

SECTION II:

Middle School

Information and Course Descriptions



AISD

AISD Disclaimer:

The contents of the Secondary School Information Guide are relevant to AISD Policy (Legal and Local), Regulation and Practice as of November 2008. For current information regarding district policy please refer to the Austin Independent School District website at www.austinisd.org or visit with your school counselor.

Specific school-related questions should be directed to campus staff. When a parent or guardian has a question or concern, he or she should contact the person who made the initial decision. After discussing the matter, if the concern continues, the principal should be contacted.

MIDDLE SCHOOL

Middle School Information

MIDDLE LEVEL EDUCATION MISSION: OUR LOFTIEST ASPIRATION

The mission of middle level education, where children explore and discover their unique identities, is to ensure all students demonstrate high academic achievement and develop confidence and character to succeed in high school and beyond; this is accomplished by:

- Engaging students in rigorous, relevant, world-class curriculum and instruction
- Fostering meaningful relationships
- Encouraging respect and appreciation of diversity
- Promoting civic engagement
- Supporting students' intellectual, physical, social, and emotional well-being

Middle Level Education Strategies

1. We will develop, recruit, support, retain, and recognize high quality principals, teachers, and staff at every middle school to ensure that every student has a quality education.
2. We will implement a rigorous, relevant, world-class curriculum and ensure that teachers have the professional development necessary to consistently apply best instructional and assessment practices.
3. We will develop a comprehensive plan in partnership with outside resources and agencies to support at-risk students and families in order to increase student attendance and reduce barriers to learning.
4. We will promote healthy life styles and safe learning environments at every middle school to ensure that students are fit, healthy, and ready to learn.
5. We will integrate, model, reinforce and assess the character attributes established in the AISD Character Education Program at every middle school.
6. We will design middle level learning environments that foster relationships and smaller learning communities addressing such needs as facility use, staff organization, career exploration, and project-based learning.
7. We will identify and implement effective academic support and interventions for underachieving students.
8. We will create and implement effective transition programs for entering and exiting middle schools.

Austin Independent School District's middle schools serve students in grades six to eight (ages 11-14). Austin ISD middle schools are designed to meet the needs of young adolescents. Most middle schools are organized in "teams" of teachers and students. Each student is assigned to a team of four core-area teachers and others who work closely with the team and its students. Teaming allows better communication and support, as well as more individual attention for all students.

Curriculum at a Glance

AISD provides middle school students a well-balanced curriculum that exceeds the requirements of the Texas Education Agency (TEA). The AISD academic program offers all students the same basic course of study. Students in grades 6-8 are required to take core courses in English/language arts, mathematics, science, social studies, physical education, fine arts, and keyboarding.

During the middle school years, students need to broaden their academic and career options and develop the foundation needed for success in high school. In addition to the required courses, students choose optional courses (electives) in fine arts, and languages other than English, as well as discovery courses in technical education and career exploration, or may take additional

physical education courses. Specific required and elective courses may vary from school to school.

Middle schools offer Pre-Advanced Placement courses in English, mathematics, science and social studies, as well as other services to gifted and talented students. These courses provide additional challenges within the traditional program of instruction. Any student with the interest, ambition, and motivation to enroll in one or more advanced academic courses may do so with parent permission. Many middle schools also offer selected courses for high school credit.

A counselor can assist students and parents in choosing appropriate courses. Teachers may also make recommendations to parents to move students into advanced academic courses and will contact the parent to discuss this. If the parent wishes to move their child into one or more advanced academic courses, the parent will need to conference with the current teacher and/or counselor.

Preparing Your Schedule

Sixth grade students should consider where they would like to be by eighth grade and for high school. Therefore, when choosing elective courses, sixth and seventh grade students should consider

what it requires to accomplish their goals. For instance, if students are interested in taking advanced band, choir, or theatre arts, in eighth grade, students should select the beginning course in sixth grade and the intermediate course in seventh grade. A course that is required before another course can be taken is called a “prerequisite course.” Although many beginning courses are available to 7th and 8th grade students, students should determine whether courses they would like to take in 7th and 8th grade require any previous courses.

Students should plan their schedule for the upcoming year by selecting from the required and elective courses. Remember that required courses will either be regular or Pre-AP. Required physical education courses and optional elective courses will either be semester or yearlong. Course descriptions for required and elective courses follow the Middle School Section.

National Honor Society for Middle School

Membership for National Junior Honor Society (NJHS) is based upon demonstration of outstanding performance in five areas: scholarship, leadership, service, character, and citizenship. These definitions are as follows:

Scholarship - The student has a grade average established by the faculty council on all course work completed.

Leadership - The student must demonstrate leadership in the following twelve areas:

- Is responsible in proposing new problems, applying principles, and making suggestions;
- Demonstrates initiative in promoting school activities;
- Exercises positive influence on peers in upholding school ideas;
- Contributes ideas that improve the civic life at the school;
- Is able to delegate responsibilities;
- Exemplifies positive attitudes;
- Inspires positive behavior in others;
- Demonstrates academic initiative;
- Successfully hold school offices or positions of responsibility; conducts business effectively and efficiently, demonstrates reliability and dependability;
- Is a leader in the classroom, at work, and in other school or community activities;
- Is thoroughly dependable in any responsibility accepted; and
- Is willing to uphold scholarship and maintain a loyal school attitude.

