New Caney ISD
MIDDLE SCHOOL COURSE GUIDE

2026 • 2027

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PORTRAIT OF A

GRADUATE







Vision

Preparing our learning community for the REALITY of tomorrow.

Mission

Graduate students who are prepared to thrive in the REALITY of their future.

Reality
Effective Communicators
Academically Prepared
Lifelong Learners
Interpersonal Collaborators
Thinking with Innovation
Yes Minded!

Middle School Course Selection Guide

Public Education in Texas

The direction for public education in Texas is set by the legislature and is delegated to the State Board of Education as the chief governing body of public schools in Texas.

The philosophy of the State Board of Education established the framework for the goals of public school education. Public education is responsible for providing each student with the opportunity for development of knowledge, skills, and competencies which every student should possess in order to be a self-supporting and contributing member of society. A primary purpose of the curriculum must also be to prepare thoughtful, active citizens who understand the importance of patriotism, can function productively in a free enterprise society, and appreciate the basic democratic values of our national heritage.

Curriculum Requirements

The Middle Schools of New Caney ISD provide instruction for all students based on state requirements. Course requirements mandated by the Texas Education Agency are reflected in the courses listed below. Electives are one semester (1/2 unit) or two semesters (1 unit). In grades six through eight, students are required to complete four semesters of physical education, one year of fine arts credit, and health TEKS.

6th Grade

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Technology Applications
- Fine Arts Elective
- Skills for Living

7th Grade

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Fine Arts Elective

8th Grade

- English Language Arts
- Mathematics
- Science
- Social Studies

- Physical Education
- Fine Arts Elective

Advanced Academics

Students in advanced classes will be expected to go above and beyond the regular class work. The subject will be studied in a more in-depth manner, and students will be required to read at or above their grade level. Students enrolled in advanced classes may be expected to complete interdisciplinary major projects throughout the year to expand their knowledge and understanding of the basic curriculum. There will be both in class and outside projects requiring research, creativity, and independent thinking on the student's part. The academically advanced student may consider enrolling in the following classes:

6th Grade

- English Language Arts Honors
- Math 6 Honors
- Science Honors
- Social Studies Honors

7th Grade

- English Language Arts Honors
- Pre-Algebra Honors
- Science Honors
- Social Studies Honors

8th Grade

- English Language Arts Honors
- Algebra 1
- Science Honors
- Social Studies Honors

** Algebra 1 will count as an honors course. Students will receive GPA credit on the high school 5-point scale. Students who do not take Algebra 1 in the 8th grade may take honors Algebra in the 9th grade in order to receive the 5-point GPA credit.

**Accelerated testers are defined as students who complete a STAAR EOC at the Approaches Grade Level or above the standard in Algebra I, English II, and/or Biology prior to grade 9. These students are required to take the SAT or ACT before graduating from high school.
https://tea.texas.gov/sites/default/files/inclusion-of-sat-act-for-accelerated-testers-methodology.pdf

Honors Course Placement

To prepare a student for the best probability of success the following are recommendations for, Honors Course Placement for Grades 6-8:

- Pass previous grade STAAR or District Assessment in the applicable content area.
- Demonstrate strong reading and writing skills
- At least an 80% average in the preceding year's content course.

Additionally, a student must meet required course prerequisites.

The Middle School Honors Course Agreement must be signed by the student and a parent before a student will be placed in an Advanced course. A student in honors courses must pass each grading period to remain in the class. A student who fails one grading period may remain in the class on probation with parent approval, but must earn a passing grade the next grading period.

Course Taken for High School Credit

Grades earned in middle school courses taken for high school credit in English, math, science, social studies, and languages other than English shall be included in the calculation of the weighted grade average for high school class rank.

Credit by Exam without Prior Instruction

(Grade Level Acceleration)

Students wanting information regarding credit by exam without prior instruction should contact the appropriate school counselor.

Eligibility Requirements for Extracurricular Activities

Eligibility for initial and continuing participation in many activities is governed by state law and the rules of the University Interscholastic League (UIL). Students and parents are expected to know and follow all rules of the UIL organization(s) in which they participate.

Generally, a student who receives, at the end of a grading period, a grade below 70 in any academic class, may not participate in UIL activities for at least three school weeks.

However, if a student receives a grade between 60-69 at the end of a grading period in a class identified as honors, the student remains eligible for participation in all extracurricular activities.

Grading

The NCISD middle school grading scale is the follow:

90-100	A
80-89	B
75-79	C
70-74	D
69-Below	F

National Junior Honor Society Requirements

The National Junior Honor Society is a service organization for seventh and eighth graders. New members are accepted at specified periods each year. To qualify for membership in the NJHS, students must have a cumulative average of 85 in the core subjects of math, history, science, and English language arts. In addition to high grades, students must also display exemplary behavior in classrooms, the hallway, and in the community. As a member, students will be expected to uphold the qualities held in high esteem by the honor society: scholarship, character, citizenship, leadership, and service.

