



Sharyland Independent School District

A large, faint, circular seal of the State of Texas is visible in the background. It features a central five-pointed star and the text 'STATE OF TEXAS' at the top and 'COMMISSION ON COMMUNICATION' at the bottom.

**Junior High
Information Guide
&
Course Descriptions**



1106 North Shary Road

Mission, TX 78572

The Purpose

Purpose

The Junior High Information Guide & Course Descriptions contains important information for students on how they can be successful in middle school and in planning a course pathway to success in high school and beyond.

The Junior High Information Guide & Course Descriptions has two sections:

- General information for students and parents;
- Junior High course descriptions and endorsement pathways

Curriculum at a Glance

SISD provides junior high students a well-balanced curriculum aligned to state requirements of the Texas Education Agency (TEA). Our academic program offers both required courses and elective courses from which to choose. It is very important for students to look ahead at the courses to make selections that are of interest to them, fulfill grade level requirements, and be knowledgeable about courses that may benefit them in high school. Because some courses have prerequisites, a course that must be taken before another course, these circumstances may affect final student schedules. Students are encouraged to visit their counselors to get help with selecting the right courses for them.



The contents of this handbook are not contractual and do not give rise to a claim of breach of contract against the school district. Further, the contents of this handbook apply to all students of the district and may be amended in the future.

Table of Contents

I. CURRICULUM

Core Academics
Pre-AP & AP
Grading Guidelines
STAAR Assessments
Credit by Exam

II. SPECIAL PROGRAMS

Gifted & Talented
English Language Learners
Special Education
Section 504
Dyslexia

III. SCHEDULING

Modified Block

IV. POST SECONDARY READINESS

Career Cruising

V. COURSE SELECTION PLANNER

Grade 7
Grade 8

VI. COURSE DESCRIPTIONS

Required Courses
Elective Courses

VII. SELECTION FORMS

Grade 7 Course Selection Form
Grade 8 Course Selection Form
HB5

Curriculum

Core Academics

Core academic classes provide instruction in all state-mandated Texas Essential Knowledge and Skills (TEKS). The TEKS identify what Texas students should know and be able to do at every grade and in every course. The State Board of Education has adopted the TEKS as the standard curriculum for all Texas schools. The TEKS curriculum provides students with learning objectives called Student Expectations (SE).

Core academic classes provide a solid education for students as they prepare to enter post-secondary education, technical job preparation programs and/or the workforce. Learning in the core academic classes focuses on comprehension, application, analysis and synthesis of subject area content, processes and skills.

To review the TEKS by subject area, please go to the following link:

<http://www.tea.state.tx.us/index2.aspx?id=6148>

Pre-Advanced Placement (Pre-AP) & Advanced Placement (AP) Program

Pre-AP courses contain the levels of rigor necessary to provide readiness for the increased difficulty of high school AP courses. Formal identification of Gifted and Talented (GT) is not required to participate in Pre-AP and/or AP courses.

Careful consideration of the time demands of extracurricular activities, community service, homework and other activities should be considered when electing to take a Pre-AP course. Students are encouraged to visit their guidance counselor if they have questions regarding whether or not these are the right courses for them. Students demonstrate commitment to taking an AP exam by taking the AP course.

To learn more about Pre-AP or AP courses, please go to the following link:

<http://apcentral.collegeboard.com>.

Grading Guidelines

Sharyland ISD recognizes that implementing district-wide grading guidelines brings consistency in the assessment of the educational development, performance, and achievement of all students attending our schools. Pursuant to *Board Policy EIA (Local)*, grading guidelines outline (1) the number of grades teachers must take to support the grade average assigned, (2) the criteria for students to redo an assignment or retake a test, and (3) the opportunity students are provided to redo an assignment or retake a test.

For more information regarding grading guidelines, please go to the following link:

<http://www.sharylandisd.org/Page/103>

STAAR State Assessments

The state of Texas requires that students achieve satisfactory performance on state assessments each year. In grade 7, students take Reading, Writing, and Math. In grade 8, students take Reading, Math, Science, and Social Studies. If students are taking Algebra I, they will need to take the corresponding STAAR End-of-Course (EOC) assessment upon completion of this high school credit course.

