MIDDLE SCHOOL



STAFFORD MUNICIPAL SCHOOL DISTRICT

Course Selection Guide 2025–2026

Hello, Students and Parents

This guide is designed to help students and parents plan an educational path that aligns with individual needs, interests, and future goals. It begins with an overview of general requirements, academic grading, placement, and student classification. Following that, the program of studies outlines the prerequisites and content of the courses offered by Stafford MSD. These course descriptions should be referenced when selecting classes for the upcoming school year.

If you have any questions about course options or their potential impact, we encourage students and parents to reach out to school counselors for guidance. Please note that the information in this guide is accurate as of the date of printing but may be subject to change due to updates in local, state, or federal policies.

• Students & Parents

- Review the state and local course requirements outlined in the guide, as well as the graduation requirements for the Foundation High School Plan.

• College, Career, or Military Options

- Consider your post-graduation plans and explore various career pathways, including college, technical schools, or military service. Reflect on your interests and goals to determine which post-secondary options—whether higher education or direct entry into the workforce or military—align best with your aspirations.

• Course Selection Process

- Follow the course selection process as instructed by your school counselor and carefully review the course selection guide.

The availability of courses listed in this program guide is contingent upon student demand, staffing, and available resources.

Stafford MSD is committed to providing equal educational opportunities for all students, regardless of race, color, religion, national origin, sex, gender, disability, or age.

For more information, please visit the Stafford MSD Middle School Counseling website.
https://sms.staffordmsd.org/student-life/counseling

A Stafford MSD graduate possesses a rigorous academic foundation, exemplifies strong character, and is...

equipped with skills for college or career, and life. Through a rigorous curriculum, hands-on learning experiences, and personalized support, students develop critical thinking, problem-solving, and communication skills. Whether they pursue higher education, enter the workforce, or serve in the military, our graduates are equipped with the knowledge and abilities to thrive in an ever-changing world.

an ethical, productive citizen in a global and diverse society.

Stafford MSD graduates are equipped with the tools to navigate a rapidly changing world, grounded in a strong sense of integrity, accountability, and civic responsibility.

an experienced and empowered critical thinker.

Stafford MSD graduates are forward-thinking, solutions-driven problem solvers who approach challenges with curiosity and creativity. They possess strong critical thinking skills, allowing them to ask insightful questions and develop innovative solutions. These graduates have the courage to challenge conventional ideas, striving not only to improve themselves but also to make a positive impact on the world around them. At Stafford MSD, we foster an environment that encourages students to think critically, explore new perspectives, and lead with confidence in all their future endeavors.

a life-long learner.

Stafford MSD graduates are lifelong learners who approach life with curiosity and a passion for discovery. They actively seek opportunities to be creative, constantly expanding their knowledge and adapting to change with resilience and confidence. Equipped with a strong academic foundation, our graduates are prepared to pursue a wide range of futures—beyond what they can imagine—ready to make a meaningful impact in their communities and the world. At Stafford MSD, we cultivate the skills, mindset, and determination needed for success in an ever-evolving world.

STAFFORD
MIDDLE SCHOOL

Table of Contents

Table of Contents 1

General Information 2

Specialized Programs 5

Assessment Programs 7

Courses: English Language Arts 9

Courses: Math 12

Courses: Science 15

Courses: Social Studies (SS) 17

Courses: World Languages 19

Courses: Fine Arts 20

Courses: Physical Education/Health 22

Courses: Career and Technical Education (CTE) 24

Courses: Specialized Middle School Programs 26

Foundation Graduation Program Overview 27

About Endorsements and Pathways 28

Endorsements: Frequently Asked Questions 29

Programs of Choice 30

Stafford MSD Mission

The mission of SMSD is for every student to graduate college or career ready, without remediation.

SMSD Vision

The vision of SMSD is to prepare each student to become a critical thinker and an ethical, productive citizen led by dedicated professionals using innovative teaching techniques in an engaging learning environment.

General Information

Middle school students take required and elective courses.		
6th Grade Course Areas	**7th Grade Course Areas**	**8th Grade Course Areas**
English Language Arts	English Language Arts	English Language Arts
Math	Math	Math
Science	Science	Science
Social Studies	Social Studies	Social Studies
Physical Education	Physical Education/Health	*Elective /Physical Education*
Fine Arts	*Elective -Flight Plans*	*Elective*

High School Courses

At Stafford MSD, middle school students have the opportunity to earn high school credit for select courses. These courses are offered based on alignment between middle and high school schedules, as well as staff availability. Grades and credits earned in these courses will appear on the student's high school transcript and be factored into their overall GPA and class rank. To meet graduation requirements, all courses counted toward grade level advancement must be state-approved. In certain circumstances, the requirement may be waived. This unique opportunity helps our students get a head start on their academic journey, preparing them for future success.

Academic Options

At Stafford MSD, students have two academic options when selecting courses: on-level and honors courses. We encourage students to choose courses that provide an appropriate level of challenge while ensuring they can succeed. Each course description includes the available options, allowing students to make informed decisions based on their academic strengths and goals. Our goal is to help students find the right balance of challenge to support their growth and success.

Academic Eligibility Rules/UIL

A student will be suspended from participating in competitions or other public performances sponsored or sanctioned by the district if they receive a grade lower than 70 in any class during a grading period. This suspension will last for at least three weeks and will not be lifted until the student's grade in each class is 70 or higher. During this time, the student may still practice or rehearse with their extracurricular group, but they are ineligible to participate in public performances or competitions.

Eligibility may be regained either seven days after the end of the six-week grading period or seven days after the conclusion of a three-week evaluation period. To participate in UIL activities, a student must be enrolled as a full-time student, taking at least five classes. Classes like office aide do not count toward this requirement.

Semester System

Stafford MSD's middle schools operate on a semester system, dividing the school year into two semesters. Each semester is further split into two grading periods. Most courses are designed to last either one or two semesters. Credit for courses is awarded based on Stafford MSD's academic policies.

Grading System

The State of Texas has established a minimum passing grade of 70. At Stafford MSD, student performance is communicated to parents every nine weeks through progress reports and report cards. When letter grades are used, they follow these general conversions:

90-100 = A
80-89 = B 70-79 = C
69-below = F

At Stafford MSD, student numeric grades are recorded in the gradebook and averaged as actual grades. If a student is unable to complete the required work by the end of the reporting period due to illness or another excused reason, an Incomplete (I) will be noted on the report card. Students are responsible for contacting their teacher to arrange for the completion of the missing work within the timeframe set by district guidelines.

The 100-Point GPA Scale

Stafford MSD utilizes a 100-point GPA scale for determining high school class rank, applicable exclusively to high school courses. This scale is calculated by summing all semester averages earned by a student and dividing by the total number of semesters attempted. For college admissions, NCAA eligibility, and scholarship applications, the 100-point scale can be converted to the more commonly used Four-Point Scale. Grade weights are outlined in the chart below:

Advanced Placement (AP) Courses/Beyond AP, Dual Credit Courses	Honors Courses	On Level Courses
Receives 10 point weight	Receives 5 point weight	Non-weighted

Attendance

Students at Stafford MSD must meet a minimum attendance requirement of 90% of the days a course is offered to receive credit, as mandated by state law. This includes both in-person and remote attendance. Regular school attendance is emphasized as essential for academic success, ensuring consistent engagement with instructional materials and school activities.

Parents are required to submit absence notes within five days of a student's return to school. Notes must include the date, parent's contact information, and the reason for the absence. Prolonged absences (more than five days) due to illness require a doctor's note. For more details, see the SMSD attendance policies and procedures on their website.

Make-Up Work

At Stafford MSD, students must request make-up work from their teachers immediately upon returning to school after an absence. If a test was scheduled before the absence, the student may be required to take it on the day they return. Teachers will provide an opportunity to make up missed assignments, typically allowing one day for each day of an excused absence. Failure to complete make-up work within the given timeframe may result in a reduced grade. For more details, refer to Stafford MSD's attendance and academic policies on their official website.

Fitness Assessment

In alignment with Texas Education Code (TEC) §38.101, Stafford MSD annually assesses the physical fitness of students in grades 3-8 and high school students enrolled in courses satisfying physical education curriculum requirements. This includes students in Texas Essential Knowledge and Skills (TEKS)-based physical education classes, as well as those participating in athletics or ROTC. The Fitnessgram assessment is utilized to measure physical fitness through the following components:

Body Composition: Body Mass Index (BMI) evaluation
Aerobic Capacity: One-mile run or PACER test
Muscular Strength and Endurance: Curl-ups, pull-ups, or flexed arm hang
Flexibility: Shoulder stretch and trunk lift

These assessments provide valuable insights into students' physical health and guide efforts to promote lifelong fitness.



Schedule Corrections

In early spring, Stafford MSD students are given the opportunity to select their courses for the upcoming school year after attending an informational session with their counselor. In February, students submit their course schedule requests via ParentSquare. These requests are essential for developing the district's Master Schedule, which determines the number of sections offered for each course. For instance, if 60 students request a class, two sections will be created; if only 30 students request it, only one section will be available.

Because the Master Schedule is based on these initial requests, there are limited opportunities for changes after it has been finalized. Students and families are encouraged to carefully consider their course choices during the selection period.