Promotion to the Next Grade Level

NCISD Policy EIE (Local): In grades one through eight, promotion to the next grade level shall be based upon an overall average of 70 on a scale of 100 based upon course level and grade level standards (Texas Essential Knowledge and Skills) for all subject areas including a grade of 70 or above in English language arts and mathematics, and a grade of 70 or above in either science or social studies.

Schedule Changes

Schedule changes will be considered only under the following conditions:
Once student schedules are finalized by the deadline in the spring, students are permitted to make changes only when the changes fall within the established guidelines listed below.

- A change due to an unresolved scheduling conflict.
- A change related to health problems. A written statement from the student's physician is required.
- A change made to correct a scheduling error made by the school staff.
- Incorrect placement or teacher-initiated request for level change.
- School need: closing, adding, or balancing classes.

Exceptions to the schedule change policy for reasons other than those listed must be initiated within the first 10 days of the semester. After this time, the only schedule change that will be allowed is a change from advanced to an on-level class. Advanced classes may be changed at the third week of the first grading period or at the end of each nine-week grading period.

Special Education Program

For students with disabilities, the Admission, Review and Dismissal (ARD) Committee will develop an Individualized Education Program (IEP) which assures a Free and Appropriate Public Education and a Least Restrictive Environment. Specialized courses which do not appear in this catalog may be available for students with disabilities as determined by the ARD Committee.

English as a Second Language (ESL)

The ESL program is an intensive English-language instructional program taught by teachers trained and certified to support emergent bilingual who are acquiring a second language.. In addition to mastery of English language skills, the ESL program provides linguistically accommodated content instruction that is communicated, sequenced, and scaffolded to ensure mastery of the essential knowledge and skills of the required curriculum. This program is designed to target language acquisition in all academic content-based instruction that is linguistically responsive.

State Assessments

State of Texas Assessment of Academic Readiness (STAAR)

The State of Texas Assessments of Academic Readiness (STAAR) is the state testing program. Sixth grade students will be tested in math and reading. Seventh grade students will be tested in math and reading. Eighth grade students will be tested in math, reading, social studies, and science.

Texas English Language Proficiency Assessment System (TELPAS)

TELPAS is an assessment program for K-12 Emergent Bilinguals (EB) in Texas public schools. Texas assesses EB/EL students annually in listening, speaking, reading, and writing. Based on TELPAS and English STAAR scores, the Language Proficiency Assessment Committee (LPAC) will make decisions to support the students' linguistic needs.

Texas English Language Proficiency Assessment System Alternate (TELPAS ALT)

Students taking TELPAS Alternate are Emergent Bilinguals (EB) with significant cognitive disabilities who are in the process of acquiring English proficiency in listening, speaking, reading, and writing. These students have one or more disabilities that significantly limit their intellectual functioning, as shown by their ability to plan, comprehend, and reason, and their adaptive behavior, as shown by their ability to apply social and practical skills.

Emergent Bilinguals

Emergent Bilingual (EB) students are entitled to receive specialized English as a Second Language (ESL) services from the District. A Language Proficiency Assessment Committee (LPAC) will convene to determine if a student qualifies for ESL services. Pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible. The LAS placement test will be administered to determine a student’s level of English proficiency. The LPAC will designate student accommodations based on their English proficiency level. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to Emergent Bilinguals who qualify for ESL services. The LPAC in conjunction with the Admission, Review, Dismissal (ARD) committee will determine instructional and assessment decisions for Emergent Bilingual students that receive special education services.

Course Descriptions

English Language Arts and Reading

English Language Arts LAB - Prerequisite: Not successful on the previous grade level Reading Language Arts STAAR. This course is designed for students that were not successful on the previous grade level Reading Language Arts STAAR. Students will be offered extra help with concepts needed to be successful on the current grade level Reading Language Arts STAAR.

English Language Arts 6 – Instruction in 6th grade ELAR TEKS will embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills: comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry and research.

English Language Arts 6 Honors – Advanced level instruction in 6th grade ELAR TEKS will embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills: comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry and research. For placement and maintenance criteria, see page 5.

English Language Arts 7 – Instruction in 7th grade ELAR TEKS will embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills: comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry and research.

English Language Arts 7 Honors – Advanced level instruction in 7th grade ELAR TEKS will embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills: comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry and research. For placement and maintenance criteria, see page 5.

English Language Arts 8 – Instruction in 8th grade ELAR TEKS will embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry and research.

English Language Arts 8 Honors – Advanced level instruction in 8th grade ELAR TEKS will embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills: comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry and research. For placement and maintenance criteria, see page 5.

