ul>
Physical Education	1		<ul style="list-style-type: none"> <li>Students may earn a maximum of four (4) credits in PE toward graduation-including athletics.</li> <li>Students may meet the PE requirement through after school participation in the fall semester of marching band and cheerleading, and both semesters of drill team and AFJROTC. Students may also meet the PE requirement if they participate in a district-approved Olympic caliber, off-campus training program.</li> <li>PE credit may be earned through approved correspondence courses.</li> </ul>
Fine Arts	1		<ul style="list-style-type: none"> <li>Approved fine arts courses include art, music, dance, theatre courses and floral design.</li> <li>Students must take 2 sequential semesters of the same course to meet the Fine Arts credit requirement.</li> </ul>
Electives	4	+ 2 additional electives	
<b>Total Credits Required</b>	<b>22</b>	<b>26</b>	

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# Cypress-Fairbanks ISD - The Endorsements

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

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



STEM <i>Science, Technology, Engineering, &amp; Math</i>	Business & Industry	Public Services	Arts & Humanities	Multidisciplinary Studies
<p><b>Option 3: Math</b> Students take Algebra I, Geometry, and Algebra II AND two (2) of the following courses for which Algebra II is a prerequisite.</p> <ul style="list-style-type: none"> <li>• Pre-Calculus</li> <li>• Calculus AB or BC</li> <li>• Statistics AP</li> <li>• AQR K</li> <li>• Advanced Algebra</li> <li>• College Algebra K</li> </ul> <p><b>Option 4: Science</b> Students take Biology, Chemistry, and Physics, AND two (2) of the following courses.</p> <ul style="list-style-type: none"> <li>• AP Chemistry</li> <li>• AP Biology</li> <li>• Anatomy &amp; Physiology</li> <li>• AP Environmental Science</li> <li>• AP Physics I</li> <li>• AP Physics II</li> <li>• AP Physics C</li> <li>• Aquatic Science</li> <li>• Astronomy</li> <li>• Earth &amp; Space Science</li> <li>• Environmental Systems</li> <li>• Forensic Science</li> <li>• Engineering Design &amp; Problem Solving</li> <li>• Advanced Animal Science</li> <li>• Advanced Plant and Soil Science</li> <li>• Pathophysiology</li> </ul> <p><b>Option 5: Combination</b> Students take Algebra II, Chemistry, and Physics, an additional math course, an additional science course, AND three (3) additional credits from Option 1 (Computer Science) and/or Option 2 (CTE) in the STEM endorsement. If the combination plan includes a CTE course, at least one (1) course must be advanced.</p>	<p><b>Option 2: English</b> Students take four (4) English elective credits that include three levels in one of the following areas:</p> <ul style="list-style-type: none"> <li>• Advanced Journalism:</li> <li>• Newspaper or Yearbook</li> <li>• Debate</li> </ul> <p><b>Option 3: Combination</b> Students take a coherent sequence of four (4) credits from Option 1 and 2. Combination plan must include one (1) advanced CTE course.</p>			

# PART I: Required Courses

## LANGUAGE ARTS

### Language Arts/Reading Block, Grade 6

#### On-level

The goal of the middle school language arts curriculum is to develop, strengthen, and broaden a student's literacy and communication skills so that they become self-directed, critical learners. The sixth grade language arts/reading block course incorporates listening, speaking, reading, writing, and thinking throughout the following TEKS strands: developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The standards are cumulative—students will continue to address earlier standards as needed while they attend to standards for their grade. In sixth grade students will engage in activities that build upon prior knowledge and skills in order to strengthen their reading, writing, oral language, and thinking skills. Students will engage in academic conversations, writing, and reading to facilitate critical thinking and adapt to the ever-evolving nature of language and literacy.

### Language Arts/Reading Block, Grade 6

#### K-level and HORIZONS

**Prerequisite** – K-level entry requirements (pg. 11) must be met.

This course is for HORIZONS, as well as other academically advanced students. These students follow the same scope and sequence as on-level students. Through increased rigor, deeper thinking, and the development of advanced-level products, students will further refine their reading and writing skills.

### Language Arts, Grades 7-8

#### On-level

The goal of the middle school language arts curriculum is to develop, strengthen, and broaden a student's literacy and communication skills so that they become self-directed, critical learners. This course connects listening, speaking, reading, writing, and thinking throughout the following TEKS strands; developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. Students will engage in academic conversations, writing, and reading to facilitate critical thinking and adapt to the ever-evolving nature of language and literacy.

### Language Arts, Grades 7-8

#### K-level and HORIZONS

**Prerequisite** – K-level entry requirements (pg. 11) must be met.

This course is for HORIZONS, as well as other academically advanced students. These students follow the same scope and sequence as on-level students. Through increased rigor, deeper thinking, and the development of advanced-level products, students will further refine their reading and writing skills.

### Language Arts, Grades 6-8


#### English Learners Language Arts (ELLA)

This course for the English learner focuses on the fundamental English language skills of reading, writing, speaking, listening and thinking in order to develop, strengthen, and broaden a student's literacy and communication skills. Instruction in such skills is accommodated to meet the varying needs of students who are at different stages of English language acquisition. This class uses strategies and methods of English as a Second Language in order to parallel the language arts curriculum in grades 6-8. Students enrolled in ESL classes should also take a reading class. Student placement in an appropriate ESL level is determined by language proficiency testing (TELPAS) and the recommendation of the Language Proficiency Assessment Committee (LPAC).