Service - The student must demonstrate forms of service in any of the following eight areas:

- Volunteers and provides dependable and well-organized assistance, is gladly available and is willing to sacrifice to offer assistance;
- Works well with others and is willing to take on difficult or inconspicuous responsibilities;
- Cheerfully and enthusiastically renders any requested service to the school;

- Is willing to represent the class or school in inter-class and interscholastic competition;
- Do committee and staff work without complaint.
- Participates in some activity outside of school, for example, Girl Scouts, Boy Scouts, religious groups, volunteer services for the elderly, poor or disadvantaged;
- Mentors persons in the community or students at other schools; and
- Shows courtesy by assisting visitors, teachers, and students.

Character - The student must demonstrate the following ten areas of character:

- Takes criticism willingly and accepts recommendations graciously;
- Consistently exemplifies desirable qualities or behavior (cheerfulness, friendliness, poise, stability);
- Upholds principles of morality and ethics;
- Cooperates by complying with school regulations concerning property, programs, office, halls and the like;
- Demonstrates the highest standards of honesty and reliability;
- Regularly shows courtesy, concern, and respect for others;
- Observes instructions and rules, is punctual and faithful both inside and outside of the classroom;
- Has powers of concentration, self-discipline, and sustained attention as shown by perseverance and application to studies;
- Manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others; and
- Actively helps rid the school of bad influences or environment.

Citizenship - The following three areas are forms of citizenship:

- Understands the importance of civil involvement;
- Has a high regard for freedom, justice, and respect of the American form of government (representative democracy); and
- Demonstrates mature participation and responsibility through involvement with such activities as scouting, community organizations, and school clubs.

Each category listed above is judged independently. To be eligible for membership, a student must have the grade point average established by the faculty council on all course work completed. In addition to this academic requirement, outstanding leadership, service, character and citizenship at school and in other activities are required.

Standards for National Junior Honor Society include:

- All local selection guidelines for NJHS must conform to the national guidelines;

- Each campus will have a five-member faculty council with a chapter adviser. The adviser will exercise the duties outlined in the Constitution published by the national office of NJHS;
- Guidelines will be fairly and consistently applied and any changes in guidelines will be publicized prior to implementation;
- All schools will publicize the selection process and make the information available to parents, students, and faculty members upon request. The selection criteria will be publicized in the District's Secondary School Information Guide (SSIG) annually;
- Students in grades 7 and 8 are eligible for membership. Students in grade 6 are eligible for candidacy during the spring of their sixth grade year;
- Membership criteria for scholarship will be an average established by the faculty council;
- Each campus will use the Student Activity information form suggested by the national office;
- Faculty evaluation forms will be used, and the evaluator will sign each form. The evaluator must be prepared to support any below average rating with substantiating data based on sound professional judgment and action. Faculty advisers will conduct information interviews with faculty members regarding below-average ratings that appear to be unique;
- A point system will be utilized for faculty evaluations and the points will be applied to the criteria of leadership, service, and character. Schools will use a point system of 1-5 (5=excellent; 4=good; 3=average; 2=fair; and 1=unacceptable). The student's current teachers individually rating the student will process faculty evaluations. For admission to NJHS a student must have a total of 126 points (out of 140 possible points) and meet the scholarship requirements; and
- All middle schools will follow the national guidelines for NJHS membership.

Middle School Required Course Descriptions

Required Courses for 6th, 7th and 8th Grade Students

Students will be placed in Pre-AP classes based on TAKS results or parent signature on choice sheets. Students identified as G/T must be registered for Pre-AP classes in the area(s) in which they have been identified in order to maintain G/T designation and receive G/T services.

Pre-AP classes include strategies that students will need if they choose to enroll in AP courses at the high school level. Pre-AP classes are more advanced.

Students Success Initiative: Enacted by the 76th Texas Legislature (1999), the Student Success Initiative (SSI) mandates new passing requirements to be phased in as follows: beginning in school year 2002-2003 for the reading test at Grade 3, beginning in school year 2004-2005 for the reading and mathematics tests at Grade 5, and beginning in school year 2007-2008 for the reading and mathematics tests at Grade 8. As specified by these requirements, a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after accelerated instruction. The goal of the SSI is to support on grade level academic achievement for every student.

ENGLISH/LANGUAGE ARTS AND READING

6th	TEA #03200510	1026R 1026H (Pre-AP)
7th	TEA #03200520	1027R 1027H (Pre-AP)
8th	TEA #03200530	1028R 1028H (Pre-AP)

These classes provide instruction and practice in reading a variety of genres, writing a wide variety of compositions, listening and speaking at higher levels each year. Students complete research projects that require them to understand and evaluate a variety of textual and visual materials. They learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing.

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NOTE: Starting in spring 2008, 8th graders must pass 8th grade reading TAKS to be promoted to high school language arts courses.