ELLA (English Learners Language Arts) – English Learners Language Arts is a rigorous class that aims to develop students' English proficiency levels in all four domains of language (reading, writing, speaking, and listening). The course is designed for newcomer students whose primary language is a language other than English. Only students with limited English proficiency may qualify for the ELLA course. Each lesson is designed to teach students content and oral/written language skills. The ELLA curriculum is derived from the

Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS). This course will fulfill students' RELA course requirements.

Math

Math Lab - Prerequisite: Not successful on the previous grade level Math STAAR.
This course is designed for students that were not successful on the previous grade level Math STAAR. Students will be offered extra help with concepts needed to be successful on the current grade level Math STAAR.

Math 6 – The primary focal areas are numbers and operations; proportionality; expressions, equations, inequalities, and relationships; measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe real life situations. By the end of the course, all students are expected to be fluent in all operations of whole numbers, positive fractions, positive decimals and integers, percent, area and volume.

Math 6 Honors – This class incorporates the same TEKS as Math 6 and part 1 of the 7th Grade Math TEKS. Extra time is required on the part of students for class preparation; this includes completion of assignments/projects. For placement and maintenance criteria, please see page 5.

Math 7 – Students are expected to develop a fluent understanding of how to add, subtract, multiply and divide fractions, decimals, whole numbers and integers. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations, including solving two-step equations. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations.

Pre-Algebra Honors – Prerequisite: Successful completion of Math 6 Honors; Recommended the student achieves meets on 6th grade Math STAAR exam. This class incorporates the same TEKS as Math 8 and part 2 of the 7th Grade Math TEKS. Extra time is required on the part of students for class preparation; this includes completion of assignments and projects. For placement and maintenance criteria, please see page 5.

Math 8 – Students are expected to enter Math 8 with a complete understanding of all operations with all rational numbers. Math 8 includes proportional reasoning, application of geometric ideas, linear algebra concepts, and personal finance. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

Algebra I (High School Level) – Prerequisite: Successful completion of PreAlgebra Honors; Recommended the student achieves meets on 8th grade Math STAAR exam (taken in 7th grade PreAlgebra Honors). Students will receive instruction in Algebra 1 TEKS. Students completing Algebra 1 will take the STAAR Algebra 1 EOC test. Upon successful completion of the course, the student will receive high school credit for Algebra 1 Honors. This course will factor into gpa.

Science

Science 6 – This general science course incorporates life science, earth science, and physical science and will introduce, develop, and maintain key concepts from these three areas.

Science 6 Honors – This general science course incorporates life science, earth science, and physical science and will introduce, develop, and maintain key concepts from these three areas. Students in this class are expected to perform at a rigorous academic level. For placement and maintenance criteria, please see page 5.

Science 7 – The major themes of science instruction are reviewed and expanded upon in the seventh-grade curriculum. These include the following: the nature of science, interactions in the physical world, the diversity of life, interactions among organisms, human body systems, ecology, and the changing surface of the earth. Included within these broad themes is generalized instruction relating to the scientific method, matter and chemistry, forces, energy, simple machines, motion, conservation of resources, erosion and weathering, the solar system, and living organisms from bacteria to animals. The basic systems of the human body are identified as to both structure and function.

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Science 8 – This course focuses on a myriad of topics, including chemical interactions, physical interactions, earth's interior, change over time, interactions in earth's systems, the student and the environment, and the universe. It is designed to meet science objectives and further develop the student's interest in the different branches of science.

Science 8 Honors – This course focuses on a myriad of topics, including chemical interactions, physical interactions, earth's interior, change over time, interactions in earth's systems, the student and the environment, and the universe. It is designed to meet science objectives and further develop the student's interest in the different branches of science. Students in this class are expected to perform at a rigorous academic level. For placement and maintenance criteria, please see page 5.

Social Studies

Social Studies 6 – This course will study people and places of the contemporary world. Students will identify different ways of organizing economic and governmental systems by comparing institutions common to all societies such as government, education and religious institutions.

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Social Studies 7 – This course will examine the full scope of Texas history from the physical and human geography of Texas to the contemporary era. The focus in each era is on key individuals, events, and issues and their impact. The development of the Texas government is studied along with qualities of good citizenship.

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Social Studies 8 – This course will study the history of the United States from the early Colonial Period through Reconstruction. The historical content focuses on the political, economic, religious and social events, and issues of each era. The democratic ideas that have helped form the American government area also emphasized. The application of geography, social studies skills, and citizenship will also be reinforced.

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English as a Second Language and Sheltered Class

Sheltered English Language Arts 6 – This course is for newcomer students or Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS. This course will embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills, comprehension, response, multiple genre, author's purpose and craft, composition, and inquiry and research. There will also be daily emphasis on the English Language Proficiency Standards (ELPS).

Sheltered English Language Arts 7 – This course is for newcomer students or Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS. This course will embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry and research. There will also be daily emphasis on the English Language Proficiency Standards (ELPS).