## READING

### Reading, Grades 7-8

This two-semester course is designed for students who need to improve their reading skills. Enrollment in a reading course in the 7<sup>th</sup> and 8<sup>th</sup> grade is based on classroom performance, reading proficiency, and test results. Students develop skills in word recognition, vocabulary, fluency and understanding, comprehension, study strategies, and research. Students read a variety of materials, including, fiction, non-fiction, and content-area selections.

-  Some middle school reading courses require the use of technology.

## MATHEMATICS

**For all 6th grade math students and their parents, please note these important reminders:**

*The 4 math courses taken in high school will be included in the student's GPA. But, if a student took Algebra I in 8th grade and takes only three math courses in grades 9-12, the Algebra I course will be included in the student's GPA calculation. Algebra I taken at any time will carry L-level grade points.*

### Math, Grade 6

#### On-level

In sixth-grade mathematics, students will continue to refine their problem-solving strategies as they explore mathematical relationships in increasingly complex situations. Calculator, computer, and cooperative-learning activities are integrated throughout the course. The primary focal areas in Grade 6 are applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; using proportional relationships; using algebraic thinking to represent relationships, including equations, inequalities, and geometric figures; and using measurement and data to draw conclusions, evaluate arguments, and make recommendations.

## Math, Grade 6 K-level and HORIZONS

**Prerequisite – K-level entry requirements (pg. 11) must be met.**

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

***For all 7th grade math students and their parents, please note these important reminders:***

*The 4 math courses taken in high school will be included in the student's GPA. But, if a student took Algebra I in 8th grade and takes only three math courses in grades 9-12, the Algebra I course will be included in the students' GPA calculation. Algebra I taken at any time will carry L-level grade points.*

## Math, Grade 7

### On-level

In seventh-grade mathematics, students will use concepts in application and problem-solving in complex situations. Calculator, computer, and cooperative-learning activities are integrated throughout the course. The primary focal areas in Grade 7 are extending previous understanding of operations with rational numbers; using proportional relationships in geometry, probability, and statistics; using algebraic thinking to represent relationships, including linear functions, equations, inequalities, and geometric figures; and using measurement and data to draw conclusions, evaluate arguments, and make recommendations.

## Math, Grade 7

### K-level and HORIZONS

**Prerequisite – K-level entry requirements (pg. 11) must be met.**

K-level math students in Grade 7 study the remaining portion of the Texas Essential Knowledge and Skills required for Grade 7, not previously studied in K-level Math in Grade 6, as well as a portion of the Texas Essential Knowledge and Skills required for Grade 8. The primary focal areas in Math Grade 7 K-level are using algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other; connecting verbal, numeric, graphic, and symbolic representations of relationships, including equation and inequalities; developing an understanding of functional relationships; using geometric properties and relationships to model and analyze situations and solve problems; and using statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. The emphasis on algebra readiness skills necessitates the implementation of graphing technology.

***For all 8th grade math students and their parents, please note these important reminders:***

*The 4 math courses taken in high school will be included in the student's GPA. But, if a student took Algebra I in 8th grade and takes only three math courses in grades 9-12, the Algebra I course will be included in the student's GPA calculation. Algebra I taken at any time will carry L-level grade points.*

## Math, 8th Grade

### On-level

In eighth-grade mathematics, students will use concepts, algorithms, and properties to explore mathematical relationships and to describe increasingly complex situations. The emphasis on algebra readiness skills necessitates the implementation of graphing technology. In addition, computer and cooperative learning activities are integrated throughout the course. The primary focal areas in Grade 8 are using algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other; connecting verbal, numeric, graphic, and symbolic representations of relationships, including equation and inequalities; developing an understanding of functional relationships; using geometric properties and relationships to model and analyze situations and solve problems; and using statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. All students are preparing for Algebra I in the ninth-grade.

## Algebra I, Grade 8

**(1 High School Credit)**

### K-level and HORIZONS

**Prerequisite – K-level entry requirements (pg.11) must be met.**

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

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

# SCIENCE

## Science, Grade 6

### On-level

In Grades 6 through 8 Science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. The following concepts will be addressed in each strand: Scientific and Engineering Practices, Matter and Energy, Force, Motion, and Energy, Earth and Space, Organisms and Environments, Nature of science, Scientific Observations, Inferences, Hypotheses, and Theories, Science and Social Ethics, and Recurring Themes and Concepts.

## Science, Grade 6

### K-level and HORIZONS

**Prerequisite – K-level entry requirements (pg. 11) must be met.**

This course is for HORIZONS as well as other academically advanced students. These students follow the same scope and sequence as on-level students. Emphasis will be placed on student problem solving, open ended tasks, analysis of research, and application of theory to real world situations. Students will work as self directed learners as they do more in depth research on topics interesting to them. They will use their science process skills to design and implement procedures in order to investigate the validity of their hypotheses.