ENGLISH AS A SECOND LANGUAGE (ESL) ENGLISH FOR NON-ENGLISH SPEAKERS

6th	TEA #02940000	1226E
7th	TEA #03200400	1227E
8th	TEA #03200500	1228E

ESL classes prepare students for academic success in all content areas. ESL classes are not watered down. They cover the same concepts, knowledge, and skills covered in the English Language Arts curriculum. Students learn to use English to obtain, process, and construct knowledge as well as to demonstrate their knowledge of subject matter information through oral and written expression.

MATHEMATICS

6th	TEA #02820000	3026R 3026H (Pre-AP)
7th	TEA #03103000	3027R 3027H (Pre-AP)
8th	TEA #03103100	3028R 3028H (Pre-AP)

Throughout mathematics in Grades 6-8 students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other; and they connect verbal, numeric, graphic, and symbolic representations of relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, reasoning and concepts of probability to draw conclusions, evaluate arguments and make recommendations.

Problem solving in meaningful contexts, language and communication, connections within and outside mathematics, and formal and informal reasoning underlies all content areas in mathematics. Throughout mathematics in Grades 6-8, students use these processes together with graphing technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve problems as they do mathematics.

Students Success Initiative: Enacted by the 76th Texas Legislature (1999), the Student Success Initiative (SSI) mandates new passing requirements to be phased in as follows: beginning in school year 2002-2003 for the reading test at Grade 3, beginning in school year 2004-2005 for the reading and mathematics tests at Grade 5, and beginning in school year 2007-2008 for the reading and mathematics tests at Grade 8. As specified by these requirements, a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after accelerated instruction. The goal of the SSI is to support on grade level academic achievement for every student.

GRADE 6 – MATHEMATICS

Within a well-balanced mathematics curriculum, the primary focal points at Grade 6 are using ratios to describe direct proportional relationships involving number, geometry, measurement, and probability and adding and subtracting decimals and fractions.

GRADE 7 – MATHEMATICS

Within a well-balanced mathematics curriculum, the primary focal points in Grade 7 are using direct proportional relationships in number, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions and integers; and using statistical measures to describe data.

GRADE 8 – MATHEMATICS

Within a well-balanced mathematics curriculum, the primary focal points at Grade 8 are using basic principles of algebra to analyze and represent both proportional and non-proportional linear relationships and using probability to describe data and make predictions. NOTE: Since 2007-2008, 8th graders must pass 8th grade Mathematics TAKS to be promoted to high school mathematics courses. A Grade Placement Committee (parent, principal and teacher) will determine promotion/retention based on TAKS, course grades and attendance criteria.

ALGEBRA I (Pre-AP)

8th TEA #03100500 3313H
(1.0 High school credit earned)

Some eighth grade students may choose to take Algebra I, which is a high school credit course. Only students who have mastered the material taught in mathematics in grades 6-8 should take this course. Students who complete any high school mathematics courses in grades 7 and/or 8 may use the credit earned to satisfy the requirement of four units of mathematics in grades 9-12. Grades earned in high school courses taken in middle school are included in the high school GPA. NOTE: Starting in 2007-2008, entering freshmen must take four years of high school mathematics courses to include Algebra I, Geometry and Algebra II. The Math Modeling with Applications course, if taken, must occur before Algebra II.

SCIENCE

6th TEA #03060600 4126R
4126H (Pre-AP)
7th TEA #03060700 4127R
4127H (Pre-AP)
8th TEA #03060800 4128R
4128H (Pre-AP)

Students learn concepts in an integrated approach of life, earth, and physical sciences with an emphasis on inquiry-based field

and laboratory investigations. A unit in personal health and sexuality is included at each grade level.

SOCIAL STUDIES

6th TEA #02660060 4926R
4926H (Pre-AP)
7th TEA #03343000 4927R
4927H (Pre-AP)
8th TEA #03343100 4928R
4928H (Pre-AP)

Students learn about events, leaders, beliefs and geography in economic and political systems and cultures. Grade 6 emphasizes modern life in world regions. Grade 7 studies Texas Geography and History. Grade 8 studies U.S. History from exploration to 1877.

KEYBOARDING PROFICIENCY

Beginning 2005-06, keyboarding is a required elective course at the middle school level. The expectation is that students will be proficient in keyboarding before entering grade 9.

To assist students in meeting this expectation, the following opportunities are available:

- Passing keyboarding for credit at the middle school during the school year (grade 7 and 8).
- Passing keyboarding for credit during summer school before grade 9, if offered as a part of the summer school program
- Demonstrating proficiency on a district-developed keyboarding equivalency assessment at middle school.
- Passing the keyboarding credit by exam with 90% proficiency.
- Passing Introduction to Keyboarding.

6th, 7th or 8th TEA #12011500 0312R Credit: 1/2

Develop psychomotor skills through drill practice and reinforcement of correct keyboarding techniques. Students will be provided instruction on how to create, format, and edit personal and business documents, including letters, reports, memos, and outlines. The course includes skill development in proofreading, spelling, and punctuation. Students will learn skills using software for word processing, visual presentation, and spreadsheet application while learning file management skills. By the end of the semester, all students are expected to key a minimum of 20 nwpm with 80% accuracy. Students who do not want to earn ½ high school credit may be transcribed with the course Intro to Keyboarding. Students who enter the course with the minimum timed-writing level competence are expected to improve keyboarding speed by increasing between 4 and 8 words per minute.