Sheltered English Language Arts 8 – This course is for newcomer students or Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS. This course will embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry and research. There will also be daily emphasis on the English Language Proficiency Standards (ELPS).

Sheltered Math 6 – This course is for newcomer students or Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS. This course will focus on numbers and operations; proportionality; expressions, equations, inequalities, and relationships; measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe real life situations. By the end of the course, all students are expected to be fluent in all operations of whole numbers, positive fractions, positive decimals and integers, percent, area and volume. There will also be daily emphasis on the English Language Proficiency Standards (ELPS).

Sheltered Math 7– This course is for newcomer students or Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS. The course expects students to develop a fluent understanding of how to add, subtract, multiply and divide fractions, decimals, whole numbers and integers. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations, including solving two-step equations. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. There will also be daily emphasis on the English Language Proficiency Standards (ELPS).

Sheltered Math 8 – This course is for newcomer students o Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS. This course expects students to enter Math 8 with a complete understanding of all operations with all rational numbers. Math 8 includes proportional reasoning, application of geometric ideas, linear algebra concepts, and personal finance. While the use of all types of

technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology. There will also be daily emphasis on the English Language Proficiency Standards (ELPS).

Sheltered Science 6 – This course is for newcomer students or Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS. This general science course incorporates life science, earth science, and physical science and will introduce, develop, and maintain key concepts from these three areas. There will also be daily emphasis on the English Language Proficiency Standards (ELPS).

Sheltered Science 7 – This course is for newcomer students or Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS. The major themes of science instruction are reviewed and expanded upon in the seventh grade curriculum. These include the following: the nature of science, interactions in the physical world, the diversity of life, interactions among organisms, human body systems, ecology, and the changing surface of the earth. Included within these broad themes is generalized instruction relating to the scientific method, matter and chemistry, forces, energy, simple machines, motion, conservation of resources, erosion and weathering, the solar system, and living organisms from bacteria to animals. The basic systems of the human body are identified as to both structure and function. There will also be daily emphasis on the English Language Proficiency Standards (ELPS).

Sheltered Science 8 – This course is for newcomer students or Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS. This course focuses on a myriad of topics, including chemical interactions, physical interactions, earth's interior, change over time, interactions in earth's systems, the student and the environment, and the universe. It is designed to meet science objectives and further develop the student's interest in the different branches of science. There will also be daily emphasis on the English Language Proficiency Standards (ELPS).

Sheltered Social Studies 6 – This course is for newcomer students or Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS. This course will study people and places of the contemporary world. Students will identify different ways of organizing the economic and governmental system by comparing institutions common to all societies such as government, education and religious institutions. There will also be daily emphasis on the English Language Proficiency Standards (ELPS).

Sheltered Social Studies 7- This course is for newcomer students or Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS. This course will examine the full scope of Texas history from the physical and human geography of Texas to the contemporary era. The focus in each era is on key individuals, events, and issues and their impact. The development of the Texas government is studied along with qualities of good citizenship. There will also be daily emphasis on the English Language Proficiency Standards (ELPS).

Sheltered Social Studies 8- This course is for newcomer students or Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS. This course will study the history of the United States from the early Colonial Period through Reconstruction. The historical content focuses on the political, economic, religious and social events, and issues of each era. The democratic ideas that have helped form the American government area also emphasized. The application of geography, social studies skills, and citizenship

will also be reinforced. There will also be daily emphasis on the English Language Proficiency Standards (ELPS).

Languages Other Than English - Dual Language

Introduction to Spanish
Introductory Spanish is a semester course designed to create a solid foundation for students who are interested in learning the Spanish language. This course will emphasize vocabulary and beginning grammar. After successful completion of Introductory Spanish, students will be prepared for the Spanish I course or Spanish for Spanish Speakers I.

Spanish 1
This course is available to 8th grade students who would like to begin Spanish instruction. The course will provide basic skills and concepts that result in understanding most routine questions, statements, and commands of everyday conversation. It includes the basic sounds, structures, and vocabulary necessary for developing conversation and comprehension skills. This course includes some culture and written expression proficiency. Students will be awarded one LOTE high school credit for their successful completion of the course.

Spanish for Spanish Speakers I
Prerequisite: Previous participation in the New Caney ISD Dual Language program
This course will allow dual language students to continue growing their Spanish fluency by building upon their current Spanish listening, speaking, reading, and writing skills. The course will address any language gaps students may have while pushing their language and communication skills to the next level. Students will be awarded one LOTE high school credit for their successful completion of the course.