## Science, Grade 7

### On-level

In Grades 6 through 8 Science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. The following concepts will be addressed in each strand: Scientific and Engineering Practices, Matter and Energy, Force, Motion, and Energy, Earth and Space, Organisms and Environments, Nature of Science, Scientific Observations, Inferences, Hypotheses, and Theories, Science and Social Ethics, and Recurring Themes and Concepts.

## Science, Grade 7

### K-level and HORIZONS

**Prerequisite – K-level entry requirements (pg. 11) must be met.**

This course is for HORIZONS and other academically advanced students. These students follow the same scope and sequence as on-level students. Emphasis will be placed on student problem solving, open ended tasks, analysis of research, and application of theory to real world situations. Students will work as self directed learners as they do more in depth research on topics interesting to them. They will use their science process skills to design and implement procedures in order to investigate the validity of their hypotheses.

## Science, Grade 8

### On-level

In Grades 6 through 8 Science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. The following concepts will be addressed in each strand: Scientific and Engineering Practices, Matter and Energy, Force, Motion, and Energy, Earth and Space, Organisms and Environments, Nature of Science, Scientific Observations, Inferences, Hypotheses, and Theories, Science and Social Ethics, and Recurring Themes and Concepts.

## Science, Grade 8

### K-level and HORIZONS

**Prerequisite – K-level entry requirements (pg. 11) must be met.**

This course is for HORIZONS as well as other academically advanced students. These students follow the same scope and sequence as on-level students. Emphasis will be placed on student problem solving, open ended tasks, analysis of research, and application of theory to real world situations. Students will work as self directed learners as they do more in depth research on topics interesting to them. They will use their science process skills to design and implement procedures in order to investigate the validity of their hypotheses.

# SOCIAL STUDIES

## Contemporary World Cultures, Grade 6

### On-level

Sixth-grade students will explore people, cultures and places of the contemporary world. Major units of study include geography and culture, the Americas, Europe, Russia, North Africa and Southwest Asia, Africa south of the Sahara, Asia (India, Southeast Asia, Japan, China, North and South Korea), Australia and the Pacific Rim. Through the study of these world cultures, students will gain a better understanding of how history has influenced the development of current societies and how cultures use various ways to organize government and economic systems. While investigating regions of the world, students will study about geographical influences, citizenship as it relates to specific forms of government, the impact of science and technology on society, and unique customs including religious practices. Students will utilize social studies skills, such as interpreting maps, graphs, and political cartoons in every unit of study. Students in K-level follow the scope and sequence and the same units of study as on-level students; however, differentiation in K-level is accomplished through pacing, depth and complexity of assignments. Special emphasis will be placed on problem solving, role playing, simulations, independent research, and the use of technology.

## Contemporary World Cultures, Grade 6

### K-level

**Prerequisite – K-level entry requirements (pg. 11) must be met.**

This course is for academically advanced students. These students follow the same scope and sequence as on-level students.

## Contemporary World Cultures, Grade 6

### HORIZONS

#### *Prerequisite – HORIZONS Program identification*

HORIZONS students follow the same scope and sequence and focus on the same units of study as on-level students; however, the curriculum is compressed and accelerated within each grading period giving students an opportunity to experience culminating activities. These activities allow students to investigate subject matter at a deeper and more complex level. Culminating activities include special topics related to the current unit of study and usually focus on contemporary world issues.

## Texas History, Grade 7

### On-level

Texas history emphasizes the multi-cultural perspective of the state's history, including contributions by Native Americans, Europeans, Anglos, and other non-English speaking cultures. Students will study the history of Texas by exploring historical eras including cultures of Native Americans living in Texas prior to European exploration; European colonization and the era of mission-building; Anglo colonization; the Texas Revolution; the Republic; and statehood. After studying the Civil War period and Reconstruction, students focus on 20th-century Texas. Students also study the structure and functions of municipal, county, and state governments; explain the influence of the U.S. Constitution on the Texas Constitution; and examine the rights and responsibilities of Texas citizens. Texas History K-level is accomplished through pacing, depth, and complexity of assignments. Special emphasis will be placed on problem solving, role playing, simulations, and independent research incorporating the use of technology.

## Texas History, Grade 7

### K-level

#### *Prerequisite – K-level entry requirements (pg. 11) must be met*

This course is for academically advanced students. These students follow the same scope and sequence as on-level students.

## Texas History, Grade 7

### HORIZONS

#### *Prerequisite – HORIZONS Program identification*

HORIZONS students follow the same scope and sequence and focus on the same units of study as on-level students; however, the curriculum is compressed and accelerated within each grading period giving students an opportunity to experience culminating activities. These activities allow students to investigate subject matter at a deeper and more complex level. Culminating activities include special topics related to the current unit of study and usually focus on historical trends and principles.

## United States History, Grade 8

### On-level

Although emphasizing a chronological study of United States history from the early Colonial Period through Reconstruction, the eighth-grade curriculum incorporates many other social studies disciplines as well. These include the structure of United States government as defined by the Constitution; United States geography; principles of good citizenship; and the American free enterprise system. Differentiation for students in K-level United States History, Grade 8 is accomplished through pacing, depth, and complexity of assignments. Special emphasis will be placed on problem solving, role playing, simulations, and independent research incorporating the use of technology.