In order to maintain balance of classroom numbers and to minimize disruptions to the academic process, schedule changes will be made for the following reasons by using the Schedule Change Request Form on ParentSquare:

- A student is missing a core class such as reading or math.
- A student has already taken a class in which they are currently scheduled.
- A male student has been scheduled into a female PE/Athletics, or vice versa.
- A student is in a class for which they do not have the appropriate prerequisite (i.e., enrolled in Karate 7 and has not taken Karate 6.)

A student requiring a schedule correction must complete a Schedule Change Request via ParentSquare. The deadline to submit schedule change requests is published via ParentSquare.

In general, elective change requests will not be honored. However, if a student is trying to move from a regular elective into an extracurricular program (i.e., band, choir, and athletics) the request for the change will be considered but must be initiated by the coach/program director.

Specialized Programs

Summer School

Summer school offers opportunities for students to take remedial courses and/ or courses for original credit.

For additional information please visit the Stafford MSD website at **www.staffordmsd.org**.

Gifted and Talented (GT) Program

At Stafford MSD, students can be referred and evaluated for Gifted and Talented (GT) services annually. GT students in grades K–5 are grouped in clusters with GT-trained teachers, allowing them to collaborate with peers at similar cognitive levels. In grades 6–12, GT students have access to Honors and AP courses in various subjects, providing challenging coursework aimed at fostering higher-order thinking and preparing them for college. Teachers at all grade levels adapt the curriculum to meet the unique needs of GT students.

Enrichment Programs

Enrichment opportunities are available to students at all levels, allowing them to extend classroom learning, explore their interests, showcase their knowledge and abilities, and build their skills. Although opportunities may vary students may become involved in the following enrichment activities:

Enrichment Opportunities

A predictor for academic success in high school is students' participation in enrichment opportunities. Although they may vary from campus to campus, students may become involved in the following enrichment activities:

- UIL competitions — academics, art, music, dance, speech/ debate, and athletic
- Literary contests
- Numerous campus clubs organizations, and activities
- Career and Technology competitions
- Science Fair
- National STEM Day

Honors/AP Courses

In middle school, Honors courses are offered in:

- English Language Arts
- Math
- Science
- Social Studies

In high school, Honors and AP courses are offered in:

- Math
- Science
- Social Studies
- World Languages
- Fine Arts
- Computer Science

Other factors to consider include the following:

- Honors courses are designed to prepare students for AP coursework, but they are not a prerequisite for enrolling in most AP courses. Some AP courses do have specific prerequisites. Check each course description for any prerequisites.
- Honors/AP is not "all or nothing." Students may enroll in as many or as few Honors/AP courses as they choose.
- It is possible to move from on-level to Honors/ AP sections from one year to the next. In math, it is more challenging due to the acceleration of the curriculum in 6th and 7th grades. It is possible that additional support may be needed to support the transition to Honors math in middle school.
- Due to the challenging nature of Honors/AP coursework, students may initially experience a drop in grades. Successful completion of coursework is generally defined as earning a 75 or higher as a semester average.
- Additional support and encouragement are important to help sustain student participation in rigorous classes.

Guidelines for Exiting an Honors Course

Exit processes are necessary to assist students in making sound course selection decisions. Students and parents must be aware that the exact grade from the Honors class shall transfer to the on-level course with no grade adjustments. In the case of failing grades, teachers may assign alternative assignments in order to fulfill a grade change of up to a 70. These grades will be included in calculating the on-level course grade and may impact UIL eligibility.

1. Students are expected to seek support when needed to be successful in a Honors course. Actions taken should include tutorials and conferencing with the teacher.

2. Requests to level down will be considered after the first three (3) weeks of school and only if space is available in the new class. Prior to requesting a change in level, the student and parent must have met with the teacher and put in place a plan for success. If the teacher and student feel the plan has been followed, and the student has completed all assignments, a request for a conference to discuss removal may be made.

3. Success in a Honors course is defined as having a grade of 75 or above.

4. Students who earn an F in a Honors course at the end of a grading period may be removed from the class unless otherwise recommended by the teacher and administrator.

Students assigned to DAEP may lose their Honors class.

Special Education

The Special Education Department offers identified students with disabilities opportunities to develop abilities in the least restrictive environment. Courses with significant content modifications are available for students with disabilities who demonstrate significant cognitive delay and whose needs cannot be met through state approved courses. The course sequence for special education students is determined by the ARD committee in conjunction with the school counseling team in alignment with general education requirements.

Section 504 of the Rehabilitation Act of 1973

It is Stafford MSD's responsibility to identify and evaluate students who, within the intent of the Rehabilitation Act of 1973, Section 504, need accommodations or related aides and services in order to access a free and appropriate public education. A student who may need accommodations or specialized instruction within the intent of Section 504 may be one who:

- has a physical or mental impairment substantially limits one or more major life activities
- has a record of such impairment, or
- is regarded as having such an impairment

Parents who believe they have a child who may qualify for accommodations or services should contact their child's school counselor or the campus 504 coordinator.

Dyslexia and Related Disorders

If a child is experiencing reading, writing, or spelling difficulties, the parent should first contact the child's teacher. Further concerns should be brought to the attention of the school diagnostician, school counselor or assistant principal for information on the District's Dyslexia program and appropriate testing for reading disorders. Copies of the Dyslexia Handbook in English and Spanish are available to parents through the SMSD website,
https://www.staffordmsd.org/departments/federal-state-programs

English as a Second Language

For students who qualify, a comprehensive program in English as a Second Language (ESL) is available. The ESL program provides structured language instruction designed to teach English to students whose English language skills are limited. ESL instruction considers students' learning experiences and cultural backgrounds. ESL is taught through second language methods for teaching proficiency in listening, speaking, reading, and writing in English.

Encouraging students at SMSD to use Alongside can create a more supportive school environment, as the app empowers them to take charge of their mental well-being while reducing stigma around seeking help. This can improve overall resilience, focus, and academic success.

Assessment Programs

Students in SMSD participate in a variety of assessment programs. These include national, state, and locally developed tests used to assess student achievement. At the state level, the State of Texas Assessment of Academic Readiness (STAAR) program includes students in grades 3-8 and five high school courses.

Middle School STAAR Requirements

Middle school students will be administered STAAR assessments in the following content areas:

Grade 6 – Reading Language Arts, mathematics

Grade 7 – Reading Language Arts, mathematics

Grade 8 – Reading Language Arts, mathematics, science, social studies

Middle school students taking a high school course in English Language Arts, mathematics, science, or social studies will be required to take the End of Course (EOC) assessment associated with that subject.

Students served by special education who meet specific participation requirements may be given the STAAR-Alternate. The ARD committee determines which test is appropriate for the student.

High School STAAR End of Course Requirements

Students are required to take STAAR End of Course (EOC) tests in each of the following subjects and meet the satisfactory achievement standards.

- English Language Arts – English I, English II
- Math – Algebra I
- Science – Biology
- Social Studies – U.S. History

EOC's are offered in May, December, and June.

Texas English Language Proficiency Assessment System (TELPAS)

Based on the Every Student Succeeds Act (ESSA) mandates, the State requires Emergent Bilingual students to be assessed in Grades K–12 in reading, writing, listening, and speaking. TELPAS is administered online for Listening/Speaking and for Reading/ Writing. Any student classified as Emergent Bilingual, even those whose parents have denied program services, will be administered the TELPAS assessments.

Emergent Bilingual students served through special education will also participate unless their admission, review, and dismissal (ARD) committee exempts them on the basis that their disability prevents appropriate measurement in one or more domains. EL students will participate until they meet the English Proficiency exit criteria. EL students with a severe cognitive disability may qualify to take TELPAS Alt.

Credit by Exam With No Prior Instruc tion

At the high school level, Credit by Exam (CBE) with no prior instruction allows students to obtain credit for core academic courses. (This option is available only one time for each course.) Award of credit for courses is given if students score 80 or above on the exam (if administered by semester, average of two exams to meet or exceed 80). Students may use Credit by Exam to fulfill their course requirements and the score on the CBE will be entered on the transcript. Exams for all academic courses, are coordinated through the Assessment & Testing Department.

Credit by Exam for World Languages will be offered through Level 4 as tests and are available for multiple languages. All test administration dates, along with deadlines to submit applications, will be available on the Assessment & Testing page of the District website. Letters describing the CBE process, the difference between With Prior Instruction and No Prior Instruction, study guides and applications will be available on the District website.

Course credit earned through Credit by Exam will not be recognized by the NCAA. Students will be awarded regular grade points for credit received through Credit by Exam. However, only passing grades (80 or above) are recorded. Students who are interested in earning Credit by Exam should see their counselor for approval and confirmation or call the Assessment & Testing department.

Validation Testing (Credit By Exam With Prior Instruction)

Students who have previous formal instruction and do not have credit in a course may earn credit by taking an approved examination. Students must have made at least a 60 in the course to take a CBE. This option is available only one time for each course. Only two credits may be earned toward graduation through this method, with the exception of World Language courses. Students must score a 70 or above to receive credit, but it may not be used to gain UIL eligibility. There is a fee for these examinations. Students from non- accredited high schools and home-schooling environments will be administered validation tests for the award of credit. These students may exceed the two-unit limit. The grade on the validation test will be recorded on the transcript. Grade points will be awarded as determined by District guidelines. Students who are interested in earning Credit by Exam should see their counselor for approval and confirmation.