Honors Spanish for Spanish Speakers II
Prerequisite: Spanish for Spanish Speakers I LOTE credit and successful completion of Special Topics in Language and Culture with an average of 80% or higher
This course will allow students to continue building their Spanish listening, speaking, reading, and writing skills. Students will read authentic Spanish texts and use them as a basis for literary and grammatical analysis as well as cultural and historical studies. Students will be awarded one LOTE high school credit for their successful completion of this course. Thus, students will need to maintain an average of 70% or higher in order to remain in the class. Spanish for Spanish Speakers II is taught entirely in Spanish

Honors Spanish for Spanish Speakers III
Prerequisite: Successful completion of Spanish for Spanish Speakers II with an average of 80% or higher
This course will allow students to continue building the Spanish listening, speaking, reading, and writing skills that are covered in Spanish for Spanish Speakers II. Students will read authentic Spanish texts and use them as a basis for literary and grammatical analysis as well as cultural and historical studies. Emphasis will be placed on developing vocabulary, reading comprehension, and written expression. Students will be awarded one LOTE high school credit for their successful completion of this course. Thus, students will need to maintain an average of 70% or higher in order to remain in the class. Spanish for Spanish Speakers III is taught entirely in Spanish.

Special Topics in Language and Culture
Prerequisite: Successful completion of a LOTE credit in 5th grade through the Dual Language Program.
This course will allow students to use their Spanish listening, speaking, reading, and writing skills to develop a greater understanding of other cultures, make connections to other disciplines, draw comparisons between languages and cultures, and effectively engage in global communities. Students will be awarded one elective high school credit for successful completion of this course. Thus, students will need to maintain an average of 70% or higher in order to remain in the class. Special Topics in Language and Culture is taught entirely in Spanish.

Elective Courses

Minimum Class Size for Elective Courses
Elective courses listed in the Course Selection Guide will be scheduled provided a sufficient number of students in pre-registration exceed the student minimum (15 students). If that number drops below the minimum prior to final scheduling, the course will be dropped unless the Director of Curriculum and Instruction approves the exception to the class size minimum rule.

Alternative Selections – Electives
Students must make alternative selections at pre-registration in order to ensure a complete schedule. Every attempt will be made to honor a student's choices, but due to schedule limitations, maximum class sizes may need to be imposed.

Classes of Limited Enrollment
In certain classes, enrollment must be limited because of facilities and/or equipment. Students will be scheduled into their alternate choices if space is not available in their first choice class.

Fine Arts

Beginning Art
Fee: Consumable supplies ($20.00) must be furnished by the student
Through a variety of two and three-dimensional mediums, students build a strong foundation in the elements and principles of art and design. The curriculum allows each student to develop a foundational experience in art and prepare for more advanced levels of art.

Intermediate Art
Prerequisite: Successful completion of Beginning Art
Fee: Consumable supplies ($20.00) must be furnished by the student
Students expand on concepts and activities of Beginning Art. Emphasis is on drawing, design, and color techniques using a variety of art media.

Advanced Art
Prerequisite: Successful completion of Intermediate Art.
Fee: Consumable supplies ($30.00) must be furnished by the student

Students further expand on concepts and activities of Intermediate Art. Emphasis is on drawing, design, and color techniques using a variety of art media.

Advanced Art: Ceramics
Prerequisite: Successful completion of Intermediate Art.
Fee: Consumable supplies ($30.00) must be furnished by the student
Students further expand on concepts and activities of Intermediate Art. Emphasis is on use of clay and other three-dimensional art. Eighth grade students who have the interest and aptitude in art may pursue the opportunity to take Advanced Art I as an initial course in high school

Concert Band I & II
Additional supplies are required. This is a sub-non-varsity ensemble instrumental music class that develops the values of music through performance skills and theory comprehension. Selection of instruments is made upon the recommendation of the band director. Students will be required to purchase various instrument supplies and may be required to rent/purchase their chosen instrument. Students who choose band as an elective are making a commitment to remain in the program for the entire year. This is a performance-based class. Before/after school rehearsals and performances may be required.

Symphonic Band I & II
Prerequisite: Audition; teacher approval
Additional supplies are required. This is the non-varsity Ensemble. Students develop musical ability through participation in large and small ensembles and solo performances. Students will be expected to attend various rehearsals and performances outside the regular school day. Following a competitive audition, students are placed in the appropriate band classes commensurate with their skill levels. Students who choose band as an elective are making a commitment to remain in the program for the entire year. This is a performance-based class. Before/after school rehearsals and performances may be required.

Wind Ensemble I & II
Prerequisite: Audition; teacher approval
Additional supplies are required. This is the varsity ensemble. Students develop musical ability through participation in large and small ensembles and solo performances. Students will be expected to attend various rehearsals and performances outside the regular school day. Following a competitive audition, students are placed in the appropriate band classes commensurate with their skill levels. Students who choose band as an elective are making a commitment to remain in the program for the entire year. This is a performance-based class. Before/after school rehearsals and performances may be required.