## United States History, Grade 8

### K-level

#### *Prerequisite – K-level entry requirements (pg. 11) must be met.*

This course is for academically advanced students. These students follow the same scope and sequence as on-level students.

## United States History, Grade 8

### HORIZONS

#### *Prerequisite – HORIZONS Program identification*

HORIZONS students follow the same scope and sequence and focus on the same units of study as on-level students; however, the curriculum is compressed and accelerated within each grading period giving students an opportunity to experience culminating activities. These activities allow students to investigate subject matter at a deeper and more complex level. Culminating activities include special topics related to the current unit of study and usually focus on historical trends and principles.

## PHYSICAL EDUCATION

## Physical Education, Grades 6, 7, and 8

The physical education program at the middle school level is designed to develop physical fitness, motor ability, sportsmanship, teamwork, and a knowledge of physical health and overall wellness. Also, required by Senate Bill 42, the physical education program incorporates a coordinated health approach to preventing obesity, cardiovascular disease, and Type II diabetes.

Primary aims of the physical education program are to teach movement patterns, performance strategies, rules of team and individual sports, lifetime wellness, and to encourage the enjoyment of physical activity. Efforts to promote a lifelong interest in physical fitness are achieved through instruction and the use of heart rate monitors, pedometers, and authentic assessments appropriate for students. Included in the physical education program are team sports, wellness components, and lifetime fitness activities. The curriculum, as appropriate, can be coeducational. A health-related physical fitness test is administered at each grade level throughout the school year.

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

## **Pre-Athletics, Grade 6**

Pre-Athletics is a PE course option open to sixth-grade students who have an intent to participate in seventh-grade athletics. The course is designed to prepare students and parents for successful participation in the middle school athletic program. The main focus of the class is to provide students with a preview of upcoming UIL sports in which they will be eligible to participate in as 7th graders and to prepare them for the behavioral and academic expectation associated with being a participating member of the CFISD athletics program. Students will be introduced to the concepts of UIL and CFISD academic requirements and how they impact and affect extracurricular participation.

Components of the pre-athletics course will include sport specific skills, dynamic warm-ups focused on running, agility, explosive movement and physical strength, age appropriate weightlifting, and character development. Students interested in this course must have a desire to participate in athletics as a 7th grader, have athletic shoes and cleats, dress out and participate daily and have written permission from a parent or guardian.

## **Athletics, Grades 7 and 8**

Seventh- and eighth-grade boys on the football team, basketball team, cross-country team, or track team receive credit for physical education if enrolled in athletics during the regular school day. Seventh- and eighth-grade girls participating on the volleyball team, football team, basketball team, cross-country team, or track team receive credit for physical education if enrolled in athletics during the regular school day. Athletes are also expected to meet the objectives of the health-related/wellness portion of the physical education curriculum. Students enrolled in athletics must have a current physical on file with the school.

In accordance with UIL rules, schools limit practice for in-season athletic activities to a maximum of eight hours per school week (Monday through Friday until 2:30 p.m.) per activity, in addition to a maximum of 60 minutes per school day, Monday through the end of the school day on Friday. After 2:30 p.m. on Friday and on Saturday, practice time and/or competitions are not limited by UIL. A schedule will be provided regularly by the coach/school.

# **TECHNOLOGY APPLICATIONS**

## **(Computer Literacy)**

The Texas Essential Knowledge & Skills for the required Technology Applications course are integrated into the curriculum and taught in language arts, math, science, and social studies in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades.

## PART II: Elective Courses

The electives for middle school students provide a wide range of choices to appeal to the varied interests displayed by children this age. The rich elective offerings complement the middle school curricular program, expanding the learning opportunities for students. Elective choices will be offered at each school based on student interest and staff qualifications.



A clock icon is used to designate elective courses requiring additional practice/rehearsal time outside of the regular school day. Schools will limit practice/rehearsal time to a maximum of eight hours per week, Monday through Thursday, per activity. Additional practices/rehearsals (beyond the eight hours) may be required after school on Friday and/or on Saturday. Competitions for these courses are generally scheduled on Friday and/or Saturday. Schedules for specific activities will be provided by the teacher. Student fees for tournament competition will be required.

### SPEECH

### LANGUAGES OTHER THAN ENGLISH

#### **Professional Communications, Grade 7 or 8** **(½ High School Credit, 1 Semester)**

**Prerequisite:** See page 8.

This high school credit speech course is designed to provide opportunities for students to understand and develop effective interpersonal communication skills for the 21st Century. Professional Communications blends written, oral and graphic communication in a career-based, business environment. Students will prepare, present, and evaluate a variety of multi-media presentations that are appropriate for the professional setting. This fast-paced semester course is designed for students who have met the academic requirements.