MIDDLE SCHOOL PHYSICAL EDUCATION

IMPORTANT:

- All middle school students must take at least four semesters of Physical Education or Physical Education Substitutions.
- Athletics, Dance or JROTC are Physical Education Substitutions that will satisfy the 4-semester requirement if taught by a certified Physical Educator or Dance Instructor during school hours.

- Students must take at least one semester of General Physical Education or Physical Education Substitution per each grade level.
- Functional Fitness is a new Physical Education class that is offered to meet the 4-semester requirement.
- Functional Fitness may only be taken once during Middle School.
- An approved Off-Campus PE Equivalent Program may also substitute for the Physical Education requirement for 7th and 8th grade.
- All students will be assessed on their physical fitness based on their Health Classification.

6th Grade PE

TEA #02850000

6016R (Semester)

Students in 6th grade will understand in greater detail the function of the body and learn to use technology to measure their own performance, such as using a pedometer to track physical activity. Students will be able to identify types of physical activities that provide them with enjoyment and challenge to encourage them to be physically active throughout life. The 6th grade physical activity focus is: Basketball, Flag Football, Jump Rope, Soccer, Tennis, Track and Field, Volleyball and Fitness skills.

6th Grade Functional Fitness

TEA #02850000

6003R (Semester)

Functional Fitness is a course designed to improve all aspects of individual health-related fitness. Students will focus on improving their cardiovascular endurance, muscular strength and endurance and flexibility. Each day the students will participate in popular health club type activities such as Core Strength Training, Pilates, Plyometrics, Dynamic Stretching, Exercise Balls and Bands and Aerobic activities and games. Students will also design and monitor their own personal fitness program. This class may be taken either semester during 6th grade.

7th Grade PE

TEA #03823000

6017R (Semester)

Students in 7th grade physical education will apply similar concepts from one sport or movement setting to another. Students will learn how to observe another individual's performance and notice key elements for success. At this grade level, students are expected to participate in physical activity both in and out of school while maintaining a healthy level of fitness as their bodies grow and change. Their knowledge of safety and the ability to manage their own behavior is reinforced. Instruction is directed toward encouraging the incorporation of physical activity into a daily routine and less toward fundamental skill development. The 7th grade physical activity focus is: Bowling, Circuit Training, Disc Golf, Floorball, Outdoor Education, Softball, Ultimate Frisbee and Fitness skills.

8th Grade PE

TEA #03823000

6018R (Semester)

Students in 8th grade physical education will continue to understand the need to remain physically active throughout life by participating in enjoyable lifetime activities in and out of school. Students will be able to demonstrate higher-level movement skills, strategies and tactics within game play. Students will learn the components of fitness. The 8th grade physical activity focus is:

Badminton, Basketball, Golf, Lacrosse, Team Handball, Volleyball, Weight Training and Fitness skills.

7th/ 8th Grade Functional Fitness

TEA #03823000

6003R (Spring Semester only)

PREREQUISITE: 7th or 8th Grade General PE (Fall Semester) or 7th or 8th Grade Physical Education Substitution (Fall Semester)
This class is only for 7th or 8th graders who did not take Functional Fitness during 6th grade. This class is the same as 6th Grade Functional Fitness. This class is designed for 7th and 8th graders who are in need of a 4th semester of Physical Education to meet the 4-semester requirement.

LOCALLY DEVELOPED PHYSICAL EDUCATION COURSES SERVING STUDENTS WITH DISABILITIES

Students must take at least one semester of Adapted Physical Education for 6th, 7th and 8th grade. Additional credits may be taken for local credit only.

PREREQUISITE: Placement by ARD committee

ADAPTED PHYSICAL EDUCATION

6th TEA #02850000 019525S

7th TEA #03823000 019625S

8th TEA #03823000 019725S

PHYSICAL EDUCATION SUBSTITUTIONS FOR MIDDLE SCHOOL

Physical Education substitutions allow a student to use approved physical activities to meet the physical education requirements for middle school.

There are three types of physical education substitutes for Middle School:

1. Athletics courses
2. Dance courses
3. Off-Campus Physical Education Equivalent Program (Category 2 only)

1. ATHLETICS COURSES

GRADE PLACEMENT: 7th and 8th grades

PREREQUISITE: Approval by the Athletic Coach

Students will participate in athletic activities during this class, which can be substituted for a physical education credit. Students will learn grade level Physical Education curriculum during the off-season.

7th TEA #03823000 6217R (Semester)

8th TEA #03823000 6218R (Semester)

2. DANCE COURSES

If taught by a certified dance instructor. Please refer to the fine arts section for appropriate course numbers.

3. OFF-CAMPUS PHYSICAL EDUCATION EQUIVALENT

GRADE PLACEMENT: 7th and 8th grade

The Off-Campus Physical Education Equivalent Program is an athletic/training program that students may participate in using a commercial or private agency approved by the District.