Beginning Band
Additional supplies are required. This class is for new instrumental musicians. Selection of instruments is made upon the recommendation of the band director. Instruments include: flute, clarinet, saxophone, trumpet, French horn, trombone, tuba/euphonium, , &, percussion. Students will be required to purchase various instrument supplies and may be required to rent/purchase their chosen instrument. Students who choose band as an elective are making a commitment to remain in the program for the entire year. This is a performance-based class. There will be very few, before/after school rehearsals and performances required.

Jazz Band
Prerequisite: Audition; teacher approval
This course is designed to teach fundamental styles and performance techniques in jazz music.
The jazz band is a performance-based organization and participation at out-of-school performances and rehearsals is required. Students must participate in one of the parent instrumental organizations (band, orchestra) in order to enroll in this class.

Mariachi I
Prerequisite: None
This course is designed for those interested in learning and playing the folk music of Mexico. Students will study mariachi music through instrumental performance in an ensemble setting. Students must participate in one of the parent instrumental organizations (band, orchestra), with the exception of guitar, in order to enroll in this class. The mariachi band is a performance-based organization and participation at out of school performances and rehearsals is required.

Beginning Choir
Fee: Uniform and supplies are required.
Students participate through group and solo activities that allow them to develop vocal and choral techniques that include reading, listening, and appreciation. This is a performance-based class and students will be expected to attend various rehearsals and performances outside the regular school day. Students who choose choir as an elective are making a commitment to remain in the program for the entire year.

Chamber Choir I & II
Prerequisite: Audition; teacher approval
Fee: Uniform and supplies are required.
This is the varsity ensemble for treble students who participate through group and solo activities that allow them to develop vocal and choral techniques that include reading, listening, and appreciation. This is a performance-based class and students will be expected to attend various rehearsals and performances outside the regular school day. Following a competitive audition, students are placed in the appropriate choir classes commensurate with their skill levels. Students who choose choir as an elective are making a commitment to remain in the program for the entire year.

Treble Choir I & II
Prerequisite: Audition; teacher approval
Fee: Uniform and supplies are required.
This is the non-varsity ensemble for the soprano and alto voices. Students participate through group and solo activities that allow them to develop vocal and choral techniques that include reading, listening, and appreciation. This is a performance-based class and students will be expected to attend various rehearsals and performances outside the regular school day. Following a competitive audition, students are placed in the appropriate choir classes commensurate with their skill levels. Students who choose choir as an elective are making a commitment to remain in the program for the entire year.

Advanced Tenor-Bass Choir I & II
Prerequisite: Audition; teacher approval
Fee: Uniform and supplies are required.
This is the varsity ensemble for tenor-bass voices who participate through group and solo activities that allow them to develop vocal and choral techniques that include reading, listening, and appreciation. This is a performance-based class and students will be expected to attend various rehearsals and performances outside the regular school day. Following a competitive audition, students are placed in the appropriate choir classes commensurate with their skill levels. Students who choose choir as an elective are making a commitment to remain in the program for the entire year.

Tenor-Bass Choir I & II
Prerequisite: Audition; teacher approval
Fee: Uniform and supplies are required.
This is the non-varsity ensemble for the tenor and bass voices. Students participate through group and solo activities that allow them to develop vocal and choral techniques that include reading, listening, and appreciation. This is a performance-based class and students will be expected to attend various rehearsals and performances outside the regular school day. Following a competitive audition, students are placed in the appropriate choir classes commensurate with their skill levels. Students who choose choir as an elective are making a commitment to remain in the program for the entire year.

Class Piano I & 2
Prerequisite: None
This course is designed for students who wish to develop basic piano playing skills, or expand on their existing skills. This class will develop the value of music through performance skills and theory comprehension. Time in class will be spent both on and off the keyboards. Students will develop their musical ability through participating in small ensembles as well as solo performances. Students will be expected to attend various rehearsals and performances outside of the regular school day.

Beginning Orchestra
Fee: Additional supplies are required.
This class is for new instrumental musicians with string instruments. Selection of instruments is made upon the recommendation of the director. Instruments include: violin, viola, cello & string bass. Students will be required to purchase various instrument supplies and may be required to rent/purchase their chosen instrument. Students who choose orchestra as an elective are making a commitment to remain in the program for the entire year. This is a performance-based class. There will be very few, before/after school rehearsals and performances required.

Concert Orchestra I & II
Prerequisite: Audition; teacher approval
Fee: Additional supplies required.
This is the sub-non-varsity orchestra ensemble. Students continue to develop their appreciation and understanding as musicians through performance in large and small groups and solos. This is a performance-based class and students will be expected to attend various rehearsals and performances outside the regular school day. Following a competitive audition and teacher recommendation, students are placed in

the appropriate orchestra classes commensurate with their skill levels. Students who choose orchestra as an elective are making a commitment to remain in the program for the entire year.