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

**Prerequisite:** See page 8.

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

#### **Advanced Speech, Grade 8** **(Full year)**

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

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

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

*Students who successfully complete these courses while in middle school will receive high school credit. One-year foreign language courses require study skills and a desire to communicate in a second language. Early enrollment in a language allows students to continue language acquisition to a fifth or sixth year of study. Students who complete only the first year in 8th grade should plan to take the second year in 9th grade. Entrance criteria for some colleges may recommend three years of the same foreign language.*

*Students may take any two levels of the same foreign language to meet the requirements for the Foundation High School Program.*

*A student is allowed to substitute credit in another appropriate course for the second credit in the same language if the student, in completing the first credit demonstrates that the student is unlikely to be able to complete the second credit.*

### MODERN LANGUAGES

#### **French and Spanish, Level I, Grade 7 or 8** **(1 High School Credit, full year)**

**Prerequisite:** See page 8.

The goal of studying modern languages is communicative competence. This introductory course introduces students to language and develops novice-level proficiency in speaking, listening, reading and writing. At the end of the course, students are expected to reach a Novice Mid-Novice High proficiency level and be able to engage in simple conversations within the limits of practiced vocabulary and structure. Students will also gain perspective and insight into the cultures of the countries where the language is spoken. Classes are conducted in the language as much as possible.

## **French and Spanish, Level II, Grade 8**

**(1 High School Credit, full year)**

**Prerequisite:** See page 8.

Level II provides opportunities to further develop students' novice-level proficiency in listening, speaking, reading and writing for communicative competence. Emphasis is placed on expanding vocabulary from memorized words and phrases to sentence level discourse. Students will also continue to gain insight into the cultural perspectives, products and practices of the countries where the language is spoken. By the end of the course, students are expected to reach a Novice High-Intermediate-Low proficiency level. Classes are conducted in the language as much as possible.

## **Spanish for Native Speakers I, Grade 7 or 8**

**(1 High School Credit, full year)**

**Prerequisite:** See page 8.

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

## **Spanish for Native Speakers II / III K, Grade 8**

**(2 High School Credits, full year)**

**Prerequisite:** See page 8.

This course is for students who have successfully completed Spanish for Native Speakers I or received an 80+ on the district placement test. Students will complete Spanish II during the first semester and Spanish III K in the second semester. Both courses will focus on the refinement of reading and writing skills. Students must pass the first semester with a 70+ to be eligible for III K in the spring. Successful completion of these two courses will prepare students to take Spanish for Native Speakers IV AP the following year.

# **FINE ARTS**

## **ART/ MUSIC/ THEATRE ARTS (AMT) ROTATION**

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

### **Art 6 (AMT - 12 weeks or 1 semester)**

This basic art course includes drawing, painting, design, and sculpture, as well as the study of artists, their ideas, and cultures. Emphasis on creative thinking and originality provides a foundation for future art courses. Additional supplies and/or supply fees may be required.

### **Music 6 (AMT - 12 weeks or 1 semester)**

This course is designed to introduce students to music. Experiences in reading and performing in unison, as well as in harmony are included. Reading techniques, ear training, vocal production, movement, and basic music theory are incorporated. Performance opportunities will be given to students as part of the course.

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

This introductory course in theatre arts provides students opportunities to participate in creative dramatics activities such as mime/pantomime, improvisation, characterization, and storytelling. Emphasis will be placed on a variety of in-class student performances and presentations.

## **VISUAL ARTS**

*Students develop skills in observation, problem solving, visual communication, manipulation of art media, self-expression, and critique. Additional supplies and/or supply fees may be required.*

### **Art, Grade 6 (full year)**

This course is recommended for students who want to take three years of art in middle school, and earn the Art I high school credit in grade 8. Sixth Grade Art is a comprehensive, full-year course that provides students with introductory experiences in problem solving and expression of personal ideas through a variety of art experiences, media, techniques and vocabulary. Emphasis is placed on art production, incorporating the study of artists and styles, the elements of art, and principles of design. Each student will maintain a portfolio. Additional supplies and/or supply fees may be required.

### **Art Design, Grade 7 or 8 (1 semester)**

In this one-semester course, students will draw, paint, and sculpt to create two- and three-dimensional works. Additional supplies and/or supply fees may be required.

### **Beginning Art, Grade 7 or 8 (full year)**

This course includes the fundamentals of design, drawing, painting, and sculpture. Students will learn about art materials, concepts, and vocabulary. They will also develop the skills necessary for communicating ideas and emotions through art. Emphasis on originality, creativity, craftsmanship, and effort provides a strong foundation for future art courses. Each student will maintain a portfolio. Additional supplies and/or supply fees may be required.

### **Advanced Art, Grade 7 or 8 (full year)**

**Prerequisite:** Successful completion of previous art course and portfolio audition or recommendation by art teacher

This advanced course is for experienced seventh- or eighth-grade students. It offers an in-depth study of concepts directly related to the elements of art and principles of design. Students' direct observation, personal experience, and imagination provide the basis for solutions to artistic problems. These problem-based assignments include influences of history and culture on artists and their work along with evaluation of artworks. Each student will maintain a portfolio. Additional supplies and/or supply fees may be required.

### **Art I, Grade 8 (1 High School Credit, full year)**

**Prerequisite:** Successful completion of previous art course and recommendation by art teacher

This high school level course uses 2D and 3D materials to provide a foundation for subsequent Art II courses taken in high school. Emphasis will be placed on the elements of art and principles of design through a variety of media and creative problem-solving assignments. Art history and critiques are integrated in the curriculum. Development of a portfolio is required. One full credit (2 sequential semesters) must be earned in Art I for entry into a Level II art course in high school. Students will receive course information and a list of required supplies at the beginning of the course. Additional supplies and/or supply fees may be required.