Junior High State Exams	
7th Grade	Reading
	Writing
	Math
8th Grade	Reading
	Math
	Science
	Social Studies
End of Course	Algebra I

Credit by Exam

The district may offer a student the opportunity to earn course credit by taking an approved TEKS-based credit by exam test. Exams will be administered according to district procedures based on whether or not prior instruction was received.

Information regarding testing is available in the counseling office.

Special Programs

Gifted and Talented Program

Students in the gifted and talented program at Sharyland ISD will participate in services designed to demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experiences, and environment.

Information regarding nomination and testing is available in the counseling office.

Programs for English Language Learners

Sharyland ISD implements the state mandated English as a Second Language Program through the Content-Based ESL Model. This model provides supplementary instruction for all content areas by integrating ESL instruction with subject matter instruction that focuses on learning a second language using English as a medium to learn content. Teachers are ESL Certified and/or have received professional development in Sheltered Instruction.

Special Education Program

Students with disabilities have the opportunity to participate in educational programs and activities with students without disabilities. The school district curriculum enables each student with disabilities to acquire content knowledge and skills commensurate with the student's needs and abilities. These skills may be attained in the general program of instruction or through special education modification, accommodation or instruction and related services, as determined by the Admission, Review, and Dismissal (ARD) Committee.

If a student has or is suspected of having a disability and requires specially designed instruction that can only be provided through special education, please contact a campus guidance counselor for information concerning the special education referral process.

Students with Disabilities—Section 504

The Rehabilitation Act of 1973, reauthorized in 2008, commonly referred to as “Section 504,” is a non-discrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to ensure that students with disabilities have educational opportunities and benefits equal to those provided to other students. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits them in a major life activity such as learning, self-care, walking, seeing, hearing, speaking, reading, concentrating, breathing, working and performing manual tasks.

See the campus 504 Coordinator for more information about services for qualifying students.

Students with Dyslexia and Related Disorders

Students with dyslexia have difficulty with reading, writing and/or spelling. Each campus has an assigned diagnostician who is trained to reevaluate, instruct, and monitor eligible students. Schools serve students with dyslexia or related disorders in a variety of ways determined by a campus 504 committee.

See the campus 504 Coordinator for more information about services for qualifying students.

Scheduling

Modified Block Schedule

Junior High campuses follow a 9 period bell schedule. Each period is approximately 52 minutes long. The modified block schedule at the junior high level is a combination of single-period classes (52 min.) and blocked classes (104 min.) year-long. ELA and Math classes are blocked, while all other subjects are single-period classes.