Symphonic Orchestra I & II
Prerequisite: Audition; teacher approval
Fee: Additional supplies are required.
This is the non-varsity orchestra ensemble. Students continue to develop their appreciation and understanding as musicians through performance in large and small groups and solos. This is a performance-based class and students will be expected to attend various rehearsals and performances outside the regular school day. Following a competitive audition, students are placed in the appropriate orchestra classes commensurate with their skill levels. Students who choose orchestra as an elective are making a commitment to remain in the program for the entire year.

Chamber Orchestra I & II
Prerequisite: Audition; teacher approval
Fee: Additional supplies are required.
This is the varsity ensemble. students develop musical ability through participation in large and small ensembles and solo performances. This is a performance-based class and students will be expected to attend various rehearsals and performances outside the regular school day. Following a competitive audition, students are placed in the appropriate orchestra classes commensurate with their skill levels. Students who choose orchestra as an elective are making a commitment to remain in the program for the entire year.

Beginning Theatre Arts
Students will learn expressive techniques, acting concepts, theater production concepts, and appreciation of theatrical events. They will learn mime, improvisation, and character development. In class, students will explore script writing and will participate in story-telling, puppetry, Reader's Theater, and play production.

Intermediate Theatre Arts
Prerequisite: Successful completion of Beginning Theatre Arts.
Students extend and continue activities and objectives of Beginning Theatre Arts. They will increase their experiences in expressive techniques, acting concepts, theater production concepts, and appreciation of theatrical events. Students will participate in a variety of activities including Reader's Theatre, single and ensemble acting, improvisation, script writing, and all aspects of play production. Students who choose Intermediate Theatre Arts as an elective are making a commitment to remain in the program for the entire year. This is a performance-based class and students may be expected to attend various rehearsals and performances outside the regular school day.

Advanced Theatre Production
Prerequisite: Successful completion of Intermediate Theatre Arts or teacher approval
Students will develop and experience a working knowledge of play production through various performance opportunities. Students will be expected to attend rehearsals and performances outside the regular school day. Students who choose Advanced Theatre Production as an elective are making a commitment to remain in the program for the entire year. This is a performance-based class and students may be expected to attend various rehearsals and performances outside the regular school day.

Beginning Dance 6/7
Fees: Dance apparel and shoes required.
This is an introductory course into dance, balancing the areas of terminology, technique, and movement. Students will learn and perform dance through a broad presentation of skills, technical terminology, historical perspectives, and cultural and artistic diversity. This is a performance-based class and students may be expected to attend various rehearsals and performances outside the regular school day. This course may count towards the four required semesters of Physical Education.

Intermediate Dance 6/7/8
Prerequisite: Successful completion of Beginning Dance or Teacher Approval. This is a second-year course that builds on the experiences of Beginning Dance. Students will learn and perform dance through a broad presentation of skills, technical terminology, historical perspectives, and cultural and artistic diversity. This is a performance-based class and students may be expected to attend various rehearsals and performances outside the regular school day. This course may count towards the four required semesters of Physical Education.

Advanced Dance 7/8
Prerequisite: Successful completion of Intermediate Dance or Teacher Approval. This is a third-year course that builds on the experiences of Beginning and Intermediate Dance. Students will learn and perform dance through a broad presentation of skills, technical terminology, historical perspectives, and cultural and artistic diversity. This is a performance-based class and students may be expected to attend various rehearsals and performances outside the regular school day. This course may count towards the four required semesters of Physical Education.

Dance Team I/II/III
Prerequisites: Director Approval; auditions. A fee will be required for participation. This course allows students the opportunity to acquire advanced skills and prepares students for performance and competition. It requires out-of-school practices and costume purchases. Guidelines and an expense list for membership are available from the dance team director. Students must have a physical exam and emergency card properly completed. Students must make a commitment to attend any activity in which the dance team participates and must also purchase uniform accessories. This is a performance-based class and students may be expected to attend various rehearsals and performances outside the regular school day. This course may count towards the four required semesters of Physical Education.

Break Dance 6/7/8
This course is for students who are interested in free-style breakdance. This class will help students gain confidence and performance skills as well as prepare them for campus-based performances. This is a performance-based class and students may be expected to attend various rehearsals and performances outside the regular school day. This course may count towards the four required semesters of Physical Education.

Communication

Creative Writing – This is a one semester course focusing on the various ways in which ideas can be expressed through writing. Students will explore their creativity through poetry, fiction, advertisement/persuasion, biography, parody, and comics. Students will create a final project of choice to demonstrate their ability to express themselves in a unique way.

Journalism Newspaper – This course exposes students to the world of communication with emphasis on press ethics; news analysis; and news, feature, and editorial writing. This course includes instruction in headline writing and page design while emphasizing writing skills. Students make application of news writing and design skills by periodically creating the school newspaper.

Journalism Yearbook – This course teaches students yearbook design and composition. Direct application is achieved by creating the school yearbook. Students are instructed in basic photography skills, and student photography is featured in the yearbook.