- The Off-Campus Physical Education Equivalent Program packets may be obtained through the counselor's office or on the AISD website (www.austinisd.org).

- Students may only choose agencies that are listed on the "AISD Approved Agency" list on the AISD website.
- Completed packets must be received by the P.E. Department at the Carruth Administration Center on or before the first day of each semester.
- The Off-Campus Physical Education Equivalent Program course must be scheduled through your counselor and will be noted on the student's report card.
- Students must complete journal assignments, given by the Agency, for verification of learned Texas Essential Knowledge and Skills for Physical Education.
- AISD is not responsible for providing transportation to the approved agencies.

Category 2 (only for Middle School Students based on a ruling from the State Board of Education, July 2006): A private or commercially-sponsored physical activity or training program.

- The student must participate in the substitute activity that is in congruence with the Physical Education TEKS (TAC) Chapter 74.
- The student is required to participate at least 5 hours per week during the entire school semester.
- Students certified to participate at this level will not be dismissed from any part of the regular school day.

CATEGORY 2	TEA #03850114
7TH	016033
8TH	016035

Elective Courses for 6th, 7th, and 8th Grade Students

One semester of Fine Arts is required; students may choose yearlong option if they want to take the other semester as an elective.

ART (BEGINNING)

6th	TEA #02880000	5016R (Semester) 5026R (Year)
7th	TEA #03403001	5117R (Semester) 5127R (Year)
8th	TEA #03503002	5218R (Semester) 5228R (Year)

ART (INTERMEDIATE)

7th	TEA #03403001	5117R (Semester) 5127R (Year)
8th	TEA #03403002	5218R (Semester) 5228R (Year)

PREREQUISITE: Art (Beginning)

ART (ADVANCED)

8th	TEA #03403002	5218R (Semester) 5228R (Year)
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PREREQUISITE: Art (Intermediate)

Art courses provide comprehensive learning in visual knowledge and skills. An exploratory and experimental approach is used emphasizing individual growth and freedom of expression and response. Students work with a variety of processes and materials such as painting and drawing, sculpture and ceramics, printmaking, fibers, jewelry, and electronic media. Students perceive the world about them; interpret their emotions, feelings and insights through a variety of media; study works of art and learn to appreciate a variety of art forms; evaluate their own art and the works of other artists.

BAND (BEGINNING)

6th	TEA #02910000	5326R (Year)
7th	TEA #03154101	5327R (Year)
8th	TEA #03154503	5328R (Year)

BAND (INTERMEDIATE)

7th	TEA #03154101	5327R (Year)
8th	TEA #03154503	5328R (Year)

BAND (ADVANCED)

8th	TEA #03154503	5328R (Year)
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PREREQUISITE: Directors approval required for placement in all levels.

Band is offered at three levels of instruction. Students are introduced to the fundamentals of band instruments. Students are required to furnish their own instruments. However, some instruments may be available for use. Rapidly progressing students may be transferred to a more advanced band level as scheduling permits. Out-of-school rehearsals and performances are required.

BUSINESS VENTURE

**6th, 7th, or 8th TEA #12001200 8823R (Semester)
8822R (Year)**

Provides an opportunity to operate a small group or class-based business offering a service or product needed in their community; teaches basic entrepreneurial concepts, and fundamental business operating principles; and accomplishes the course objectives by working in teams and collaboratively.

CAREER INVESTIGATION

6th, 7th or 8th TEA #12721100 7415R (Semester)

This course develops greater knowledge and understanding of career and educational opportunities and options. Sixteen occupational clusters and a variety of career pathways within each cluster are studied. The course culminates in the development of an Individual Academic and Career Plan. This course may be taken once in either grade 6, 7 or grade 8.

CHOIR (BEGINNING)

6th	TEA #02920000	5616R (Semester) 5626R (Year)
7th	TEA #03154301	5617R (Semester) 5627R (Year)
8th	TEA #03154504	5618R (Semester) 5628R (Year)

CHOIR (INTERMEDIATE)

7th	TEA #03154301	5617R (Semester) 5627R (Year)
8th	TEA #03154504	5618R (Semester) 5628R (Year)

CHOIR (ADVANCED)

8th	TEA #03154504	5618R (Semester) 5628R (Year)
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PREREQUISITE: Director's approval required for placement in all levels.

Choir classes are designed at three levels for students whose interests lead them toward a sequential, continuing study of choral music. This course is a performance oriented course and teaches unison, two, three and four-part choral literature. Musicianship is developed through the study of vocal techniques, sight-reading skills, and music listening. Out-of-school rehearsals and public performances are required.

COMMUNICATION APPLICATIONS

8th TEA #03241400 1525R (Semester)

CREDIT: 1/2

Students identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. Completion of this course is a high school graduation requirement.

COMPUTER TECHNOLOGY

6th	TEA #02670060	1106R (Semester)
7th	TEA #03580100	8817R (Semester)
8th	TEA #03580120	8818R (Semester) 8828R (Year)

Students gain knowledge and skills in the application, design, production, and evaluation of computer products, services and systems. The study of technology allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities and problems. Students gain an understanding of career opportunities available in technology and what employers require.