Preliminary Scholastic Aptitude Test (PSAT)

Stafford MSD administers the PSAT 8/9 to all 8th and 9th grade students and the PSAT/NMSQT to all 10th and 11th graders on National Testing Day (mid-October each year). Both assessments are aligned with the SAT and provide students with critical preparation and practice for the SAT, which is used to determine college readiness and considered in many scholarships and college admission decisions. The PSAT/ NMSQT provides high-scoring juniors National Merit and other scholarship opportunities. College Board has partnered with Khan Academy (**www.satpractice.org**) to provide free online test prep opportunities for all students. Students can access a personalized practice plan at Khan Academy based on their unique PSAT results. Please see your school counselor or college and career advisor for more information.

Accommodations for the PSAT 8/9

Since the purpose of the PSAT 8/9 is to receive baseline information on college and career readiness, students are encouraged to try the test without accommodations. Accommodations for the PSAT/NMSQT that students take in 11th grade for the National Merit Scholarship must be approved by College Board. There is no guarantee that the accommodations your student utilizes now for PSAT 8/9 will be approved for the PSAT/NMSQT. However, if your student currently receives testing accommodations and you would like to request them for the PSAT 8/9, please contact your Campus Assessment Coordinator or counselor. Large print, braille, extended time, and small group are eligible accommodations for the PSAT 8/9.

Courses: English Language Arts

*Basic English Language Arts — Grade 6

Course Number: 6900
Offered in: 6
Prerequisites: ARD committee decision
Description: Instruction is aligned to enrolled grade level ELA TEKS but is adapted/modified based on individual student needs identified in the IEP.

English Language Arts — Grade 6

Course Number: 6110
Offered in: 6
Prerequisites: None
Description: Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive, so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading on a daily basis with opportunities for cross-curricular content, close reading routines, independent, self-selected reading, and diverse texts.

Honors English Language Arts — Grade 6

(Formerly known as Pre-AP)

Course Number: 6101
Offered in: 6
Prerequisites: None
Description: This course focuses on the same strands as English Language Arts, Grade 6 (see above), but also emphasizes advanced reading and analytical reasoning skills to prepare students for Advanced Placement courses in high school. Students may be expected to read outside of class during the school year and encouraged to read during the summer.

*Basic English Language Arts — Grade 7

Course Number: 7900
Offered in: 7
Prerequisites: ARD committee decision
Description: Instruction is aligned to enrolled grade level ELA TEKS but is adapted/modified based on individual student needs identified in the IEP.

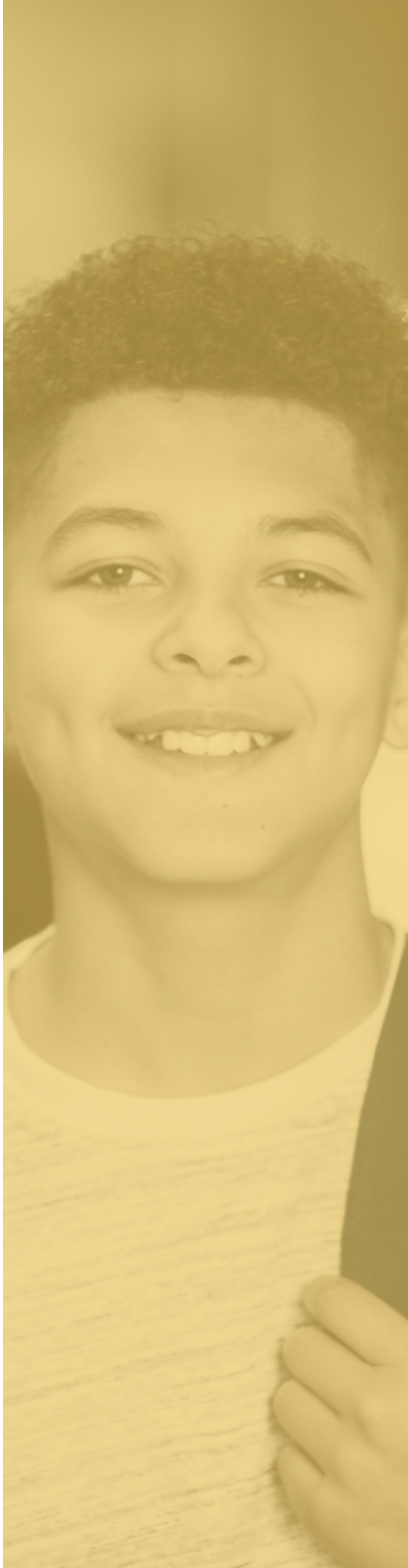
English Language Arts — Grade 7

Course Number: 7110
Offered in: 7
Prerequisites: None
Description: Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive, so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading on a daily basis with opportunities for cross-curricular content, close reading routines, independent, self-selected reading, and diverse texts.

Honors English Language Arts — Grade 7

(Formerly known as Pre-AP)

Course Number: 7101
Offered in: 7
Prerequisites: None
Description: This course focuses on the same strands as English Language Arts, Grade 7 (see above), but also emphasizes advanced reading and analytical reasoning skills to prepare students for Advanced Placement courses in high school. Students may be expected to read outside of class during the school year and encouraged to read during the summer.



*Basic English Language Arts — Grade 8

Course Number: 8000
Offered in: 8
Prerequisites: ARD committee decision
Description: Instruction is aligned to enrolled grade level ELA TEKS but is adapted/modified based on individual student needs identified in the IEP.

English Language Arts — Grade 8

Course Number: 8110
Offered in: 8
Prerequisites: None
Description: Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive, so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading on a daily basis with opportunities for cross-curricular content, close reading routines, independent, self-selected reading, and diverse texts.

Honors English Language Arts — Grade 8

(Formerly known as Pre-AP)

Course Number: EL8011
Offered in: 8
Prerequisites: None
Description: This course focuses on the same strands as English Language Arts, Grade 8 (see above), but also emphasizes advanced reading and analytical reasoning skills to prepare students for Advanced Placement courses in high school. Students may be expected to read outside of class during the school year and encouraged to read during the school year.

ESL Beginner - English/Reading

Course Number: 6103, 7103, 8103
Offered in: 6–8
Level: Beginner
Prerequisites: District ESL staff recommendation pending LPAC approval
Description: This course emphasizes building students' English listening, speaking, reading, and writing skills in social and academic situations. Students receive an integration of the Language Arts skills by exploring genres such as fiction, nonfiction, poetry, and drama through analysis of literature that reflects a diverse cultural and literary heritage and the creation of various genres through the writing process. ESL is taught through second language acquisition methodologies for teaching proficiency in listening, speaking, reading, and writing in English. Instruction is accommodated to meet the varying linguistic needs of the students.

ESL Intermediate — English/Reading

Course Number: 6103
Offered in: 6
Level: Intermediate
Prerequisites: District ESL staff recommendation pending LPAC approval
Description: This course is taught through second language acquisition methodologies for teaching proficiency in listening, speaking, reading, and writing in English as well as content knowledge. The ESL class emphasizes the 6th grade SLAR TEKS with a special emphasis on the development of language skills. Students receive an integration of the Language Arts skills by exploring genres such as fiction, nonfiction, poetry, and drama through analysis of literature that reflects a diverse cultural and literary heritage and the creation of various genres through the writing process. Instruction is accommodated to meet the varying linguistic needs of the students.

ESL Intermediate — English/ Reading

Course Number: 7103
Offered in: 7
Level: Intermediate
Prerequisites: District ESL staff recommendation pending LPAC approval
Description: This course is taught through second language acquisition methodologies for teaching proficiency in listening, speaking, reading, and writing in English as well as content knowledge. The ESL class emphasizes the 7th grade ELLA/TEKS with a special emphasis on the development of language skills. Students receive an integration of the Language Arts skills by exploring genres such as fiction, nonfiction, poetry, and drama through analysis of literature that reflects a diverse cultural and literary heritage and the creation of various genres through the writing process. Instruction is accommodated to meet the varying linguistic needs of the students.

ESL Intermediate — English/ Reading

Course Number: 8103
Offered in: 8
Level: Intermediate
Prerequisites: District ESL staff recommendation pending LPAC approval
Description: This course is taught through second language acquisition methodologies for teaching proficiency in listening, speaking, reading, and writing in English as well as content knowledge. The ESL class emphasizes the 8th grade ELLA/TEKS with a special emphasis on the development of language skills. Students receive an integration of the Language Arts skills by exploring genres such as fiction, nonfiction, poetry, and drama through analysis of literature that reflects a diverse cultural and literary heritage and the creation of various genres through the writing process. Instruction is accommodated to meet the varying linguistic needs of the students.

English in Specialized Setting (Inclusion, CoTeach)

Prerequisite: ARD Committee decision

6105	Inclusion	ELA	6
7105	Inclusion	ELA	7
8105	Inclusion	ELA	8
6104	Co-Teach	ELA	6
7104	Co-Teach	ELA	7
8104	Co-Teach	ELA	8

**The content aligns to the general education curriculum as determined by the IEP. Students receive modified instruction in the Inclusion or Co-Teach classroom in a general education setting.*



Courses: Math

*Basic Math 6

Course Number: 6902
Offered in: 6
Prerequisites: ARD committee decision
Description: Instruction is aligned to enrolled grade level Math TEKS but is adapted/modified based on individual student needs identified in the IEP.