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



## **THEATRE ARTS**

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

### **Theatre Arts, Grade 6 (full year)**

This full year theatre arts program in 6th grade will provide an opportunity for students to explore and develop skills in creative dramatics. Classroom activities include mime/pantomime, improvisation, characterization, technical theatre (including: scenery, lighting, sound, costuming, hair / makeup), and play production. Emphasis will be placed on a variety of in-class performances and individual / group presentations.

Students may have the opportunity to audition for theatrical productions and/or competitions. These optional events may require additional preparation and involvement after school, and on Saturdays.

### **Beginning Theatre Arts, Grades 7 and 8 (1 semester full year)**

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

Students may have the opportunity to audition for theatrical productions and/or competitions. These optional events may require additional preparation and involvement after school, and on Saturdays.

### **Intermediate Theatre Arts, Grade 7 and 8 (full year)**

**Prerequisite: Sixth-grade Theatre Arts, AMT or Beginning Theatre Arts or theatre teacher recommendation.**

This course is a continuation and progression of the Beginning Theatre Arts course. Students will be given higher-level activities involving acting, oral interpretation, technical theatre and the elements of theatre production. This theatre arts course is designed for students who are planning on participating in all aspects of play production.

### **Advanced Theatre Arts, Grade 7 and 8 (full year)**

**Prerequisite: Intermediate Theatre or theatre teacher recommendation**

This advanced course is for students who have a desire to be involved with play productions and compete in theatre events at tournaments. This course is a continuation and progression of the theatre arts curriculum. The nature of this course will require participation in after-school rehearsals and competitive events which usually take place on Saturdays. The number of rehearsals and performances is determined by the director.

## **MUSIC**

Student costs for band, choir, and orchestra programs could include instruments, repairs, accessories and uniform costs. Optional costs could include fees for region auditions, solo and ensemble contest, accompanists, trip costs, fair-share donations and private lessons. Parent with financial need should reach out to the head director of their selected program.

## **BAND**

Middle school band is a course of study which introduces and develops musical concepts and skills related to instrumental music. Students learn to play a woodwind, brass, or percussion instrument and perform music. No previous experience is required. Participation in a performing group offers the students the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills.



Attendance at outside-of-the-school-day rehearsals and performances is a requirement of many of these classes. Specific calendars of rehearsals and performances are available from the head band director on each campus for each band. Calendars are distributed at the beginning of the school year and updated as needed. Three to four levels of band are offered on each campus. Placement is by performance criteria established by the band staff on each campus and may include an audition.

### **Beginning Band, Grades 6, 7, and 8 (full year)**

No previous experience is required for entry into this band. Students are taught the basic skills of playing an instrument and music reading. Students are placed on instruments by recommendation of the director. A personal interview of the student and parents is conducted in the spring. Every effort is made to honor the instrument request of the student. Each director tries to place students on instruments that provide the best opportunity for the individual success of the student and to balance the instrumentation of the band program.

Students playing flute, clarinet, alto saxophone, trumpet/cornet, trombone, and percussion furnish their own instrument and accessories. Students may purchase or rent an instrument through a wide range of music instrument dealers. An instrument should not be obtained until the student has interviewed with the director. A limited number of school-owned instruments including oboe, bassoon, French horn, euphonium, and tuba are available based on the needs of the program.

Students with financial needs should contact the director at the school. The students perform 1-3 concerts per year. Some outside-of-the-school day rehearsals are required to prepare the concerts.

### **Band, Grades 7 and 8 (full year)**

The middle school band program provides multiple levels of band classes during the day. Instructional priorities include instrumental technique, musicianship, critical listening, cultural growth, music theory, creative self expression, rehearsal and concert etiquette, self-discipline, responsible citizenship, effective communication, problem solving, and production of quality products. Students are placed in each level by specific performance criteria established by the director, including an audition. Advancement to higher levels of band in the middle school is possible by students meeting criteria established by the director and may include an audition. The number of rehearsals and performances is determined by the director. Students may participate in TMEA Region Auditions and Performances, CFISD Solo and Ensemble Contest, Concerts, CFISD Pre UIL Festival, UIL Concert and Sightreading Evaluation and/or other festivals as determined by the director.

A calendar with specific rehearsal and performance requirements for each performing band is provided by the director at the beginning of the year and is updated, as needed.

## **ORCHESTRA**

Middle school orchestra is a course of study which introduces and develops musical concepts and skills related to instrumental music. Students learn to play a string instrument and perform music. No previous experience is required. Participation in a performing group offers the students the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills.



Attendance at outside-of-the-school-day rehearsals and performances are requirements of many of these classes. Specific calendars of rehearsals and performances are available from the orchestra director on each campus for each level of orchestra. Calendars are distributed at the beginning of the school year and updated as needed. Two to four levels of orchestra are offered on each campus. Placement is by performance criteria established by the director on each campus and may include an audition.