Post Secondary Readiness

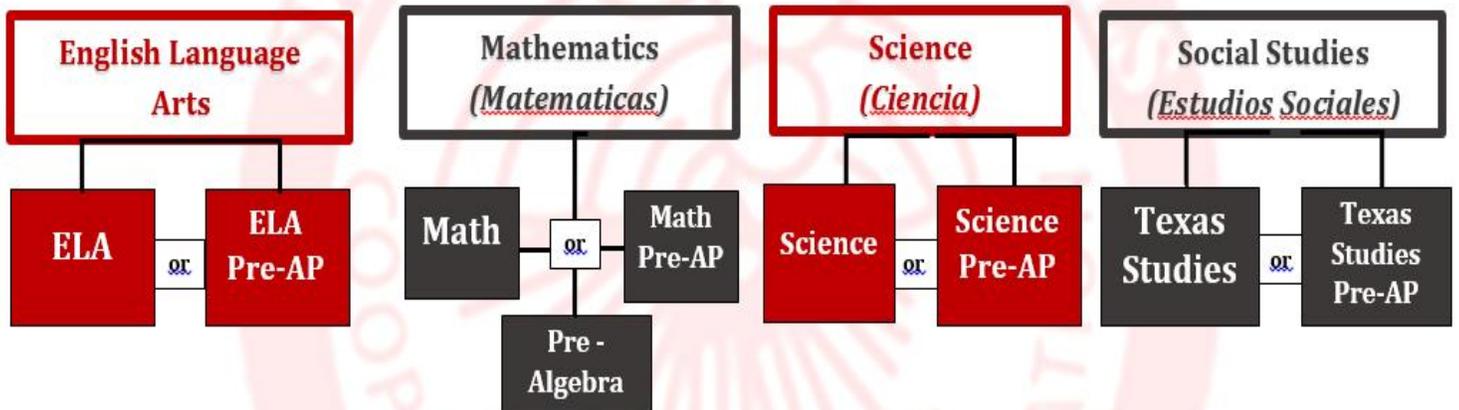
Career Cruising

In grades 7-8 students may utilize the web-based program, *Career Cruising*, to complete a career cluster survey, skills assessment, and self-assessment which will plot their interests. Students are encouraged to visit their guidance counselor to inquire about how to obtain access to the program.

Course Selection Planners

Course Selection Planner -Grade 7-

Core Classes (*Clases Fundamentales*)

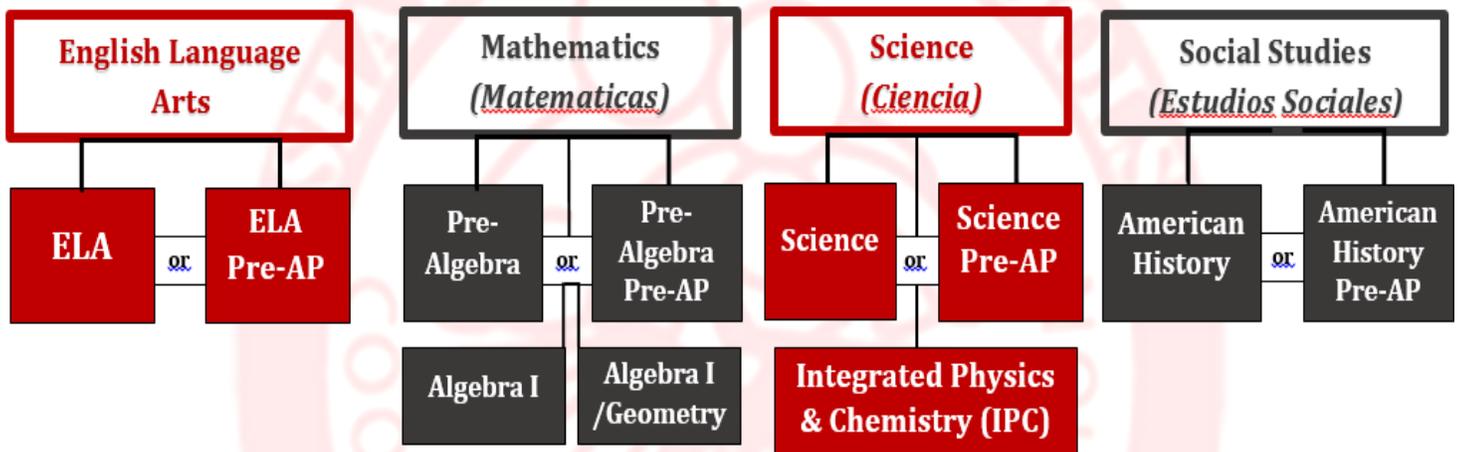


Elective Courses (*Cursos Suplementales*)



Course Selection Planner -Grade 8-

Core Classes (*Classes Fundamentales*)



Elective Courses (*Cursos Suplementales*)



Junior High Required Course Descriptions

**English Language Arts
Mathematics
Science
Social Studies**

ENGLISH LANGUAGE ARTS	7th Grade	# 4040
		# 4045 (Pre-AP)
	8th Grade	# 4060
		# 4065 (Pre-AP)

Length of Course.....2 semesters (Fall & Spring)

The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In ELA, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis.