Math — Grade 6

Course Number: 6210
Offered in: 6
Prerequisites: None
Description: The primary focal areas in sixth grade mathematics are numbers and operations; proportionality; expressions and equations; and measurement and data. Students will add, subtract, multiply, and divide positive rational numbers and develop the concept of proportionality. The areas of emphasis will focus on development of algebraic thinking through representation of relationships including equations and inequalities. Students will communicate data using appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. A personal financial literacy component will offer the opportunity for students to apply problem solving and develop economic thinking.

Honors Math — Grade 6

Course Number: 6201
Offered in: 6
Prerequisites: Meets or Masters in Grade 5 STAAR Math Assessment
Description: Honors Math 6 covers the Math 6 curriculum and selected TEKS from the Math 7 curriculum. This course will prepare students to take Honors Math 7 in 7th grade. The pacing and organization of this course allows students to use investigations to develop their mathematical thinking skills. Class assignments and activities build on and expand higher level thinking skills of analysis, synthesis, and evaluation, and integrate units that promote mathematical connections.

*Basic Math 7

Course Number:
Offered in: 7902
Prerequisites: ARD committee decision
Description: Instruction is aligned to enrolled grade level Math TEKS but is adapted/modified based on individual student needs identified in the IEP.

Math — Grade 7

Course Number: 7210
Offered in: 7
Prerequisites: None
Description: The primary focal areas of seventh grade mathematics are numbers and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students will apply operations with rational numbers to problem situations and continue to develop their understanding of proportionality. Emphasis will be placed on developing algebraic reasoning through the study of expressions, equations, and mathematical relationships. Students will communicate these relationships using verbal, graphic, numeric, and symbolic representations of equations and inequalities. Students will continue their study of statistics to include probability, making predictions and determining solutions to problems. Students will use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. A personal financial literacy component will offer the opportunity for students to apply problem solving and develop economic thinking.

Honors Math— Grade 7

Course Number: 7201
Offered in: 7
Prerequisites: 6th Grade Honors Math or earned Meets or Masters in Grade 6 STAAR Math Assessment
Description: Honors Math 7 is an accelerated course that covers a portion of the 7th grade math curriculum and a majority of the 8th grade math curriculum. This course will prepare students to take Honors Algebra I in 8th grade. The pacing and organization of this course allows students to use investigations to develop their mathematical thinking skills. Class assignments and activities build on and expand higher level thinking skills of analysis, synthesis and evaluation, and integrate units that promote

mathematical connections. Students are provided opportunities for extension and application of content and processes.

*Basic Math 8

Course Number: SE9389 **Offered in:** 8
Prerequisites: ARD committee decision
Description: Instruction is aligned to enrolled grade level Math TEKS but is adapted/modified based on individual student needs identified in the IEP.

Math — Grade 8

Course Number: 8210
Offered in: 8
Prerequisites: None
Description: The primary focal areas in eighth grade mathematics are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students will extend the concepts of proportionality to analyze geometric relationships and determine proportional and non-proportional situations. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Areas of emphasis offer opportunities for students to use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations, generalize procedures, and solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. A personal financial literacy component will offer the opportunity for students to apply problem solving and lay the foundation to become knowledgeable consumers and investors.

Algebra I

Course Number: 8201
Offered in: 8
Credits: 1
Level: On Level
Prerequisites: Honors Math Grade 7 and/or meets or masters in STAAR Grade 7 math
Description: This course counts for high school credit and toward the HS GPA and class rank. This course serves as the foundation for all subsequent mathematics courses. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

Honors Algebra I

Course Number: 8251
Offered in: 8
Credits: 1
Level: Honors
Prerequisites: Honors Math 7 and earned masters in Grade 7 STAAR Math
Description: This course counts for high school credit and toward the HS GPA and class rank. Honors Algebra 1 will include a more in-depth study of the topics covered in Algebra I. A strong emphasis is placed on increasing the development of critical thinking and problem-solving skills. The intention of this course is to prepare students for AP level math coursework.

Math in Specialized Setting (Co-Teach & Inclusion)

Prerequisite: ARD Committee decision

6205	Inclusion	MATH	6
7205	Inclusion	MATH	7
8205	Inclusion	MATH	8
8255	Inclusion	Algebra I	8
6204	Co-Teach	Math	6
7204	Co-Teach	Math	7
8204	Co-Teach	Math	8

**The content aligns to the general education curriculum as determined by the IEP. Students receive modified instruction in the Inclusion or Co-Teach classroom in a general education setting.*

Courses: Science

Science — Grade 6

Course Number: 6350
Offered in: 6
Prerequisites: none
Description: Science is an inquiry-based course of study coordinating thematic instruction across the four science disciplines: biology, chemistry, physics, and earth/space science. The curriculum has a balance of content and activities that guide students toward the discovery of the basic principles, with a focus on physical science, and the processes involved. The curriculum includes properties of matter, force and motion, energy transformations, earth and space systems, and classification of organisms. The study of science includes conducting field and laboratory investigations using scientific methods for analyzing data to make informed decisions.

Honors Science — Grade 6

(Formerly known as Pre-AP)

Course Number: 6351
Offered in: 6
Prerequisites: Meets or Masters in Grade 5 STAAR Science
Description: Grade 6 Honors Science incorporates the grade 6 science curriculum and allows students to construct their own understanding through an inquiry-based approach while encouraging advanced skills, in-depth discussion, more comprehensive lab work, and increased independent study. Class assignments and activities build on and expand higher level thinking skills of analysis, synthesis and evaluation, and integrate units that promote scientific connections and connections with other disciplines. Students are provided opportunities for extension and application of content and processes. Special projects are assigned during the year and require individual research on the Internet or at a local library. Classroom presentations are expected. This course will help prepare students to take grade 7 Honors science.

Science — Grade 7

Course Number: 7350
Offered in: 7
Prerequisites: none
Description: Science is an inquiry-based course of study coordinating thematic instruction across the four science disciplines: biology, chemistry, physics, and earth/space science. The curriculum has a balance of content and activities that guide students toward the discovery of the basic principles, with a focus on organisms and the environment, and the processes involved. The curriculum includes properties of matter, force and motion, natural events and human activities that impact Earth, components of the solar system, ecology, structure/function of cells and body systems, response to stimuli, and genetics. The study of science includes conducting field and laboratory investigations using scientific methods for analyzing data to make informed decisions.

Honors Science — Grade 7

(Formerly known as Pre-AP)

Course Number: 7351
Offered in: 7
Prerequisites: none
Description: Grade 7 Honors science incorporates the grade 7 science curriculum and allows students to construct their own understanding through an inquiry-based approach while encouraging advanced skills, in- depth discussion, more comprehensive lab work, and increased independent study. Class assignments and activities build on and expand higher level thinking skills of analysis, synthesis and evaluation, and integrate units that promote scientific connections and connections with other disciplines. Students are provided opportunities for extension and application of content and processes. Special projects are assigned during the year and require individual research on the Internet or at a local library. Classroom presentations are expected. This course will help prepare students to take grade 8 Honors science.



Science — Grade 8

Course Number: 8350
Offered in: 8
Prerequisites: none
Description: Science is a course of study coordinating thematic instruction across the four science disciplines: biology, chemistry, physics, and earth/space science. The curriculum has a balance of content and activities that guide students toward the discovery of the basic principles, with a focus on earth and space science and the processes involved. The curriculum includes properties of matter, force and motion, Earth/Moon/Sun relationships, characteristics of the universe, plate tectonics, earth and weather systems, interdependence of living systems, and environmental changes. The study of science includes field and laboratory investigations using scientific methods for analyzing data to make informed decisions.

Honors Science — Grade 8

(Formerly known as Pre-AP)

Course Number: 8351
Offered in: 8
Prerequisites: none
Description: Grade 8 Honors Science covers the grade 8 science curriculum and allows students to construct their own understanding through an inquiry-based approach while encouraging advanced skills, in- depth discussion, more comprehensive lab work and increased independent study. Class assignments and activities build on and expand higher level thinking skills of analysis, synthesis and evaluation, and integrate units that promote scientific connections and connections with other disciplines. Students are provided opportunities for extension and application of content and processes. Special projects are assigned during the year and require individual research on the Internet or at a local library. Classroom presentations are expected. This course will help prepare students to take advanced science courses in high school.

Science in Specialized Setting (Inclusion)

Prerequisite: ARD Committee decision

6355	Inclusion Science 6
7355	Inclusion Science 7
8355	Inclusion Science 8

**The content aligns to the general education curriculum as determined by the IEP. Students receive modified instruction in the Inclusion classroom in a general education setting.*

Courses:
Social Studies (SS)

World Cultures (SS) - Grade 6

Course Number: 6300
Offered in: 6
Prerequisites: None
Description: Students will study people and places of the contemporary world and examine the influence of individuals and groups on historical and contemporary events. In addition, other content focuses will include exploring the history, geography, culture, government, and economic systems of selected regions.