### **Beginning Strings, Grades 6, 7, and 8 (full year)**

No previous experience is required for entry into beginning strings. Students are taught the basic skills of playing an instrument and music reading. Students are placed on instruments by recommendation of the director. A personal interview of the student and parents is conducted. Every effort is made to honor the request of the student. Each director tries to place students on instruments that provide the best opportunity for the individual success of the student and to balance the instrumentation of the orchestra program.

Students playing violin, viola, and cello furnish their own instruments and accessories. Students may purchase or rent an instrument through a wide range of music instrument dealers. An instrument should not be obtained until the student has interviewed with the director. A limited number of school-owned cellos and basses are available based on the needs of the program.

Students with financial needs should contact the director at the school. The students perform 1-3 concerts per year. Some after-school rehearsals are required to prepare the concerts.

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

The middle school string orchestra program provides multiple levels of string classes during the day. Instructional priorities include instrumental technique, musicianship, critical listening, cultural growth, music theory, creative self expression, rehearsal and concert etiquette, self-discipline, responsible citizenship, effective communication, problem solving, and production of quality products. Students are placed in each level by specific performance criteria established by the director, including an audition. Advancement to higher levels of string orchestra in middle school is possible by students meeting criteria established by the director and may include an audition. The number of rehearsals and performances is determined by the director. Students may participate in TMEA Region Auditions and Performances, CFISD Solo and Ensemble Contest, Concerts, CFISD Pre UIL Festival, UIL Concert and Sightreading Evaluation and/or other festivals as determined by the director.

A calendar with specific rehearsal and performance requirements for each performing string orchestra is provided by the director at the beginning of the year and is updated, as needed.

## **CHOIR**

Middle school choir is a course of study which introduces and develops musical concepts and skills related to choral music. Students learn to sing and perform music. No previous experience is required. Participation in a performing group offers the students the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills.



Attendance at outside-of-the-school-day rehearsals and performances is a requirement of many of these classes. Specific calendars of rehearsals and performances are available from the head choir director on each campus for each choir. Calendars are distributed at the beginning of the school year and updated as needed. Three to four levels of choir are offered on each campus. Placement is by performance criteria established by the choir staff on each campus and may include an audition.

### **Choir, Grade 6 (full year)**

Choir is open to any student interested in singing and learning the basics of singing. Students will learn and develop proper vocal technique and music reading skills in order to perform many different types of music from popular to traditional. Performance opportunities will include public concerts throughout the year, a spring festival competition, and a spring musical or pop show.

Prior to each performance/competition, students may have rehearsals outside-of-the-school day. Calendars will be distributed to students at the beginning of the year and rehearsal/performance schedules will be updated throughout the year.

### **Choral Music, Grade 7 and 8 (full year)**

Emphasis on development and refinement of basic individual and ensemble skills is the focus of this class. Students will continue to develop basic ear training/listening skills, vocal production, music reading, and musicianship. Advancement to higher levels of choir is possible by students meeting criteria established by the head choir director and may include an audition. Performance requirements may include several concerts, Solo and Ensemble Contest, Pre-UIL Festival and UIL Concert, and Sightreading Contest. This course will be tailored to the needs of the individual choral program. Attendance at outside-school rehearsals and performances will be an expectation of this class. Calendars will be distributed to students at the beginning of the year and rehearsal/performance schedules will be updated throughout the year.

## OTHER ELECTIVES

### Touch System Data Entry, Grade 7 or 8

**(½ High School Credit, 1 semester)**

Touch System Data Entry is strongly recommended for all students. This course develops keyboarding skills (using the touch method) and formatting skills (arrangement, placement, and spacing of common business documents) that all students need for personal applications as well as for success in the workplace.

-  Course requires the use of technology

### Principles of Business, Marketing, and Finance

**(1 High School Credit, full year)**

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economics and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. The engaging learning activities and simulations in this course provide the foundation for more advanced courses in the business, marketing, and finance clusters.

- Grades 8-10
- Programs of Study: Accounting & Financial Services, Business Management, Entrepreneurship, Marketing & Sales
- Lab supplies or fee may be required.


### Business Information Management I, Grade 8

**(1 High School Credit, full year)**

**Recommended Prerequisite:** Touch System Data Entry (Keyboarding)

Business Information Management I prepares students to apply personal, interpersonal, and technology skills in other content areas, the workplace, and postsecondary education. The applications utilized in this course include word processing, spreadsheets, multimedia presentations, databases, Internet research, and a look at emerging technologies. While an emphasis will be placed on simulations related to business, finance, and marketing, this introductory technology course is appropriate for students whose career interests fall within any of the career clusters.

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


-  Course requires the use of technology

### Principles of Information Technology, Grade 8

**(1 High School Credit, full year)**

Principles of Information Technology prepares students to adapt to emerging technologies used in the global marketplace. Students will enhance their reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment. The student will research careers in the technology field, computer hardware, appropriate software, and network systems. The applications used include word processing, spreadsheets, database, presentation, and design and web publishing.

- Offered in middle school only
- Additional supplies or project fees may be required.

-  Course requires the use of technology

### Principles of Human Services, Grade 7 or 8

**(1 High School Credit, full year)**

This course will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-wage or high-demand human services careers.