MATHEMATICS	7th Grade	#4130
		#4125 (Pre-AP)
		#4120 (Pre-Algebra)
	8th Grade (Pre-Algebra)	#4115
	8th Grade (Pre-Algebra)	#4116 (Pre-AP)
	Algebra I	#4070 (HS credit)
	Algebra I/Geometry	#4073 (HS credit)
		#4071 (HS credit)

Length of Course..... 2 semesters (Fall & Spring)

***Pre-Requisite 7th Grade Pre-Algebra requires completion of 7th Grade math
 Algebra I requires completion of 8th Grade Pre-Algebra course
 Algebra I/Geometry requires meeting district acceleration requirements
 Recommended Graphing Calculator for Pre-algebra or Algebra I TI-84***

Throughout mathematics in Grades 7-8, 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 underlie all content areas in mathematics. Throughout mathematics in Grades 7-8, 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.

Grade 7 Mathematics

Within a well-balanced mathematics curriculum, the primary focal points at 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/Pre-Algebra

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.

Algebra I (Pre-AP)

8th grade students who have successfully completed the Grade 8 Mathematics course prior to entering 8th grade qualify to take Algebra I. **Algebra I is a high-school credit course but will not be included in the student's high school GPA.**

In Algebra I, students will continue to build on foundational skills learned in lower grades as they expand their understanding through other mathematical experiences including: algebraic thinking and symbolic reasoning, function concepts, relationships between equations and functions, tools for algebraic thinking, and underlying mathematical processes.

Algebra I/Geometry

8th grade students who have successfully completed the Grade 8 Mathematics course prior to entering 8th grade may qualify to take Algebra I/Geometry course. **Algebra I and Geometry are high-school credit courses but will not be included in the student's high school GPA.**

The Algebra-Geometry course is an accelerated course available only to students who meet the Junior High Mathematics Criteria for Acceleration. For more information regarding acceleration criteria, please go to the following link:

<http://www.sharylandisd.org/Page/103>

SCIENCE	7th Grade	#4135
	7th Grade	#4140 (Pre-AP)
	8th Grade	#4145
	8th Grade	#4155 (Pre-AP)
	IPC	#4150 (HS credit)

Length of Course.....2 semesters (Fall & Spring)

Pre-RequisiteIPC requires enrollment in Algebra I

Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.

Scientific hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions become theories. Scientific theories are based on natural and physical phenomena and are capable of being tested by multiple, independent researchers. Students should know that scientific theories, unlike hypotheses, are well-established and highly reliable, but they may still be subject to change as new information and technologies are developed. Students should be able to distinguish between scientific decision-making methods and ethical/social decisions that involve the application of scientific information.

Grade 7

Grade 7 science is interdisciplinary in nature; however, much of the content focus is on organisms and the environment.

Grade 8

Grade 8 science is interdisciplinary in nature; however, much of the content focus is on earth and space science.

IPC

Integrated Physics and Chemistry is a high school course that fulfills the science requirement for 8th grade. **IPC is a high-school credit course but will not be included in the student's high school GPA.**

SOCIAL STUDIES	7th Grade (Texas Studies)	#4220
	7th Grade (Texas Studies)	#4221 (Pre-AP)
	8th Grade (American Hist.)	#4320
	8th Grade (American Hist.)	#4321 (Pre-AP)

Length of Course.....2 semesters (Fall & Spring)

Grade 7

In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.

Grade 8

In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.

Junior High School Elective Course Descriptions

Boys Athletics
Girls Athletics
Physical Education
Band
Choir
Mariachi
Theater Arts
Theater Arts Production
Art
News Production*
Film Production*
Photography*
Yearbook
Health
Spanish I
Speech
Computer Applications
Keyboarding
Teen Leadership
Piano I & II
Exploring Careers
Gateway to Technology

***Please check campus course listing information for campus availability.**

Important information:

- All junior high students must take at least two semesters of Physical Education or Physical Education Substitutions.
- Athletics or Band are Physical Education Substitutions that will satisfy the 2-semester requirement.
- All students will be assessed on their physical fitness using the FITNESSGRAM assessment based on their Health Classification.