Honors World Cultures (SS) — Grade 6

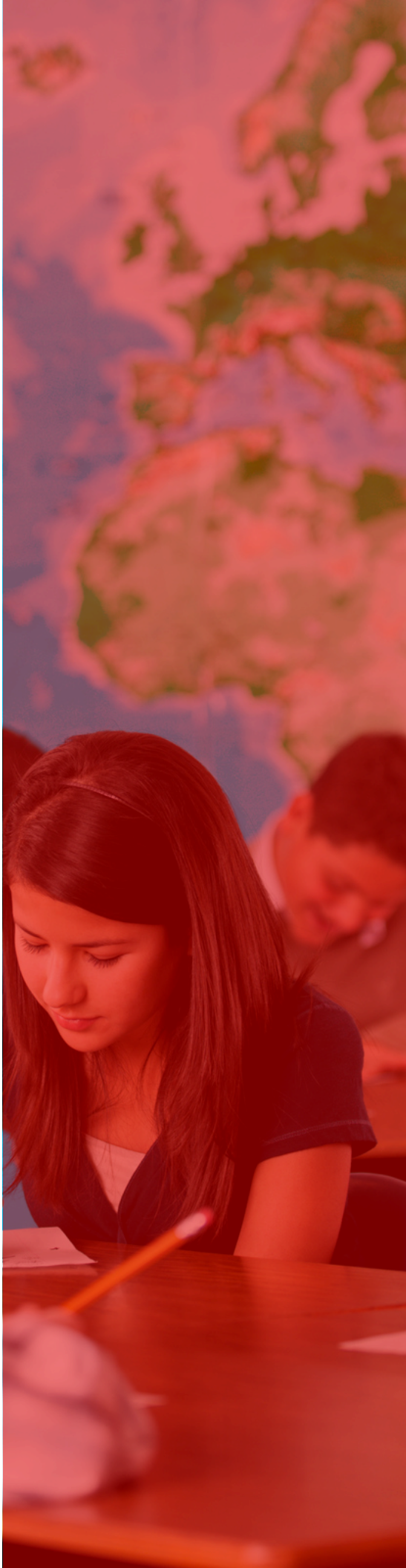
(Formerly known as Pre-AP)
Course Number: 6301
Offered in: 6
Prerequisites: None
Description: This course is for students who are highly motivated and interested in a rigorous social studies program. Honors World Cultures covers the grade 6 content including study of the people and places of the contemporary world. It examines the influence of individuals and groups on historical and contemporary events. In addition, other content focuses on the history, geography, culture, government, and economic systems of selected regions. Students will read extensively from primary and secondary sources, analyze issues and events, prepare oral and written presentations, and develop projects based on individual and group research. The course will include writing for the purpose of historical analysis and help prepare students to take social studies Advanced Placement courses in high school. Outside reading may be required.

Texas History (SS) Grade 7

Course Number: 7300
Offered in: 7
Prerequisites: None
Description: Students study the history of Texas from Natural Texas and its People through Contemporary Texas. The focus of each era is on key individuals, events, and issues and their impact. Students will study the regions of Texas, the rights and responsibilities of Texas citizens, the rich and diverse cultural background of Texas, and analyze the impact of scientific discoveries and technological innovations on the development of Texas. Through reading, writing, and discussion, students will develop skills in analyzing social studies relationships, interpreting data, forming generalizations and conclusions, and applying problem solving and critical thinking skills.

Honors Texas History (SS) Grade 7

(Formerly known as Pre-AP)
Course Number: 7301
Offered in: 7
Prerequisites: None
Description: This course is for students who are highly motivated and interested in a rigorous social studies program. Honors Texas History covers the grade 7 content including Texas history and geography. Students will read extensively from primary and secondary sources, analyze issues and events, prepare oral and written presentations, and develop projects based on individual and group research. The course will include writing for the purpose of historical analysis and help prepare students to take social studies Advanced Placement courses in high school. Outside reading may be required.



US History (SS) Grade 8

Course Number: 8300
Offered in: 8
Prerequisites: None
Description: Students study the history of the United States from Exploration through Reconstruction. Historical content focuses on the political, economic, and social events during this period. Students examine the American beliefs and principles reflected in the U.S. Constitution and other historical documents. They study the rights and responsibilities of citizens of the United States, as well as the importance of effective leadership in a democratic society.

Honors US History (SS) — Grade 8

(Formerly known as Pre-AP)
Course Number: 8301
Offered in: 8
Prerequisites: None
Description: This course is for students who are highly motivated and interested in a rigorous social studies program. The purpose of the AAC social studies grade 8 course is to develop a deeper understanding of America's history from Exploration through Reconstruction. Students will read extensively from primary and secondary sources, analyze issues and events, conduct in-depth research, prepare oral and written presentations, and develop projects based on individual and group research. The course will include writing for the purpose of historical analysis and help prepare students to take social studies Advanced Placement courses in high school. Outside reading may be required.

Social Studies in Specialized Setting (Inclusion)

Prerequisite: ARD Committee decision

6305	Inclusion World Culture	6
7305	Inclusion Texas History	7
8305	Inclusion US History	8

**The content aligns to the general education curriculum as determined by the IEP. Students receive modified instruction in the Inclusion classroom in a general education setting.*

Courses:
World Languages

Intro to Spanish

Course Number: 7510
Offered in: 7
Level: On level
Prerequisites: None
Description: This course is conducted in the target language as much as possible. This course serves as an introduction to the Spanish language and culture. Basic listening, speaking, reading, writing, viewing and presentation skills are developed. Communication skills are the primary focus of this course. At the end of this course, students will be able to express themselves and engage in simple conversation in Spanish within the limits of their knowledge of vocabulary and structure. This course is the prerequisite for Spanish 1.

Spanish I

Course Number: 8510
Offered in: 8
Credits: 1
Level: On level
Prerequisites: None
Description: This course counts for high school credit and toward the HS GPA and class rank. The goal of the study of the beginning levels of modern languages is communicative competence in authentic, real-world situations. Students in this course will develop novice-mid to novice-high proficiency in speaking, listening, reading, and writing on topics dealing with people, places, and events they are likely to encounter in everyday life. The cultural products, practices, and perspectives of the target culture(s) are integrated into all aspects of the course. This course is conducted in the target language as much as possible.

Spanish Heritage I & II

Course Number: 8512/8513
Offered in: 8
Credits: 2
Level: On level
Prerequisites: Screened for oral and written proficiency in Spanish.
Description: This course counts for high school credit and towards the HS GPA and class rank. Students who are heritage or native speakers of Spanish may receive credit for Spanish I and II upon successful completion of this course in one year. The main objective of this course is to help heritage or native speakers of Spanish become fully bilingual and biliterate so that they can benefit from this skill in the workforce in the future. The focus of this course is to increase students' proficiency level in all three modes of communication, recognizing that the needs of heritage and native speakers are different from those of non-native and non- heritage students of Spanish. Students are expected to achieve a minimum of intermediate-mid proficiency level by the end of this course, depending upon their beginning level.





Courses: Fine Arts

Visual Arts I

Course Number: 6810 (6th), 7810 (7th)
Offered in: 6–7
Prerequisites: N/A
Description: This course is an introduction to the study of visual arts. Students design original work using a variety of art materials and tools as they employ drawing, painting, three dimensional and mixed media processes. Participation in local and regional art exhibits is part of the visual experience of the program.

Visual Arts II

Course Number:
Offered in: 7
Prerequisites: Visual Arts I
Description: This course studies the visual arts, including painting, sculpture and architecture. Related problems in drawing and design allow creative application and extension of art materials and tools. Participation in regional and local exhibitions is part of the visual experience of the program.

Art I

Course Number: 8815
Offered in: 8
Credits: 1
Level: On Level
Prerequisites: none
Description: This course counts for high school credit and toward the HS GPA and class rank. Students examine natural and manmade objects, explore the art elements of line, value, texture, color, form, and space. Students apply the principles of design, pattern, contract, emphasis, balance, proportion, harmony, rhythm, and movement in developing and creating original artworks using a variety of media and techniques in a general, structured, step-by-step manner. Artworks of master artists (traditional and contemporary) as well as fellow students are studied to allow students to grow in the appreciation of art and to develop evaluation skills.

Woodwind, Brass, Percussion

Course Number: 6500 (Woodwind), 6501 (Brass), 6502 (Percussion)
Offered in: 6
Prerequisites: None
Description: In Beginning Band, students are taught the proper care and handling of instruments, as well as hand position and proper tone production. Music fundamentals are taught to enable students to recognize and apply musical symbols and terms. Attitudes toward cooperative effort and enthusiastic band spirit are stressed. The spring concert will constitute the band's performance requirements. Students may be required to purchase or rent their own instruments, as well as purchase some instructional materials. (Instruments may be obtained through a rental/purchase agreement from a music store.)

Concert Band

Course Number: 7501, 8501
Offered in: 7–8
Prerequisites: 6th Grade Band or Concert Band
Description: Concert band continues the development of instrumental musicianship. Leadership, responsibility, cooperation, self-discipline, and concentration are stressed. Band students will be involved in various performances and competitions throughout the year. Placement is by audition only. Students may be required to purchase or rent their own instruments, as well as purchase some instructional materials. The school furnishes some instruments such as horns, tubas, and percussion equipment for classroom use. An annual $40 fee is charged to all students in the band program. It may be necessary to purchase some materials for uniformity of dress for performance purposes.