EXPLORING COMMUNICATION TECHNOLOGY

7th or 8th TEA #12311120 7319R (Semester)

Prerequisite: Technology Education or Teacher approval.

This is an exploratory course designed to provide an investigation of the types of activities performed in the communication industry and through laboratory experiences students explore the skills and technologies of this industry. Instruction includes the application of technology; design of products and services; emerging and innovative technologies; safety and maintenance of technology; marketing; technology-related career explorations; and codes, laws and standards. Expenses may be incurred for projects.

EXPLORING COMPUTER APPLICATIONS

**6th, 7th or 8th TEA #12311130 7326R (Semester)
7321R (Year)**

Prerequisite: Technology Education or Teacher approval.

An exploratory course designed to provide an investigation of the types of activities performed with computers. Through laboratory experiences students explore the skills and technologies of this industry. Content includes the application of technology; the design of products and services; emerging and innovative technologies; safety and maintenance of technology; marketing; technology-related career explorations; and codes, laws, and standards. Activities may include desktop publishing, computer-aided design and drafting, computer animation, CNC programming, computer control, and robotics. Expenses may be incurred for projects.

EXPLORING CONSTRUCTION TECHNOLOGY

7th or 8th TEA #12311140 7315R (Semester)

Prerequisite: Technology Education

This is an exploratory course designed to investigate the types of activities performed in the construction industry and through laboratory experiences students explore the skills and technologies of this industry. Content includes the application of technology; the design of products and services; emerging and innovative technologies; safety and maintenance of technology; codes, laws and standards; marketing and technology related career explorations. Expenses may be incurred for projects.

EXPLORING ENERGY, POWER AND TRANSPORTATION TECHNOLOGY

7th or 8th TEA #12311150 7316R (Semester)

Prerequisite: Technology Education

This is an exploratory course designed to investigate the types of activities performed in the energy power, and transportation industry and through laboratory experiences students explore the skills and technologies of these industries. Content includes the application of technology; the design of products and services; emerging and innovative technologies; safety and maintenance of technology; codes, laws and standards; marketing and technology related career explorations. Expenses may be incurred for projects.

EXPLORING MANUFACTURING TECHNOLOGY

7th or 8th TEA #12311160 7314R (Semester)

Prerequisite: Technology Education

This exploratory course is designed to investigate the types of activities performed in the manufacturing industry and through laboratory experiences students explore the skills and technologies of this industry. Content includes the application of technology; design of products and services; emerging and innovative technologies; safety and maintenance; marketing; technology-related career explorations; and codes, laws and standards. Expenses may be incurred for projects.

GATEWAY TO TECHNOLOGY

6th, 7th or 8th TEA #N1237200

8852R (Year) Credit 1

8853R (Year) Credit 0

8854R (Semester) Credit 1/2

8855R (Semester) Credit 0

8856R (Semester) Credit 1/2

8857R (Semester) Credit 0

Gateway To Technology's cutting-edge program addresses the interest and energy of middle school students, while incorporating national standards in math, science and technology. GTT is "activity oriented" to show students how technology is used in engineering to solve everyday problems. The five instructional units excite and motivate students to use their imaginations and teach them to be creative and innovative, while gaining the skills they need to develop, produce and use products and services. The five units are: Design & Modeling; The Magic of Electrons; The Science of Technology; Automation and Robotics; Flight & Space. This program is offered at Ann Richards School for Young Women Leaders and Bedichek.

FINE ARTS DISCOVERY

6th TEA #84500003 5116R (Semester)

Students will explore a variety of art forms and receive beginner level instruction in three Fine Arts disciplines: Art, Music and Theatre Arts in multicultural contexts are covered on a rotation basis. Observation of performances and/or demonstrations will be an integral component of this course.

HEALTH EDUCATION

8th TEA #03810100 6931R (Semester)

CREDIT: 1/2

This course presents extensive coverage of the Texas Essential Knowledge and Skills for Health including: consumer health; diseases; environmental health and safety; growth and development; health and fitness for daily living; nutrition; use and abuse of tobacco, alcohol and drugs; and the human life cycle. Students are encouraged to choose responsible health behaviors now and in the future. This course is for mature middle school students who are working on an advanced graduation plan.

INTRODUCTION TO BUSINESS SUPPORT SYSTEMS

7th or 8th TEA #12001100 8819R (Semester)

8821R (Year)

Introduces practical business procedures; develops a foundation for competent business participation and self-sufficiency in today's world; develops flexibility and adaptability for the rapidly-changing business environment and other skills necessary for success in the workplace; reinforces reading, writing, and calculating skills; and develops effective communications and information management using emerging technology including telecommunications.

INTRODUCTORY HORTICULTURE

6th, 7th or 8th TEA #11900161 8329R (Semester)

A course designed as an introduction to the basic principles, practices, and skill development in horticulture. Instruction includes plant classification, greenhouse and nursery crop production; fruit, nut, and vegetable crop production; landscaping; and floral design. Leadership and career exploratory activities are also included.