BOYS ATHLETICS	7th Grade	#5211
	8th Grade	#5311

Length of Course 2 semesters (Fall & Spring)

This elective is for students interested in competing on our school athletic teams. Our teams compete in football, basketball, track & field, tennis, cross country, golf, soccer, and swimming.

GIRLS ATHLETICS	7th Grade	#5212
	8th Grade	#5312

Length of Course 2 semesters (Fall & Spring)

This elective is for students interested in competing on our school athletic teams. Our teams compete in volleyball, basketball, track & field, tennis, cross country, golf, soccer, and swimming.

PHYSICAL EDUCATION	7th Grade	#5220 (Boys) #5221 (Girls)
	8th Grade	#5220 (Boys) #5221 (Girls)

Length of Course 2 semesters (Fall & Spring)

This course will fulfill the physical activity requirement for junior high. In this course, each 6 weeks a different sport will be covered. Students are taught proper technique and form. Emphasis is placed on lifetime sports that will encourage students to maintain an active and healthy lifestyle.

BAND	7th Grade	#6100
	8th Grade	#6100

Length of Course 2 semesters (Fall & Spring)

Pre-RequisiteBand Director Recommendation

The band program is designed to promote and encourage students with a desire to learn and enjoy music. This is done through quality instructional and extracurricular experience. The “Band Experience” enriches students’ lives in many ways, and often for years to come after high school graduation. Their self-discipline, social and communication skills, self-concepts, cooperative talents and creative minds will all be nurtured through their study of music. Students will be placed in the appropriate class as per band staff recommendation.

CHOIR	7th & 8th Grade	#6340
	Girls Choir	#6340
	Boys Choir	#6341

Length of Course 2 semesters (Fall & Spring)

Choir class is a performance-based class. Students spend most of their time preparing for performances. Students will perform throughout the school year at evening concerts, pep rallies, local businesses, elementary schools, and other special events. Students will learn many types of music along with basic music theory and sight-reading skills. There are also several competitive events during the school year including Solo & Ensemble in the fall and Region Choir in the spring. Choir students will learn how to work as part of a team by committing to achieve common goals.

MARIACHI	7th & 8th Grade	#0123
-----------------	--	--------------

Length of Course 2 semesters (Fall & Spring)

Mariachi is a mixture of instrumentalists and vocalists (instruments include: trumpet*, flute*, violin, vihuela, guitarra de golpe, guitar and guitarron). There will be an emphasis in the teaching on the fundamentals of sight-reading, correct strumming/bowing/breathing and performance skills. Basic music theory will be taught as a main part of this course (learning to understand written music and apply it to instrumental/vocal production). This is a performance class.