Symphonic Band

Course Number: 7500, 8500
Offered in: 7–8
Prerequisites: 6th grade band or concert band
Description: Symphonic Band stresses instrumental musicianship through performance and competition. Students continue to refine and develop skills of leadership, responsibility, cooperation, self-discipline, and concentration, as well as artistic expression. Band students will be involved in numerous performances and competitions throughout the year. Placement is by audition only. Students may be required to purchase or rent their own instruments, as well as purchase some instructional materials. The school furnishes some instruments, such as horns, tubas, and percussion equipment for classroom use. An annual $40 fee is charged to all students in the band program. It may be necessary to purchase some materials for uniformity of dress for performance purposes.

Honors Band

Course Number: 7502, 8502
Offered in: 7–8
Prerequisites: Audition Only
Description: This course is designed for advanced wind, percussion, and brass students. Advanced tonal development, instrumental techniques, and musicality are taught as each relates to performance. Emphasis is placed on both individual and ensemble performance skills. Students are involved extensively in competitions and performances throughout the year. Placement in Honors band is by audition only. Students may be required to purchase or rent their own instruments, as well as purchase some instructional materials. The school furnishes some instruments, such as horns, tubas, and percussion equipment for classroom use. An annual $40 fee is charged to all students in the band program. It may be necessary to purchase some materials for uniformity of dress for performance purposes.

Choir

Course Number: 7803, 8803
Offered in: 7–8
Prerequisites: none
Description: Choir provides students with basic training in vocal production, general musicianship, and choral performance. Music fundamentals are taught to enable the student to recognize and apply musical signs, symbols, and terms. Sight-singing skills are taught using Curwen hand signs. Various performance opportunities are available throughout the year.

Introduction to Dance

Course Number: 7450
Offered in: 7
Prerequisites: N/A
Description: The purpose of this course is to explore the fundamentals of movement. Aerobic fitness dance, recreational dance, and dance forms including ballet, folk/ ethnic, jazz, tap, precision, hip hop, lyrical, and modern that will challenge the students to employ both fine and gross motor skills. Students receive a brief historical overview of dance.

Principles of Dance I

Course Number: 8450
Offered in: 8
Credits: 1
Level: On level
Prerequisites: Introduction to Dance
Description: This course counts for high school credit and toward the HS GPA and class rank. Principles of Dance I is an introductory course that provides students with an exploration of the fundamentals of movement. Aerobic fitness dance, recreational dance, and dance forms including ballet, folk/ethnic, jazz, tap, precision, hip hop, lyrical, and modern will challenge the students to employ both fine and gross motor skills. Students receive a brief historical overview of dance. Choreography/dance composition will be covered as well. This course may be taken to fulfill the Fine Arts requirement or the PE requirement, but not both.

Courses: Physical Education/ Health

Physical Education

Course Number: 6410, 7410, 8410
Offered in: 6–8
Prerequisites: None
Description: The middle school physical education program offers a variety of activities to enhance the physical and social development of each student. The activities include physical fitness, team sports, individual sports, and lifetime activities.
6th grade – 1 year of PE
7th grade – ½ year of PE (½ year of Health)
8th grade – 1 year of PE
To participate in organized athletics (including athletic periods), the UIL requires students to have a physical examination by a physician each year and maintain passing grades in their classes.

Girls & Boys ATHLETICS

Course Number: 7400, 7401, 8400, 8401
Offered in: 7-8
Prerequisite: Boys - Be on basketball and football team AND approval from Athletics Director; Girls - Be on volleyball and basketball team AND approval from Athletics Director
Description: The middle school athletic program will involve students in organized athletic competitions in various sports. The program functions under the established guidelines of the University of Interscholastic League (UIL). Participation in athletics along with representing the school on athletics teams is a privilege. Students must accept and commit to a high degree of responsibility when joining athletics teams. Campus coach approval needed. To participate in organized athletics (including the athletic period), the UIL requires students to have a physical examination by a physician each year and maintain passing grades in the classes.

Health Education

Course Number: 9050
Offered in: 7, 8 (½ year)
Prerequisites: None
Description: The goal of health education is to equip students with the skills to demonstrate healthy life decisions to promote personal wellness. The health education curriculum is designed to teach adolescents health knowledge, attitudes, and decision-making skills to make informed decisions about their health. Topics include alcohol/drug abuse prevention, safety, cardiopulmonary resuscitation (CPR), human growth and development, personal and social development, nutrition and fitness, mental health, and communicable and noncommunicable diseases.



Kickstart Kids Karate Program

Course Number: 6420 (6th), 7420 (7th), 8420 (8th)
Offered in: 6–8
Prerequisites: 6th grade none, 7th and 8th grade must have been in karate the previous year with teacher approval
Description: The purpose of this course is to teach students the tools and support necessary to resolve conflicts, avoid participation in gangs, choose a drug-free lifestyle, resist negative peer pressure, and remain in school using karate. This safe and structured program focuses on the discipline and philosophies of the martial arts while engaging the students in fitness and educating them about self-defense. Parent/guardian permission is required along with a participation fee.

Introduction to Dance

Course Number: 7450
Offered in: 7
Prerequisites: N/A
Description: The purpose of this course is to explore the fundamentals of movement. Aerobic fitness dance, recreational dance, and dance forms including ballet, folk/ ethnic, jazz, tap, precision, hip hop, lyrical, and modern that will challenge the students to employ both fine and gross motor skills. Students receive a brief historical overview of dance.

Tennis

Course Number: Pending
Offered in: 7-8
Prerequisites: Approval from tennis coach and must be on tennis team.
Description: Tennis class for 7th and 8th graders focuses on developing fundamental skills, teamwork, and sportsmanship. Designed for both beginners and those with experience, it provides a supportive environment for growth. The class meets during first period on the high school campus, utilizing the available tennis court. Participants learn the basics of tennis technique, strategy, and fitness.

Principles of Dance I

Course Number: 8450
Offered in: 8
Credits: 1
Level: On level
Prerequisites: Introduction to Dance
Description: This course counts for high school credit and toward the HS GPA and class rank. Principles of Dance I is an introductory course that provides students with an exploration of the fundamentals of movement. Aerobic fitness dance, recreational dance, and dance forms including ballet, folk/ethnic, jazz, tap, precision, hip hop, lyrical, and modern will challenge the students to employ both fine and gross motor skills. Students receive a brief historical overview of dance. Choreography/dance composition will be covered as well. This course may be taken to fulfill the Fine Arts requirement or the PE requirement, but not both.

Physical Education in Specialized Setting

Prerequisite: ARD Committee decision

6905	PE	6	Adaptive
7905	PE	7	Adaptive
8905	PE	8	Adaptive

The content aligns to the general education curriculum as determined by the IEP. Students receive modified instruction in the classroom to meet the physical needs of students.

Courses:

Career and Technical Education (CTE)

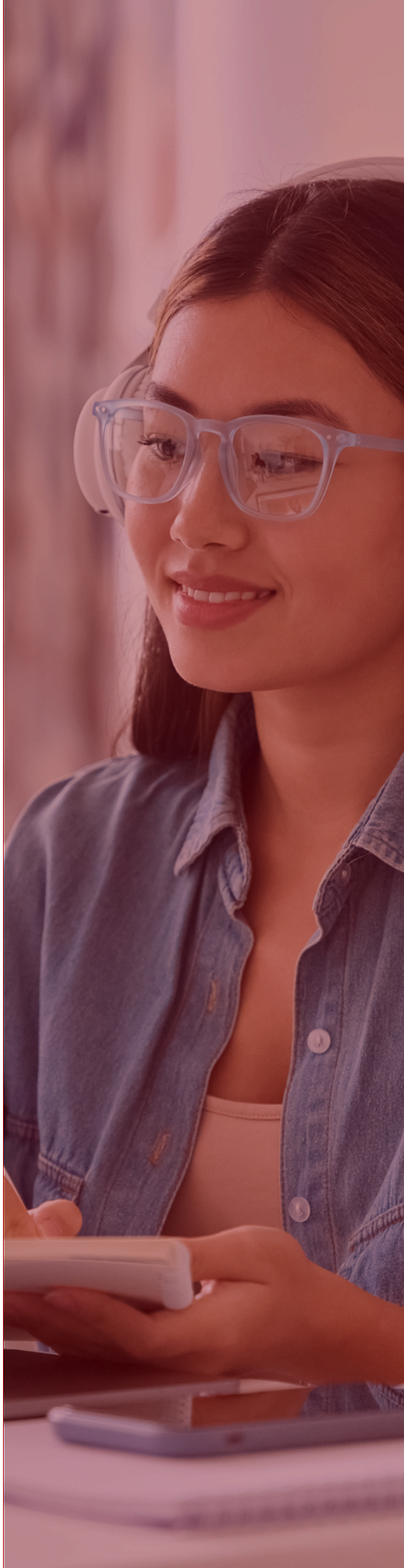
Flight Plans

Course Number: 3792, 3793
Offered in: 7-8
Level: On Level
Prerequisites: None. This course is mandatory in the 7th grade.
Description: In Flight Plans, students use decision-making and problem-solving skills for individual career and academic planning. Students explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigating and developing a college and career readiness flight plan. Students use aptitude and interest inventory assessments, software, or other tools available to explore college and career areas of personal interest. Students use this information to explore a variety of career paths, especially those in demand, and begin mapping their anticipated secondary coursework and potential postsecondary experiences that are in alignment with their goals.