INTRODUCTORY AGRICULTURAL MECHANICS

6th, 7th or 8th TEA #11900121 8901R (Semester)

A course designed to introduce basic theory, safety, and skill development in agricultural mechanics. Instruction includes hand and power tools; building and fence construction; concrete construction; electric and oxyfuel cutting and welding; agricultural equipment maintenance; and the installation and maintenance of water, sanitation, and electrical systems. Leadership and career exploratory activities are also included.

INTRODUCTION TO RECORDKEEPING

7th or 8th TEA #12001400 8825R (Semester)

8824R (Year)

Develops understanding of and skill in maintaining accurate records; includes skills used in everyday business activities both for personal and professional use; provides opportunity to develop skills related to personal financial management as well as budgeting, financial planning, cashier's records, handling of money, and tasks common to simple office practices.

INTRODUCTION TO KEYBOARDING

6th, 7th or 8th TEA #12011300 0316R (Semester)

Develops computer keyboard mastery techniques, speed and accuracy and an introduction to word processing.

INSTRUMENTAL / VOCAL ENSEMBLE

7th	TEA #03154401	5517R (Semester) 5527R (Year)
8th	TEA #03154506	5518R (Semester) 5528R (Year)

PREREQUISITE: Directors approval required for placement in all levels.

An instrumental or vocal music ensemble of varying size designed to promote the performance technique of stage band, folk, rock, jazz, Caribbean, and other popular musical idioms. Ensembles may include jazz band, steel drum band, mariachi band, or show choir. Students must be enrolled in a regular band, choir, or orchestra class to participate in any specialized instrumental or vocal ensemble. Out-of-school rehearsals and performances are required.

LANGUAGE DISCOVERY

6th	TEA #02950000	2016R (Semester) 2026R (Year)
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In most cases students will explore a variety of foreign languages. Students are introduced to the world of languages and learn how English is related to other languages and how it has evolved from them. The emphasis is on the culture of the language being studied and on basic communication. More attention is given to the languages currently taught in AISD high schools: American Sign Language (ASL), Chinese, French, German, Japanese, Latin, and Spanish. In some cases sixth-grade students may continue their study of a specific language, usually Spanish, begun in the elementary schools. Similarly, special courses for native-speakers of Spanish may be offered for students who are native speakers of that language.

LANGUAGES OTHER THAN ENGLISH 7TH GRADE

French IA	TEA #03410100	2013R (Year)
Chinese IA	TEA #03490100	2460R (Year)
German IA	TEA #03420100	2113R (Year)
Japanese IA	TEA #03120100	2513R (Year)
Latin IA	TEA #03430100	2213R (Year)
Spanish IA	TEA #03440100	2313R (Year)
Spanish for Spanish Speakers IA	TEA #03440110	2313E (Year)

Courses offer sequential instruction in speaking, listening to, reading, and writing a language. Students also learn about the culture of the country or countries where the language is spoken. Spanish for Spanish Speakers should be offered on campuses where there are significant numbers of native speakers of that language. Students must complete part A in 7th grade and part B in 8th grade to earn 1 high school credit which will satisfy the first year of Languages Other Than English (LOTE) requirement in AISD graduation plans. Students who complete only one part will earn .5 credit that will count toward state elective graduation credit, appear on the transcript and will be included in the high school grade point average. Students are expected to complete both semesters of the same LOTE course. Students who do not complete the full 1.0 credit during middle school will experience scheduling issues in high school.

(Note: In some limited situations, students who have demonstrated a special ability in languages may be able to take an accelerated Language Other Than English, which covers the curriculum at the same rate as the high school course (1 year middle school = 1 year high school.)

LANGUAGES OTHER THAN ENGLISH 8TH GRADE

French IB	TEA #03410100	2014R (Year)
Chinese IB	TEA #03490100	2461R (Year)
German IB	TEA #03420100	2114R (Year)
Japanese IB	TEA #03120100	2514R (Year)
Latin IB	TEA #03430100	2214R (Year)
Spanish IB	TEA #03440100	2315R (Year)
Spanish for Spanish Speakers IB	TEA #03440110	2315E (Year)

Courses offer sequential instruction in speaking, listening to, reading, and writing a language. Students also learn about the culture of the country or countries where the language is spoken. Spanish for Spanish speakers should be offered on campuses where there are significant numbers of speakers of that language. Students must complete part A in 7th grade and part B in 8th grade to earn 1 high school credit which will satisfy the first year of Languages Other Than English (LOTE) requirement in AISD graduation plans. Students who complete only one year will earn .5 credit that will count toward state elective graduation credit, appear on the transcript and will be included in the high school grade point average. Students are expected to complete both semesters of the same LOTE course. Students who do not complete the full 1.0 credit during middle school will experience scheduling issues in high school.

ORCHESTRA (BEGINNING)

6th	TEA #02930000	5426R (Year)
7th	TEA #03154201	5427R (Year)
8th	TEA #03154505	5428R (Year)

ORCHESTRA (INTERMEDIATE)

7th	TEA #03154201	5427R (Year)
8th	TEA #03154505	5428R (Year)

ORCHESTRA (ADVANCED)

8th	TEA #03154505	5428R (Year)
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PREREQUISITE: Directors approval required for placement in all levels.