THEATER ARTS

Theater Art I

#4080

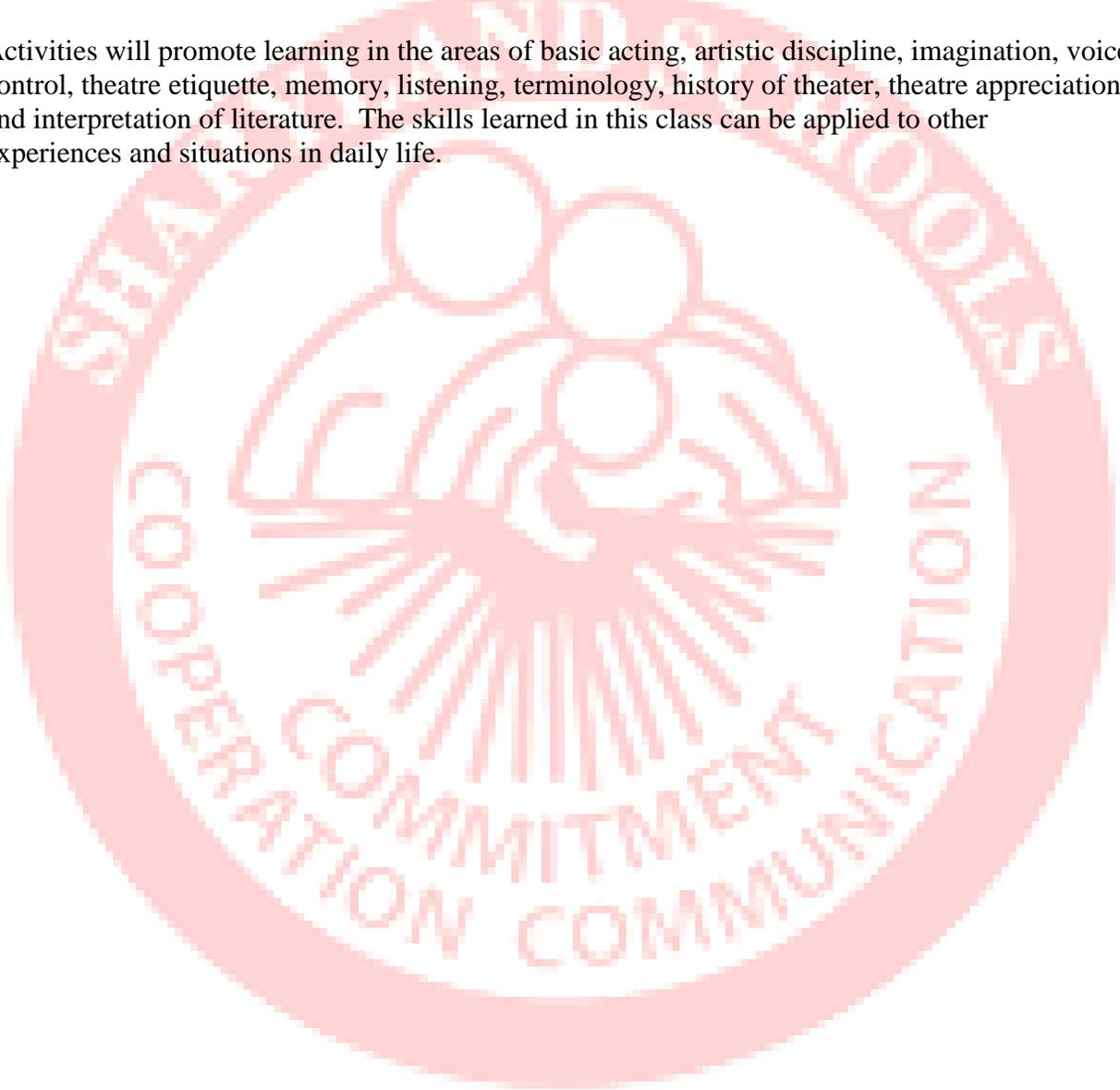
Theater Art Production

#4081

Length of Course 1 semester or 2 semesters (Fall & Spring)

Pre-RequisiteStudents must try out for Theater Art Production

Activities will promote learning in the areas of basic acting, artistic discipline, imagination, voice control, theatre etiquette, memory, listening, terminology, history of theater, theatre appreciation, and interpretation of literature. The skills learned in this class can be applied to other experiences and situations in daily life.



ART	Art I	#6220
	Art II	#6320

Length of Course *1 semester (Art I)*
2 semesters (Art II)

Students will learn the four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

Knowledge and skills include perception, creative expression/performance, historical/cultural heritage, and response/evaluation.

MEDIA PRODUCTION	Yearbook	#4055
	News Production	#8548
	Film Production	#8553
	Photography	#8554

Length of Course *2 semesters (Yearbook)*
2 semesters (News Production)
2 semesters (Film Production)
1 semester (Photography)

Yearbook

Students learn and develop the skills needed to produce a yearbook: evaluating news, fact gathering, photography, writing of headlines and captions, graphic design and layout, proofing, editing, advertising, basic publication management skills, and creative writing. This course requires considerable time outside school hours as well as leadership and teamwork abilities.

News Production

Major topics to be covered include the basic skills of camera recording, researching and writing scripts, and the production of a news broadcast/announcements using a variety of software and tools which also include the use of animations, music editing, and capturing pre-recorded video.

Film Production

This course will introduce students to the pre-production, production, and post-production phases of the filmmaking process. Students will receive hands-on experience by producing weekly broadcasts, creating music videos, and short films.