Principles of Arts, Audio, Video Technology and Communications

(Referred to as Principles of AAVTC)

Course Number: 8651
Offered in: 8
Credits: 1
Level: On Level
Prerequisites: None
Description: This course counts for high school credit and toward the HS GPA and class rank. Students will be expected to design and present an effective product based on well-researched issues in order to thoughtfully propose suggested solutions to authoritative stakeholders. The outcome of the process and product approach is to provide students an authentic platform to demonstrate effective application of multimedia tools within the contexts of global communication and collaborative communities and appropriately share their voices to affect change that concerns their future. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.



Principles of Business Marketing and Finance

Course Number: 8590
Offered in: 8
Credits: 1.0
Prerequisites: None
Description: This course counts for high school credit and towards the HS GPA and class rank. Students will explore global markets, methods used for pricing goods and services, concepts of distribution, advertising, and personal finance. Emphasis is placed on creating an effective marketing mix and understanding personal financial management. Students will explore career opportunities in these fields.

Principles of Health Science

Course Number: 8586
Offered in: 8
Credits: 1
Level: On Level
Prerequisites: None
Description: This course counts for high school credit and toward the HS GPA and class rank. This introductory course exposes students to the health care industry. Students will gain an overview of the health care industry including therapeutic and diagnostic services, health informatics, basic anatomy and physiology, medical terminology, and ethical and legal concerns of the industry. During this course of study, students will explore various professions within the medical field.

Principles of Information Technology

Course Number: 8650
Offered in: 8
Credits: 1
Level: On level
Prerequisites: None.
Description: This course counts for high school credit and toward the HS GPA and class rank. This course allows students to develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment. Students will identify various employment opportunities available in the information technology field, demonstrate knowledge of the hardware components associated with information systems, demonstrate knowledge of the different software associated with information systems, and analyze network systems.

Introduction to Aerospace and Aviation

(formerly known as Drones)

Course Number: 1001
Offered in: 8
Credits: 1
Level: On level
Prerequisites: None.
Description: This course counts for high school credit and toward the HS GPA and class rank. The Introduction to Aerospace and Aviation course will provide the foundation for advanced exploration in the areas of professional pilot, aerospace engineering, and unmanned aircraft systems. Students will learn about the history of aviation, from Leonardo da Vinci's ideas about flight to the Wright brothers and the space race. Along the way students will learn about the innovations and technological developments that have made today's aviation and aerospace industries possible. The course includes engineering practices, the design process, aircraft structure, space vehicles past and present, and a look toward future space exploration.

Robotics I

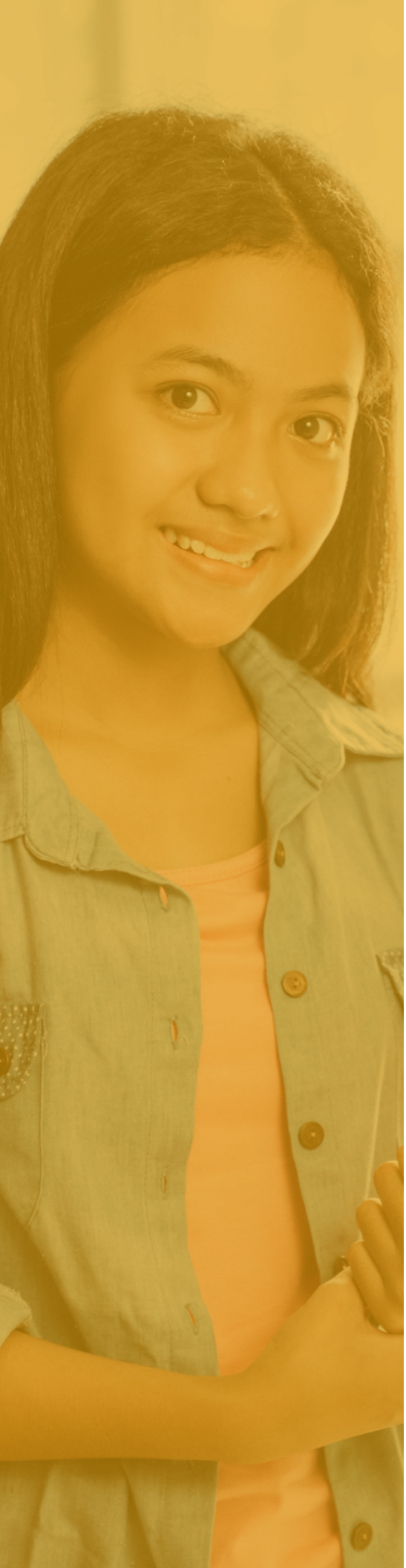
Course Number: 8849
Offered in: 8
Credits: 1
Level: On level
Prerequisites: None.
Description: This course counts for high school credit and toward the HS GPA and class rank. In Robotics I, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

Journalism

Course Number: 7561
Offered in: 7
Level: On level
Prerequisites: None.
Description: An introduction to basic graphic design elements for digital media, along with video and audio production techniques will be applied to various project-based learning. Students will be introduced to creating, editing, and directing videos for school-wide communications.

Yearbook

Course Number: 8562
Offered in: 8
Level: On level
Prerequisites: Teacher recommendation
Description: This course provides students the opportunity to learn skills necessary for school newspaper production and/or yearbook production, journalistic writing, editing, illustration, layout, distribution, and sales. A school yearbook is produced by students in the class.



Courses: Specialized Middle School Programs

Teen Leadership: Office Aide

Course Number: 8520
Offered in: 8
Prerequisites: Application & approval from AP & 8th grade counselor
Description: Students who have strong academic grades, good conduct, and a teacher's recommendation may take Office Aide. Office Aide is a class designed to support the daily operations of the school by assisting office staff, administrators, counselors, and other staff members as needed. Students are expected to complete tasks such as delivering messages, organizing materials, and running errands, among other responsibilities. Tasks will be assigned based on the needs of the office or staff, and students must be willing to assist with any appropriate task. Refusal to perform assigned duties or failure to meet expectations may result in removal from the class. Professional behavior, punctuality, and respectfulness towards staff are required at all times.

Foundation Graduation Program Overview

Foundation-Only 22 Credits*

- 4 credits English – ELA I, II, III, IV or one credit in any authorized advanced English course
- 3 credits Mathematics – Algebra I, Geometry, one credit in any authorized advanced math course
- 3 credits Science – Biology, IPC/ Chemistry/ Physics, and one credit in any authorized science course
- 3 credits Social Studies –US History, Government, Economics, World Geography and/or World History
- 2 credits World Language or Computer Science (level I and level II)
- 1 credit Physical Education
- 1 credit Fine Arts
- .5 credit Speech
- 4.5 credits in electives (may include CTE or certification courses)

** Students may opt to Foundation-only after completing sophomore year with parent and campus approval.*

Foundation + Endorsements – 26 Credits

- 4 credits English – ELA I, II, III, IV or one credit in any authorized advanced English course
- 4 credits Mathematics – Algebra I, Geometry, two credits in any authorized advanced math course
- 4 credits Science – Biology, IPC/ Chemistry/ Physics, and two credits in any authorized science course
- 3 credits Social Studies – US History, Government, Economics, World Geography and/or World History
- 2 credits World Language or Computer Science (level I and level II)
- 1 credit Physical Education
- 1 credit Fine Arts
- .5 credit Speech
- 6.5 credits in electives (may include CTE or certification courses)

- Credit requirements specific to at least one endorsement

Distinguished Level of Achievement – 26 Credits

- 4 credits English – ELA I, II, III, IV or one credit in any authorized advanced English course
- 4 credits Mathematics – Algebra I, Geometry, Algebra II**, one credit in any authorized advanced math course
- 4 credits Science – Biology, IPC/ Chemistry/ Physics, and two credits in any authorized science course
- 3 credits Social Studies – US History, Government, Economics, World Geography and/or World History
- 2 credits World Language or Computer Science (level I and level II)
- 1 credit Physical Education
- 1 credit Fine Arts
- .5 credit Speech
- 6.5 credits in electives (may include CTE or certification courses)

- Credit requirements specific to at least one endorsement

***While a student is not required by state law (Texas Education Code, Section 28.025) to successfully complete Algebra II as a requirement for high school graduation, a student may not earn the distinguished level of achievement or be eligible for automatic admission to a Texas public college or university if the student does not successfully complete high school Algebra II. In addition, many colleges and universities require Algebra II as an admission requirement even if the student is not in the top 10% of their class. For more information, please visit the TEA website: https://tea.texas.gov/academics/graduation-information/state-graduation-requirements/required-notification-regarding-algebra-ii.pdf.*

Endorsements, Programs and Pathways

STEM

- Math
- Science
- STEM

Business and Industry

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology, and Communications
- Business, Marketing, and Finance
- Hospitality and Tourism
- Information Technology
- Manufacturing
- Transportation, Distribution, and Logistics
- English — Journalism and Debate

Public Service

- Education and Training
- Health Science
- Human Services
- Junior Reserve Officers' Training Corps (JROTC)
- Law and Public Service

Arts and Humanities

- Visual Art (drawing, painting, sculpture, ceramics, and digital art)
- Music (band, orchestra, choir)
- Theatre (theatre, technical theatre, and theatre production)
- Dance
- World Languages
- Social Studies

Multidisciplinary-Studies

- 4x4
- Advanced Courses
- AP/Dual Credit

State Assessments Required for Graduation

English I
English II
Algebra I
US History
Biology

Performance Acknowledgments

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

About Endorsements and Pathways

All Texas students who entered high school in the 2014–2015 school year or after graduate under the Foundation High School Program. This graduation plan consists of 22 credits plus the addition of one Endorsement for a total of 26 credits.