Photojournalism 7/8 – This course provides students with the opportunity to learn effective visual communications and to plan, prepare, and produce photographs through conventional and digital sources.

Technology Courses

Technology Applications 6 – This is a one semester course in which students learn the touch method of keyboarding along with how to write business letters and use proofreading marks. The purpose of Technology Applications is to ensure students acquire skills preparing them for college and careers.

Career and Technical Education Courses

Career and College Exploration – Business and Public Service 7
The course length is 1 semester. Students will explore colleges, trade schools, and careers in the following CTE Clusters: Business, Marketing, Finance, Education & Training, Hospitality & Tourism (culinary), Human Services (cosmetology), and Public Safety (law enforcement and EMT) . Learning laboratories integrated throughout this course provide students hands-on opportunities to learn various job skills, education necessary, use word and data processing software, and research job outlook related to careers.

Career and College Exploration – STEM Expeditions 7
The course length is 1 semester. Students will explore colleges, trade schools, and careers in the following CTE Clusters: Health Science, Architecture, Audio/Video Production, Cybersecurity, Information Technology, and Engineering. Throughout this course, students will utilize the PITSCO learning laboratory to incorporate technology while collaborating, solving real-world challenges, and experimenting with a variety of career paths.

Career and College Exploration – Agriculture, Construction, Manufacturing, and Transportation 8
The course is a full-year course. Students will explore colleges, trade schools, and careers in the following CTE Clusters: Agriculture, Architecture & Construction, Manufacturing, and Transportation. Students are exposed to challenging academic standards and relevant technical knowledge to further their education and succeed in current and emerging professions as they explore the fields of agriculture science, architecture, construction, welding, and automotive technology. Students should enjoy working with their hands and be prepared to complete engaging skills laboratories.

General Employability Skills - 8
The course is a full-year course. General Employability provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. The course includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is a part of the process of obtaining employability skills. This course is designed to guide students in obtaining the knowledge and necessary employability skills that are transferable among a variety of jobs and careers and are considered essential in any employment situation. Successful completion of this course awards 1 high school credit.

Physical Education/Health

GIRLS PE 6 / GIRLS PE 7/8
BOYS PE 6 / BOYS PE 7/8
Four (4) semesters of physical education are required in grades six through eight. Students will be provided opportunities to participate safely and efficiently in movement skills included in sports and other physical activities. As part of a coordinated school health program, the student shall be provided opportunities to participate in varied physical fitness activities and health education that should be continued throughout life. Athletics may be substituted for physical education in the seventh and eighth grades.

Skills for Living 6
The goal of the skills for living course is to provide instruction that allows students to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of the standards in this course will allow students the ability to gather, interpret, and understand healthy skills for living. Skills for Living supports the development of a healthy self-concept and responsible decision making. This course reinforces, fosters, and applies positive character traits.

OFF-CAMPUS PE
Off-Campus Physical Education Equivalent Program provides an opportunity for students in grades 6-12 to receive credit for participation in an off-campus physical education program. The Texas Education Agency (TEA) authorizes school districts to award physical education credit for students participating in appropriate privately or commercially sponsored physical activity programs if certain guidelines are met. The purpose of the

program is to accommodate students who wish to participate in special and/or accelerated physical education activities which go above and beyond those normally scheduled in the school district. For more information, please visit the district secondary instruction website, https://www.newcaneyisd.org/departments/teaching-and-learning/secondary-instruction and follow up with the student's school counselor.

Athletics 7 and 8

- Students must be enrolled in a total of 1 unit of physical education or athletics during their seventh-grade year.
- Students participating in athletics must enroll for a full year of athletics to receive a physical education credit of 1 unit.
- Students are required to have a current physical exam and must purchase practice uniforms. (Contact coaches for more information.)
- Students may not be enrolled in more than one period of athletics or PE per year.
- Sports include the following football, volleyball, basketball, and track.
- Students must meet all UIL grade and attendance requirements in order to participate.

Cheerleading 7/8 – This course is designed for students selected to perform on seventh and eighth grade squads. This class meets during the day and consists of conditioning activities, skill development in several cheerleading techniques, and specific preparation for games. Students gain membership through try-out procedures held during the spring of the previous school year. This course will count towards the four required semesters of Physical Education.

Other Electives

Student Aide – Students must have good attendance, good behavior, and have mastered all objectives on the seventh grade STAAR Reading to be an aide. **This is an eighth grade elective only**. Types of aides are office, library, and counselor.

Study Skills – Success for Students is a curriculum developed for a semester length course covering over twenty key subject areas with lessons designed to build student skills in time management, goal setting, and study strategies. Sample topics include the following: How to Study, Keeping Track of Schoolwork, Note Taking, Memory Skills, Prioritizing and Decision Making, Critical and Creative Thinking, Test Taking, and much more.

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