Photography

Major topics to be covered include the basic and advanced operation of a digital camera, composition techniques, flash photography, and photo editing.

HEALTH

Health II

#5223 (HS Credit)

Length of Course 1 semester

Pre-Requisite Parent Permission required

In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

In middle school, students learn about health behaviors that will safeguard their health as well as information related to understanding puberty and the reproductive process. Students are taught about factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Middle school students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community. **Health is a local high-school credit course but will not be included in the student's high school GPA.**

SPANISH I	Spanish I-E	#8323 (HS credit)
	Spanish I-S	#8322 (HS credit)
	Spanish AP	#0346 (HS credit)

Length of Course 2 semesters (Fall & Spring)

Spanish I

Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition. **Spanish I is a high-school credit course but will not be included in the student’s high school GPA.**

SPEECH	Professional Comm.	#4085 (HS credit)
---------------	---------------------------	--------------------------

Length of Course 1 semester

Professional Communications (also known as Speech), blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. **Speech is a high-school credit course but will not be included in the student’s high school GPA.**

COMPUTER APPLICATIONS**Computer App. I
Keyboarding****#8550****#8551***Length of Course 1 semester***Computer Applications:**

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.

Keyboarding

Through the study of technology applications, also known as keyboarding, students will learn about current and emerging technologies. 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.

TEEN LEADERSHIP**Teen Leadership****#8310***Length of Course 1 semester*

Teen Leadership helps students to grow in character and vision. This course helps students prepare for life challenges and develops leadership skills. Students will learn how to make first impressions, present ideas, think independently, work with difficult people, and how pursue personal excellence.

PIANO	Piano I	#6344
	Piano II	#6345

Length of Course 1 semester or 2 semesters (Fall & Spring)

Pre-RequisitePiano I is required before taking Piano II

Piano I

Students will be introduced to original music in contemporary, rock ‘n roll, jazz, classical, country and pop styles. This course, designed to develop students’ listening skills and accelerate their learning, provides students an opportunity to gain an ensemble experience.

Piano II

All student will play a variety of music from classical to contemporary music. Students learn to sight-read piano music and develop their piano technique through exercises and solo pieces.

EXPLORING CAREERS	Career Explorations	#5600
--------------------------	----------------------------	--------------

Length of Course 1 semester

Students use decision-making and problem solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career achievement plan. Students will use interest inventory software or other tools to explore areas of personal interest.

Length of Course 1 semester

Pre-Requisite Enrollment in Algebra I preferred, or have recommendation from Math and Science teacher

Gateway to Technology (GTT) is the foundational course of Project Lead the Way (PLTW) at the junior high level. Through topics like robotics, flight and space, and DNA and crime scene analysis, students engage their natural curiosity and imagination in creative problem solving. Students are challenged to solve real-world problems, such as cleaning up oil spills and designing sustainable housing solutions using some of the same advanced software and tools used by the world's leading companies. **Gateway to Technology is a high-school credit course but will not be included in the student's high school GPA.**

Selection Forms

Grade 7 Course Selection Form

Students in grade 7 must identify requested courses by completing the Grade 7 Course Selection Form and submitting to their counselor. Scheduling will be dependent on availability of courses requested.

Course Selection Forms available in the counselor's office or on the campus website.

Grade 8 Course Selection Form

Students in grade 8 must identify requested courses by completing the Grade 8 Course Selection Form and submitting to their counselor. Scheduling will be dependent on availability of courses requested.

Course Selection Forms available in the counselor's office or on the campus website.

HB5 Endorsement Selection Form

In 2013, the 83rd Texas Legislatures established the new Foundation High School Program as the default high school graduation program for all students entering high school beginning in 2014-2015. The State Board of Education in January 2014 adopted rules related to the new Foundation High School Program. As a part of this new program, students must declare in writing an endorsement that the student intends to earn upon entering 9th grade. An endorsement requires a focused study in one or more areas of student interest. To facilitate this process, students will complete this form during their 8th grade year.

If needed, the selected endorsement may be changed by the student during high school.