An endorsement is a set of courses that allows students to explore an area of interest and learn more about a particular subject or career area. Students in Stafford Municipal School District select their endorsement in their 8th grade year during the high school course selection process.

There are five Endorsements from which to choose:

- **Science, Technology, Engineering, and Math (STEM)**
- **Business and Industry**
- **Public Service**
- **Arts and Humanities**
- **Multidisciplinary Studies**



Each endorsement has a variety of pathways students may take to earn the endorsement. Program options in FBISD include:

STEM

- Engineering
- Programming and Software Development
- Math
- Science

Business and Industry

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology, and Communications
- Business, Marketing, and Finance
- Hospitality and Tourism
- Information Technology
- Manufacturing
- Transportation, Distribution, and Logistics
- Journalism and Debate

Public Service

- Education and Training
- Health Science Human Services
- Junior Reserve Officers' Training Corps (JROTC)
- Law and Public Service

Arts and Humanities

- Visual Art (drawing, painting, sculpture, ceramics, and digital art)
- Music (band, orchestra, choir)
- Theatre (theatre, technical theatre, and theatre production)
- Dance
- World Languages
- Social Studies

Multidisciplinary Studies

- 4x4
- AP/IB/Dual Credit
- Advanced Courses

Endorsements: Frequently Asked Questions

What is an endorsement?

An endorsement is a set of courses that allows students to learn more about a particular subject or career area. When a student selects an endorsement, he/she will be required to complete a coherent sequence of credits to earn credit toward graduation. Many endorsement pathways provide students the opportunity to earn industry certifications or licenses that will allow them to enter the workforce directly as well as help prepare them for college level work.

Does a student have to select an endorsement?

Yes. Students must select an endorsement, in writing, upon entering their freshman year. Students in Stafford MSD select their endorsement in 8th grade during the annual course selection period.

Is there a way for students to opt out of choosing an endorsement?

A student, with written approval of a parent or guardian, may elect to graduate without an endorsement after their sophomore year. Before taking this route, it is very important that the student and parents discuss the benefits of earning an endorsement with their counselor and the potential consequences of graduating without one. Graduating without an endorsement may limit the student's opportunity to continue their education after high school.

Can a student earn more than one endorsement?

Yes. A student may earn multiple endorsements.

Can a student change their declared endorsement?

Yes. A student may elect to change their endorsement at any time. It is important to keep in mind that as students' progress through high school, it may become more difficult to earn a different endorsement due to the limited amount of time that remains and the fact that classes often have prerequisites. A student may not change their pathway/option within a declared endorsement after their sophomore year.

How do students know which endorsement is best for them?

There are inventories available through the collaboration between O*Net and My Next Move. Students can access these resources at: https://www.onetcenter.org/overview.html#starting-points and https://www.mynextmove.org/

It is always best for students to discuss their options with their parents, teachers, and counselor. Remember, students may earn more than one endorsement.

Things to consider: What are the student's interests and goals? What job does he/she want to start preparing for? Does the student want to go to college? Does the student want to take advantage of the Texas Top Ten Automatic Admission policy? (Students must earn an endorsement and the Distinguished Level of Achievement to qualify for the top 10% auto-admission program.)

What if my student does not know which endorsement he/she wants?

If a student is undecided or unsure of which endorsement to choose, the Multidisciplinary Studies endorsement may be the best option. This endorsement allows flexibility with courses while still preparing them for college and the workforce.

Keep in mind it is also possible for students to earn more than one endorsement if they have multiple interests.



Programs of Choice

A Program of Choice is defined as a program with specialized offerings for which students must apply and be accepted. Stafford MSD offers one Early College High School (ECHS), and one Pathways in Technology (P-TECH) program.



Early College High School

The Early College High School (ECHS) model is a blend of high school and college coursework that gives students the opportunity to earn up to 60 hours, or two years, of tuition-free college credit while earning a high school diploma. This model increases college readiness, providing rigorous instruction and coursework, as well as academic and social support. Early College High School aims to:

- engage first-generation college students
- provide up to 60 dual credit hours an associate degree at no cost to students toward
- offer courses that mirror a college setting, with academic counseling to help students develop skills needed for post-high school success
- increase college enrollment and success rates for all students
- strengthen connections between middle schools, high schools and higher education institutions to promote a culture of college readiness

For more information, please visit
https://www.staffordmsd.org/secchs

Pathways In Technology

The Pathways in Technology Early College High School (P-TECH) model is designed to ensure that high school curriculum focuses on workforce needs and partnerships that support students in obtaining credentials, degrees, and certificates. With the support of Educate Texas and the Texas Education Agency (TEA), participating schools target thriving industries in their region to address key workforce Pathways in high-demand fields. The P-TECH model course of study gives students an opportunity to:

- earn an associate degree while earning their high school diploma
- earn a two-year postsecondary certificate or industry certification
- complete work-based training
- gain work experience through internships, apprenticeships, or other job training programs

For more information, please visit
https://www.staffordmsd.org/secchs/p-tech-early-college-designation-information



STAFFORD
MUNICIPAL SCHOOL DISTRICT

THE BEST LITTLE SCHOOL DISTRICT IN TEXAS

Core Belief: We are a place for dreams and opportunities
Core Purpose: Add value to each person every day
Core Values: We value integrity and embrace diversity

Motto: Ready to L.E.A.R.N.
Learner
Engagement
Accountability
Respectfulness
Now

MISSION AND VISION

MISSION

The mission of SMSD is for every student to graduate college or career ready, without remediation.

VISION

The vision of SMSD is to prepare each student to become a critical thinker and an ethical, productive citizen led by dedicated professionals using innovative teaching techniques in an engaging learning environment.

PROFILE OF A GRADUATE

A Stafford MSD Graduate has a rigorous academic foundation, strong character, and is…

equipped with skills for college or career, and life. Through a rigorous curriculum, hands-on learning experiences, and personalized support, students develop critical thinking, problem-solving, and communication skills. Whether they pursue higher education, enter the workforce, or serve in the military, our graduates are equipped with the knowledge and abilities to thrive in an ever-changing world.

an ethical, productive citizen in a global and diverse society.
Stafford MSD graduates are equipped with the tools to navigate a rapidly changing world, grounded in a strong sense of integrity, accountability, and civic responsibility.

an experienced and empowered critical thinker.

Stafford MSD graduates are forward-thinking, solutions-driven problem solvers who approach challenges with curiosity and creativity. They possess strong critical thinking skills, allowing them to ask insightful questions and develop innovative solutions. At Stafford MSD, we foster an environment that encourages students to think critically, explore new perspectives, and lead with confidence in all their future endeavors.

a life-long learner.
Stafford MSD graduates are lifelong learners who approach life with curiosity and a passion for discovery. They actively seek opportunities to be creative, constantly expanding their knowledge and adapting to change with resilience and confidence. At Stafford MSD, we cultivate the skills, mindset, and determination needed for success in an ever-evolving world.

DISTRICT GOALS

District Goal 1
SMSD will encourage learning and inspire critical thinking by involving students in hands-on activities and exposing them to real-world experiences.

District Goal 2
SMSD will provide services, accommodations, and rigorous academic programming to support special education, multilingual, and other subgroups, addressing their diverse needs to ensure college and career readiness and academic and behavioral growth.

District Goal 3
SMSD will increase learning and behavioral expectations by establishing an optimal student-teacher ratio, positive behavior incentives, attendance incentives, and a district-wide discipline system with CHAMPS.

District Goal 4
SMSD will by the end of the 2024-2025 school year, increase participation in district family engagement initiatives to strengthen the home-to-school connection.

District Goal 5
SMSD will promote student achievement by attracting, retaining, and continuously developing highly effective individuals.

https://www.staffordmsd.org/ | Like Stafford MSD on Facebook | Follow Stafford MSD on Twitter

STAFFORD
MUNICIPAL SCHOOL DISTRICT

2024-2025
Stafford MSD Board of Trustees

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Joyce Wilkins ..... *Member*

Dr. Robert Bostic, *Superintendent of Schools*

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Dr. Kadir Almus. ..... *Chief Academic Officer*
Dovran Ovezov ..... *Chief Financial Officer*
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Lindsey Brewer-Munoz ..... *Coordinator of Library and Media Services*

The Stafford Municipal School District, as an equal opportunity educational provider and employer, does not discriminate on the basis of race, color, religion, gender, sex, national origin, disability and/or age in educational programs or activities that it operates or in employment decisions. The district is required by Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Age Discrimination Act of 1975, as amended, as well as board policy not to discriminate in such a manner. (Not all prohibited bases apply to all programs.)

Stafford Municipal School District

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