- Offered in middle school only
- Additional supplies or project fees may be required

### Principles of Hospitality/Tourism, Grade 8

**(1 High School Credit, full year)**

The Hospitality/Tourism cluster includes those careers in the culinary, hotel, and travel industries. Exposure to these careers will include hands-on experiences while providing the complete dining experience and planning that perfect vacation.

- Offered in middle school only
- Additional supplies or project fees may be required.


**Note:** *The skills common to careers in both clusters, such as making good decisions, ethics, working with others, managing resources, and what it takes to get the job you desire will be addressed in activities throughout the year. Upon completion of either Principles of Hospitality Tourism or Principles of Human Services students will have the foundation necessary to pursue a sequence of advanced/specialized courses in high school that will refine their knowledge and skills in a particular industry--whether that be working with children, focusing on sociology & psychology, getting your Cosmetology license, assisting others with their travel and recreation, or becoming the next great chef.*

### Principles of Applied Engineering, Grade 7 or 8

**(1 High School Credit, full year)**

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

- Additional supplies or project fees may be required.


-  Course requires the use of technology

### Principles of Architecture Grade 8

**(1 High School Credit, full year)**

Students will explore the various fields of architecture, construction science, and construction technology. The emphasis is on design, drafting, reading technical drawings, estimating and construction science. Students will use a variety of tools to accomplish hands-on activities related to model construction. This course is highly recommended for students planning a career in architecture or construction.

- Additional supplies or project fees may be required.


-  Course requires the use of technology

### Principles of Manufacturing, Grade 8

**(1 High School Credit, full year)**

Principles of Manufacturing will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting, relevant activities and problems in a manufacturing setting. Students will design, produce, and assess products, services, and systems. They will use a variety of hand tools, power tools, machinery, computer hardware, and software applications to complete assignments and projects individually or with teams.

- Additional supplies or project fees will be required.

-  Course requires the use of technology

## LOCAL ELECTIVES

***Students may enroll in only one local elective per semester.***

**NOTE:** *The local elective courses will be offered at middle school based on teacher certification and student interest.*

### **Leadworthy, Grade 7 and/or 8 (1 semester, local elective)**

Leadworthy The Course is designed to develop personal responsibility, leadership, and professional skills through explicit social-emotional participatory learning experiences. The course provides students the opportunity to develop an awareness of personal image, a healthy self-concept, and healthy relationships. Students learn the concepts of consequential thinking and principle-based decision making. Students examine their awareness of social media, the effects of peer pressure and bullying, along with effective strategies to counteract those effects. This course will provide students opportunities to improve their public speaking and communication skills and their personal vision, mission statement, and goals. They will develop an understanding of what it means to be an effective member of the community through community service.


### **Exploring Foods and Fabrics, Grade 7 and/or 8 (1 semester, local elective)**

This course is a two-part, hands-on semester course. One segment of the course includes instruction in foods and nutrition with skill development in food preparation lab experiences. The second segment includes an introduction to the study of fabrics and the fashion design industry coupled with sewing lab experiences. Technology is incorporated into the curriculum.

- Additional supplies or project fees may be required.

### **Coding and Robotics, Grades 7 and/or 8 (1 semester, local elective)**


This introductory programming course is designed for students interested in developing problem-solving skills and understanding logic used by robotics. Students will experience activities to either begin or increase their ability to use block-coding to solve problem scenarios, including communicating with programmable robots. Emphasis is placed on developing skills in critical thinking, reasoning, and designing solutions to challenges encountered through creating and modifying code. Additionally, students will explore career opportunities in the programming, robotics and automation industries. Students wishing to pursue more advanced skills in coding and robotics beyond this course should consider completing one of the high school credit STEM programs of study (Programming & Software Development, Robotics, or Engineering.) See your teacher, counselor, or the high school course description book for more details.

-  Course requires the use of technology

### **Newspaper, Grades 7 and/or 8 (1 semester or full year, local elective)**

**Prerequisite:** *Counselor or teacher approval*


Students develop entry-level journalism skills as they prepare and publish a school newspaper. Emphasis is placed on basic journalistic writing skills, proofreading, interviewing, and layout preparation. Strong language arts skills are recommended.

-  Course requires the use of technology

### **Yearbook, Grades 7 and/or 8 (1 semester or full year, local elective)**

**Prerequisite:** *Counselor or teacher approval*

In this entry-level publications class, students will become adept in their understanding and use of media, technology, and publishing software. They will develop skills in writing journalistic texts, proofreading, interviewing, and preparing layouts to be published.

-  Course requires the use of technology

## **Public Notification of Nondiscrimination in Career and Technical Education Programs**

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

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

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

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

For information about your rights or grievance procedures, contact the Title IX Coordinator, Deborah Stewart, and/or the Section 504 Coordinator/Assistant Superintendent of Educational Support Services, at 11440 Matzke Rd. Cypress, Texas 77429, 281-897-4000.

## **Comunicado público sobre la no discriminación en los programas de educación profesional y técnica**

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

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

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

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

Para información acerca de sus derechos o sobre los procedimientos de quejas, comuníquese con la Coordinadora del Título IX, Deborah Stewart, y/o el Coordinador de la Sección 504/Superintendente Adjunto de Servicios de Apoyo Educativo, en el 11440 Matzke Rd. Cypress, Texas 77429, 281-897-4000.

# NOTES

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