Orchestra is offered at three levels of instruction. Students furnish violins and the school provides violas, cellos, and string basses. Basic fundamentals of stringed instruments are introduced, and rapidly progressing students may be transferred to a more advanced orchestra as scheduling permits. Out-of-school rehearsals and performances are required. String players must be enrolled in a regular orchestra class to participate in other specialized instrumental ensembles, such as Mariachi.

PUBLICATIONS ENGLISH (JOURNALISM)

7th	TEA #84000006	1817R (Semester)
	TEA #84000007	1827R (Year)
8th	TEA #84000008	1818R (Semester)
	TEA #84000009	1828R (Year)

Publications English is offered as an academic elective for students who wish to apply their writing skills to journalism. Students write and edit the school newspaper and/or yearbook. Production may involve photography, layout and design, and extensive writing. Principles of desktop publishing may also be included. Some schools include sixth graders in the program.

READING

7th	TEA #03273420	1317R (Semester) 1327R (Year)
8th	TEA #03273430	1418R (Semester) 1428R (Year)

Students in elective reading classes read independently with comprehension for sustained periods of time in a variety of texts to build fluency and comprehension. They engage in small and large group discussions. They expand their vocabulary through wide reading, word study, and use of visual, contextual, and structural clues. They use graphic organizers and other comprehension strategies in fiction and nonfiction texts. Students apply research strategies and study skills, producing short research reports with documentation.

SKILLS FOR LIVING

6th, 7th or 8th	TEA #12200200	7819R (Semester)
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This comprehensive one-semester course provides opportunities to explore family relationships, personal development, and planning for the future. Emphasis is on the importance of the family; effective communication skills, management skills, decision-making, acceptance of responsibility, and childcare practices that promote positive development. Other content addresses self-image, nutrition, wellness, personal appearance, and career options. Expenses may be incurred for projects. This course may be taken once in either grade 6, 7 or grade 8.

SPEECH

7th	TEA #03243620	1517R (Semester) 1527R (Year)
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This course develops the skills of the five functions of expression: participating in social traditions, informing, persuading, creating and imagining.

TECHNOLOGY EDUCATION

6th, 7th or 8th	TEA #12321200	7313R (Semester) 7312R (Year)
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This course will increase the student's understanding of the development and use of technology. The course introduces bio-related technology, communications, computer applications, construction, energy, power, transportation, and manufacturing. Hands-on problem solving activities may include designing and making products, assessing technology, constructing models of buildings, using computers, investigating solar energy, and using tools and machines. Expenses may be incurred for projects. This course may be taken once in either grade 6, 7 or 8.

THEATRE ARTS (BEGINNING)

6th	TEA #02900000	1616R (Semester) 1626R (Year)
7th	TEA #03253001	1617R (Semester) 1627R (Year)
8th	TEA #03253002	1618R (Semester) 1628R (Year)

THEATRE ARTS (INTERMEDIATE)

7th	TEA #03253001	1617R (Semester) 1627R (Year)
8th	TEA #03253002	1618R (Semester) 1628R (Year)

THEATRE ARTS (ADVANCED)

8th	TEA #03253002	1618R (Semester) 1628R (Year)
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This course includes technical theatre, preparation for plays, make-up, pantomime, improvisation, and understanding characters through character study. Skills in speech presentation, including the elements of communication, oral interpretation, and various types of speeches will be emphasized. At least one production is presented during the year. Out-of-school rehearsals and performances are required.

THEATRE PRODUCTION (BEGINNING)

6th	TEA #02900000	1606R (Semester) 1636R (Year)
7th	TEA #03253001	1607R (Semester) 1637R (Year)
8th	TEA #03253002	1608R (Semester) 1638R (Year)

THEATRE PRODUCTION (INTERMEDIATE)

7th	TEA #03253001	1607R (Semester) 1637R (Year)
8th	TEA #03253002	1608R (Semester) 1638R (Year)

THEATRE PRODUCTION (ADVANCED)

8th	TEA #03253002	1608R (Semester) 1638R (Year)
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This course is offered in three levels. It emphasizes the technical aspect of theatre production, preparation for plays, set design and lighting. Several productions are presented during the year. Out-of-school rehearsals and performances are required.

DANCE (BEGINNING)

6th	TEA #02850000	016116R (Semester)
7th	TEA #03823000	016117R (Semester)
8th	TEA #03823000	016118R (Semester)

DANCE (INTERMEDIATE)

7th	TEA #03823000	016117R (Semester)
8th	TEA #03823000	016118R (Semester)

DANCE (ADVANCED)

8th	TEA #03823000	016118R (Semester)
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Students learn and develop rhythm and movement skills in ballet, jazz, and social dance styles. Students learn to work cooperatively with others, and learn about the cultural and artistic diversity of these various dance styles. Students also learn basic nutrition and anatomy. Those in the year long dance class will also cover choreography. Students may have the opportunity to perform in public. Out-of-school rehearsals and performances may be required. P.E. credit is given for Dance at the Middle School Level.